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# Environmental Education

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**ABBEY  
FARRELL**

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Towards a  
Convergence  
Between  
Science and  
Environmental  
Education  
University of

Nairobi Press  
This guide to  
Wisconsin's  
academic  
standards for  
environmental  
education  
describes the  
process and  
development  
of state  
environmental

standards.  
Designed for  
administrators  
, school board  
members, and  
teachers, the  
guide explains  
the purpose  
and goals of  
creating  
standards and  
contains a

brief history of environmental education in Wisconsin. The standards are divided into five sections: (1) Questioning and Analysis; (2) Knowledge of Environmental Processes and Systems; (3) Environmental Issue Investigation Skills; (4) Decision and Action Skills; and (5) Personal and Civic Responsibility. Each section is then subdivided into content standards and performance standards for

Grades 4, 8, and 12. Emphasis is placed on interdisciplinary approaches to environmental education, using environmental education as a theme throughout the K-12 curriculum; developing critical thinking, problem solving, decision making, and communication skills; and encouraging responsible citizenry and community skills. A glossary of terms is

included. (SJR)  
**Building A Shared Vision For Environmental Education**  
 Peter Lang  
 Pub  
 Incorporated  
 The concept of "standards" seems antithetical to the ways critical educators are dedicated to teaching, but what would "standards" look like if they were generated from social justice perspectives and through collaborative and inclusive processes? Such is the central

question posed by the contributors of this groundbreaking collection on the interconnectivity of social justice, peace, and environmental preservation. Challenging education that promotes consumerism, careerism, and corporate profiteering, they boldly offer examples of a new paradigm for practicing a transformative critical pedagogy. Rather than just talking about coalition

building within and across educational communities, they demonstrate how we might communicate from different vantage points and disciplinary boundaries to create a broader picture of social and eco-justice. Social Justice, Peace, and Environmental Education will be required reading for educators and students who want to envision and practice living, acting, and teaching for a better world.

### **Outdoor Environmental Education in Higher Education**

Springer  
Nature  
This book brings together an international group of authors to discuss the outdoor environmental education (OEE) theory and practice that educators can use to support teaching and learning in higher education. The book contents are organised around a recently established

list of threshold concepts that can be used to describe the knowledge and skills that university students would develop if they complete a major in outdoor education. There are six key sections: the theoretical foundations and philosophies of OEE; the pedagogical approaches and issues involved in teaching OEE; the ways in which OEE is a social, cultural and environmental

endeavour; how outdoor educators can advocate for social justice; key approaches to safety management; and the need for on-going professional practice. The threshold concepts that form the premise of the book describe outdoor educators as creating opportunities for experiential learning using pedagogies that align their programme's purpose and practice. Outdoor educators are

place-responsive, and see their work as a social, cultural and environmental endeavour. They advocate for social and environmental justice, and they understand and apply safety principles and routinely engage in reflective practice. This book will provide clarity and direction for emerging and established outdoor educators around the world and will also be

relevant to students and professionals working in related fields such as environmental education, adventure therapy, and outdoor recreation. Environmental Education Discovery Publishing House Pvt Limited This book, 'Environmental Education' is designed to meet the requirements of the students and teachers who are in the field of education especially with specialization in environmental education, sustainable development, life style for future at the graduate and post-graduate level. In this book, we made an attempt to explain the concept of environmental education, Objectives, Scope and Nature of Environmental Education, Natural Resources and Associated Problems, Environmental Hazards and Pollution, Environmental issues and Policies, Environmental Movements and Developments , International Efforts for Environmental Protection, Environmental Management and Protection, Environmental Educational in the School Curriculum, Environmental Education and Educational Technology, Environmental Ethics, Eco-system and Ecological Balance, etc. **Environment al Education and Advocacy** Routledge The present book shares critical

perspectives on the conceptualization, implementation, discourses, policies, and alternative practices of environmental education (EE) for diverse and unique groups of learners in a variety of international educational settings. Each contribution offers insights on the authors' own processes of re-imagining an education in/about/for the environment that are realized through their

teaching, research and other ways of "doing" EE. Overall, environmental education has been aimed at giving people a wider appreciation of the diversity of cultural and environmental systems around them as well as the urge to overcome existing problems. In this context, universities, schools, and community-based organizations struggle to promote sustainable environmental

education practices geared toward the development of ecologically literate citizens in light of surmountable challenges of hyperconsumption, environmental depletion and socioeconomic inequality. The extent that individuals within educational systems are expected to effectively respond to—as well as benefit from—a "greener" and more just world becomes

paramount with the vision and analysis of different successes and challenges embodied by EE efforts worldwide. This book fosters conversations amongst researchers, teacher educators, schoolteachers, and community leaders in order to promote new international collaborations around current and potential forms of environmental education. This book reflects many

successful international projects and perspectives on the theory and praxis of environmental education. An eclectic mix of international scholars challenge environmental educators to engage issues of reconciliation of correspondences and differences across regions. In their own ways, authors stimulate critical conversations that seem pivotal for necessary re-imaginings of

research and pedagogy across the grain of cultural and ecological realities, systematic barriers and reconceptualizations of environmental education. The book is most encouraging in that it works to expand the creative commons for progress in teaching, researching and doing environmental education in desperate times. — Paul Hart, Professor of Science and

Environmental Education at the University of Regina (Canada), Melanson Award for outstanding contributions to environmental and outdoor education (Saskatchewan Outdoor and Environmental Education Association) and North American Association for Environmental Education (NAAEE)'s Jeske Award for Leadership and Service to the Field of EE and Outstanding Contributions to Research in

EE. In an attempt to overcome simplistic and fragmented views of doing Environmental Education in both formal and informal settings, the collected authors from several countries/continents present a wealth of cultural, social, political, artistic, pedagogical, and ethical perspectives that enrich our vision on the theoretical and practical foundations of the field. A remarkable book that I

suggest all environmental educators, teacher educators, policy and curricular writers read and present to their students in order to foster dialogue around innovative ways of experiencing an education about/in/for the environment.  
— Rute Monteiro, Professor of Science Education, Universidade do Algarve/ University of Algarve (Portugal).

**A Review of**



**the  
Environmental  
Education  
Program at  
Kennebunk/  
Kennebunk  
port, Maine**

Springer  
"The hope for the future depends on teaching current and future students the analytical and critical thinking skills for dealing with the most critical problems. My own hope is for this book to be read by everyone, even those outside the field of environmental education. Read this

book, read it again, share it widely, and do something - anything - to help our needy and wounded planet."-Marc Bekoff, author of *The Animal Manifesto: Six Reasons For Expanding Our Compassion Footprint*  
"Saylan and Blumstein provide a compelling vision of what can be, and what should be, if we have the courage to open our eyes and the boldness to act."-Peter Saundry, Ph.D., Executive

Director of the National Council for Science and the Environment  
"A clarion call to incorporate environmental education in all grades K-12, across all academic disciplines, in order to produce future generations of environmental stewards."- Mark Gold, President, Heal The Bay  
"We need a sea change in the educational system. After all, if we can teach schoolchildren that vandalism is

wrong, why can we not teach them that environmental destruction is wrong? This book is a haunting call to action. A beautifully written manifesto that gets it right."- Ron Swaisgood, Director of Applied Animal Ecology, Institute for Conservation Research, San Diego Zoo Global "The greatest threat to the future of all species on the planet is the huge gap between what

is understood about global climate change by the scientific community and what is known about climate change by the people who need to know -- the public. The sound prescriptions in this book need to be read now. We are running out of time."- Dr. James Hansen, world-renowned climatologist and author of Storms of My Grandchildren: The Truth About the Coming Climate

Catastrophe and Our Last Chance to Save Humanity "Environmental education is a disaster and educating the public on environmental issues is the greatest challenge facing humanity today. This book will help us understand why we are headed toward the collapse of civilization, and more important, how to fix it. Packed with sound science, useful information, and brilliant

ideas, it is a book we must read, and give, to our local school boards and principals nationwide. Our children will thank us."- Paul R. Ehrlich, author of *The Population Bomb* and *Humanity on a Tightrope*. *Environmental Education in the Public Schools* Springer

"Environmental education can foster behavior change and collective action by going beyond knowledge and attitudes to consider efficacy, identity, sense of place, social capital, nature connectedness, norms, and nudges"-- Post-Sustainability and Environmental Education Univ of California Press

Urban Environmental Education Review explores how environmental education can contribute to urban sustainability. Urban environmental education includes any practices that create learning opportunities to foster individual and community well-being and environmental quality in cities. It fosters novel educational approaches and helps debunk common assumptions that cities are ecologically barren and that city people don't care for, or need, urban nature or a healthy environment. Topics in Urban Environmental Education Review range

from the urban context to theoretical underpinnings, educational settings, participants, and educational approaches in urban environmental education. Chapters integrate research and practice to help aspiring and practicing environmental educators, urban planners, and other environmental leaders achieve their goals in terms of education, youth and community development,

and environmental quality in cities. The ten-essay series Urban EE Essays, excerpted from Urban Environmental Education Review, may be found here: [naaee.org/eep/ro/resources/urban-ee-essays](http://naaee.org/eep/ro/resources/urban-ee-essays). These essays explore various perspectives on urban environmental education and may be reprinted/reproduced only with permission from Cornell University Press.

Field Trips in Environmental Education  
Springer  
This publication contains records of an oversight hearing on the National Environmental Education Act in which activities carried out under the Act since its signing were reviewed. The following witnesses addressed the hearing held on April 21, 1994: David B. Rockland, National Environmental Education and Training Foundation;

<p>Dr. Paul F. Nowak, Director, National Consortium for Environmental Education and Training; Judy Braus, Board Member, North American Association for Environmental Education; Loretta A. Ucelli, Associate Administrator, Office of Communication, Education and Public Affairs, Environmental Protection Agency; Jayni Chase, Founder, Center for Environmental</p>	<p>Education; and Marietta J. Sutter, Coordinator, Project Green Reach. Each representative outlined his/her organization's activities and made suggestions for improvement of the Act. Suggested improvements ranged from reallocation of funding to increased cooperation between governmental agencies carrying out environmental education efforts. (LZ) <i>Critical Thinking in</i></p>	<p><i>Biology and Environmental Education</i> BWV Verlag These papers aim to provide a substantial review of the literature pertaining to a comprehensive range of traditional and contemporary research paradigms and research methods. The book is designed as a reference work for novice researchers in the fields of geographical and environmental education. <i>Environmental Education, Ethics and</i></p>
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<p><i>Action in Southern Africa</i> Gale Cengage The present book shares critical perspectives on the conceptualization, implementation, discourses, policies, and alternative practices of environmental education (EE) for diverse and unique groups of learners in a variety of international educational settings. Each contribution offers insights on the authors' own processes of re-imagining</p>	<p>an education in/about/for the environment that are realized through their teaching, research and other ways of "doing" EE. Overall, environmental education has been aimed at giving people a wider appreciation of the diversity of cultural and environmental systems around them as well as the urge to overcome existing problems. In this context, universities, schools, and</p>	<p>community-based organizations struggle to promote sustainable environmental education practices geared toward the development of ecologically literate citizens in light of surmountable challenges of hyperconsumerism, environmental depletion and socioeconomic inequality. The extent that individuals within educational systems are expected to effectively respond</p>
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stimulate critical conversations that seem pivotal for necessary re-imaginings of research and pedagogy across the grain of cultural and ecological realities, systematic barriers and reconceptualizations of environmental education. The book is most encouraging in that it works to expand the creative commons for progress in teaching, researching and doing

environmental education in desperate times. — Paul Hart, Professor of Science and Environmental Education at the University of Regina (Canada), Melanson Award for outstanding contributions to environmental and outdoor education (Saskatchewan Outdoor and Environmental Education Association) and North American Association for Environmental Education (NAAEE)'s Jeske Award for Leadership and Service to the Field of EE and Outstanding Contributions to Research in EE. In an attempt to overcome simplistic and fragmented views of doing Environmental Education in both formal and informal settings, the collected authors from several countries/continents present a wealth of cultural, social, political, artistic, pedagogical, and ethical perspectives that enrich our vision on the theoretical and practical foundations of the field. A remarkable book that I suggest all environmental educators, teacher educators, policy and curricular writers read and present to their students in order to foster dialogue around innovative ways of experiencing an education about/in/for the environment. — Rute Monteiro, Professor of Science



- Education, Universidade do Algarve/ University of Algarve (Portugal). *International Perspectives on the Theory and Practice of Environmental Education: A Reader* Cornell University Press  
 Formal education is beginning to reflect an increase in environmental concern. Drawing on case studies, the authors explain how this subject can best be implemented at classroom level.
- International Perspectives on the Theory and Practice of Environmental Education: A Reader NYU Press  
 On the imperative of sustainable development: a philosophical and ethical appraisal / Johan Hattingh -- Integrating economic development, social justice and ecological sustainability: a case of sustainable development in the waste industry, eThekwini Municipality, Durban / Sara
- Freeman, Ndyebo Mgingqizana -- Environmental management: expertise, uncertainty, responsibility / Mike Ward -- Decentralising environmental management in Malawi: the challenge of capacity-building / Martin Mkandawire -- Policy playing out in the field: a case study of the implementation of sustainable agriculture in Uganda / Daniel Babikwa -- The evolution of people-and-parks

relationships in South Africa's National Conservation Organisation / Kevin Moore, Lynette Masuku van Damme -- Industry and sustainability: a re-view through critical discourse analysis / Leigh Price -- Challenges for environmental journalism in Africa: a case story of NGO-based journalism in ecological youth of Angola / Vladimir Russo -- Curriculum patterning in	environmental education: a review of developments in formal education in South Africa / Heila Lotz-Sisitka -- Indigenous knowledge and the school curriculum: a review of developing methods and methodologica l perspectives / Rob O'Donoghue, Edgar Neluvhalani -- Sustainable development in a post-colonial context: the potential for emancipatory research / Tsepo Mokuku -- Ambivalent	globalising influences in a local context: the case of an environmental education practitioner's experience in Zambia / Justin Lupele. <u>Environmental Education for Sustainability</u> HSRC Press This book provides a critique of over two decades of sustained effort to infuse educational systems with education for sustainable development. Taking to heart the idea that deconstructio n is a prelude to
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reconstruction, this critique leads to discussions about how education can be remade, and respond to the educational imperatives of our time, particularly as they relate to ecological crises and human-nature relationships. It will be of great interest to students and researchers of sociology, education, philosophy and environmental issues.

**Environmental Education: Curriculum**

**And Teaching Methods**  
Springer Science & Business Media  
Environmental education is a field characterised by a paradox. Few would doubt the urgency and importance of learning to live in sustainable ways, but environmental education holds nowhere near the priority position in formal schooling around the world that this would suggest. This

text sets out to find out why this is so. It is divided into six parts: Part 1 is a concise history of the development of environmental education from an international perspective; Part 2 is an overview of the 'global agenda', or subject knowledge of environmental education; Part 3 introduces perspectives on theory and research in environmental education; Part 4 moves on to practice,

and presents an integrated model for planning environmental education programmes; Part 5 brings together invited contributors who talk about environmental education in their own countries - from 15 countries including China, South Africa, Sri Lanka and the USA; Part 6 returns to the core questions of how progress can be made, and how we can maximise the potential of environmental

education for the twenty first century. The Handbook of Environmental Education Springer Nature This Open Access book is about the development of a common understanding of environmental citizenship. It conceptualizes and frames environmental citizenship taking an educational perspective. Organized in four complementary parts, the book first explains the political,

economic and societal dimensions of the concept. Next, it examines environmental citizenship as a psychological concept with a specific focus on knowledge, values, beliefs and attitudes. It then explores environmental citizenship within the context of environmental education and education for sustainability. It elaborates responsible environmental behaviour, youth activism and education for

sustainability through the lens of environmental citizenship. Finally, it discusses the concept within the context of different educational levels, such as primary and secondary education in formal and non-formal settings. Environmental citizenship is a key factor in sustainability, green and cycle economy, and low-carbon society, and an important aspect in addressing global environmental

problems. It has been an influential concept in many different arenas such as economy, policy, philosophy, and organizational marketing. In the field of education, the concept could be better exploited and established, however. Education and, especially, environmental discourses in science education have a great deal to contribute to the adoption and promotion of

environmental citizenship. Young Children's Play and Environmental Education in Early Childhood Education Routledge Understanding s of "nature" have expanded and changed, but the word has not lost importance at any level of discourse: it continues to hold a key place in conversations surrounding thought, ethics, and aesthetics. Nowhere is this more evident than

in the interdisciplinary field of environmental studies. Keywords for Environmental Studies analyzes the central terms and debates currently structuring the most exciting research in and across environmental studies, including the environmental humanities, environmental social sciences, sustainability sciences, and the sciences of nature. Sixty essays from humanists,

social scientists, and scientists, each written about a single term, reveal the broad range of quantitative and qualitative approaches critical to the state of the field today. From “ecotourism” to “ecoterrorism,” from “genome” to “species,” this accessible volume illustrates the ways in which scholars are collaborating across disciplinary boundaries to reach shared

understandings of key issues—such as extreme weather events or increasing global environmental inequities— in order to facilitate the pursuit of broad collective goals and actions. This book underscores the crucial realization that every discipline has a stake in the central environmental questions of our time, and that interdisciplinary conversations

not only enhance, but are requisite to environmental studies today. Visit [keywords.nyu.edu](http://keywords.nyu.edu) for online essays, teaching resources, and more.

*Urban Environmental Education Review*  
Springer  
Nature

This book has been written for general readership but more specifically for college and university students studying environmental education in the 8-4-4

education system. In eleven chapters, the following broad topics are comprehensively covered: Environmental Education as an academic and practical discipline; People, their activities, resources, and the environment; Legal aspects of the environment. Each chapter is complete in itself with relevant questions and an exhaustive bibliography. It is hoped that the topical

questions in each chapter will enable students to have a clearer understanding of the subject. The bibliographies should be of great help to the reader who is interested in an indepth study of the respective topics discussed in the text.

The Failure of Environmental Education (And How We Can Fix It)  
A&C Black  
In the World Library of Educationalists,  
international scholars

themselves compile career-long collections of what they judge to be their finest pieces—extracts from books, key articles, salient research findings, major theoretical and/practical contributions—so the world can read them in a single manageable volume. Readers thus are able to follow the themes and strands of their work and see their contribution to the development

of a field, as well as the development of the field itself. Internationally recognized for his research on environmental education, science engagement, learning outside the classroom, and teacher identity and development, in this volume Justin Dillon brings together a thoughtfully crafted selection of his writing representing key aspects of his life and work leading to his current

thinking on the need for a convergence of science and environmental education. The chapters are organized around 7 themes: On Habitus; On methodological issues; Developing theories of learning, identity and culture; Challenges and opportunities—science, the environment and the outdoors; Classroom issues—the emergence of Science|Environment|Health; Science engagement



and communication; Science, environment and sustainability. TEXT BOOK ON ENVIRONMENTAL EDUCATION Sarup & Sons In an era in which environmental education has been described as one of the most pressing educational concerns of our time, further insights are needed to understand how best to approach the learning and teaching of environmental

education in early childhood education. In this book we address this concern by identifying two principles for using play-based learning early childhood environmental education. The principles we identify are the result of research conducted with teachers and children using different types of play-based learning whilst engaged in environmental education. Such play-types connect with the

historical use of play-based learning in early childhood education as a basis for pedagogy. In the book 'Beyond Quality in ECE and Care' authors Dahlberg, Moss and Pence implore readers to ask critical questions about commonly held images of how young children come to construct themselves within social institutions. In similar fashion, this little book problematizes

the taken-for-grantedness of the childhood development project in service to the certain cultural narratives. Cutter-Mackenzie, Edwards, Moore and Boyd challenge traditional conceptions of play-based learning through the medium of

environmental education. This book signals a turning point in social thought grounded in a relational view of (environmental) education as experiential, intergenerational, interspecies, embodied learning in the third space. As Barad says, such work is

based in interactions that can account for the tangled spaces of agencies. Through the deceptive simplicity of children's play, the book stimulates deliberation of the real purposes of pedagogy and of schooling. Paul Hart, University of Regina, Canada