Education and Ecology Bibliography
(Annotated by Sam Mickey and Elizabeth McAnally)

Journals:

Australian Journal of Environmental Education 1985+
Canadian Journal of Environmental Education 1996+
Environmental Education Research 1995+
Journal of Adventure Education and Outdoor Learning 2000+
Journal of Environmental Education 1969+
New England Journal of Environmental Education 1986+

Books:


This book is a collection of writings that apply environmental education to issues of educating for sustainability. The essays are written by authors who have different perspectives and come from various geographical regions from around the globe. This book presents multiples and varied approaches to environmental education, both with a view to in-depth information about important problems in the field and with a view to general trends and projects that characterize concrete actions in the field.


This is a collection of sixteen narratives written by students, faculty, staff, and administrators who present reflections on various experiences with greening college and university campuses, particularly since environmental awareness on campus has become increasingly common since Earth Day, 1970. The writings in this collection show that participatory engagements and committed activism are necessary if any effort to achieve
ecological sustainability is going to be successful. The stories recounted in this book involve eighteen different colleges and universities.


This is primarily a resource for environmental educators, teachers, and parents who are interested in teaching environmental literacy to children. The book discuss approaches to pedagogy that help children learn how to discuss and think critically about the environment. With this awareness of the environment, children are equipped to learn how to participate actively as engaged citizens within their communities.


In this book, Berry suggests ways to facilitate a transition from the cultural traditions that have supported the destruction and devastation of the planet to new cultural traditions that situate the human being in mutually enhancing relations with life systems, with the planet, and with the evolutionary processes of the cosmos. These new cultural traditions would help the human enter an Ecozoic era, in which humans would start seeing the world as a “communion of subjects” and not as the mere “collection of objects” to which modern science reduces the universe. Berry discusses the implications of the transition to an Ecozoic era for the university and for other educational institutions.


This is a collection of writings on the relationship between sustainability and higher education. Along with an introductory essay and a conclusion essay that provide general remarks about sustainability in higher education, other essays cover topics related to education for sustainability, including the following: sustainability in higher education and in lifelong learning and sustainability, international developments in sustainability education, eco-design, gender in sustainable development education, the built environment, transportation, accounting, economics, social policy, sociology, politics, geography, and philosophy. There are 18 essays, with contributions from John Blewitt, Cedric Cullingford, Stephen Sterling, Jenneth Parker, Ros Wade, Hugh Atkinson, Peter Hopkins, Peter James, Adam Van Winsum, Jack Bradley, Joanne Crowther, Karen Warren, Brain Edwards, Colin Bamford, Christopher Cowton, Mark Baimbridge, Meg Hugby, Matthew Smith, John Donnelly, Andre Parker, Robert Garner, Phil McManus, and Clare Palmer.


In this book, the author proposes a framework for environmental education after the modern age of anthropocentrism and humanism. Bonnett argues that the current system of education perpetuates many modern metaphysical notions about the meaning of nature,
realism, humanity, and knowledge. Whereas modern metaphysics views humans and
time as disconnected, Bonnett proposes a system of education that would retrieve a
sense of the relationship between humans and nature such that sustainability and
environmental ethics become frames of mind and not only matters of policy.

Bowers, C. A. *Mindful Conservatism: Rethinking the Ideological and Educational Basis of an

Bowers rethinks the question of conservatism through critical reflection on the use and
abuse of the term, both in light of its general ideological implications and in light of its
role in the educational process. In contrast to forms of conservatism that seek to conserve
modern traditions and ideologies (e.g., progress, economic growth, technological
solutions) at the expense of the environment, Bowers proposes a conservatism that seeks
to conserve all of the world’s diverse cultures along with the ecological systems in which
they are situated. Bowers argues that a move toward a sustainable culture requires a turn
away from the modern values of anthropocentrism, consumerism, commodification, and
development.

———. *Detras de la Apariencia: Hacia la Descolonizacion de la Educacion*. Lima, Peru:
PRATEC, 2002.

———. *Educating for Eco-Justice and Community*. Athens, GA: University of Georgia Press,

Bowers criticizes mainstream theories of education, showing how they support the
presuppositions of modernity while ignoring the implications of the ecological crisis.
Bowers show in particular how modern theories of education foster the sort of attitudes
and practices that characterize relations between humans and the natural environment that
dominated modern movements such as industrialization and the Enlightenment. In
contrast, Bowers proposes an approach to pedagogy and curriculum that is rooted in
community and eco-justice. There is also an appendix that contains a preamble, listing
some principles of environmental justice.

———. *Let Them Eat Data: How Computers Affect Education, Cultural Diversity, and the

Bowers presents a critique of the role of computer technology in education in light of its
cultural and ecological implications. Bowers argues that the emphasis on computer
innovations for education is indicative of the modern understanding of progress and
consumerist values of industrialism, colonialism, and the free market economy. Bowers
points out that these values have supported the ecological degradation that has
accompanied modern processes of industrialization, colonization, commodification, and
globalization. Along with its ecological problem as a threat to sustainability, computers
also threaten to cultural diversity as they homogenize the world with a global
colonialism.
In this work, Bowers argues that the entire educational system is in need of radical reform, from primary grades through higher education. Bowers criticizes current educational institutions, particularly insofar as they participate in the culture of denial, which perpetuates the social and economic practices that have accompanied the rise of the current environmental crisis (e.g., practices such as those associated with industrialization, globalization, and capitalism). Bowers proposes a reform that would move away from the anthropocentrism of the current educational system and move toward a more ecologically centered approach to education, which entails new concepts of intelligence, creativity, morality, and experiential learning. The last chapters discuss ways in which environmentalists can contribute to strategies for such an ecologically centered education.

This book criticizes the current educational system for undermining the efforts of environmentalists to secure a sustainable future. Bowers proposes a reform in education that would support an ecologically sustainable culture by rethinking basic concepts and practices of education. Bowers discusses the role of creativity, intelligence, trans-generational communication, and community in an ecological education. Bowers also provides some critical remarks about the role of computers in the educational process.

In this work, Chet Bowers describes the importance of environmental education in facilitating a viable response to the challenges of the current ecological crisis. Following a brief introduction, Bowers discusses the current ecological crisis, particularly in terms of its cultural aspects, including the current educational crisis. Bowers criticizes the technocratic and anthropocentric tendencies that currently dominate the educational process. In calling for “deep changes” in this process, Bowers argues that a new sense of balance can emerge through a politically and spiritually informed approach to the ecological crisis.

This work presents an account of indigenous education in light of American Indian tradition of teaching and learning. Indigenous education includes myth, spirituality, art, and visionary traditions in its approaches to teaching and learning, while also emphasizing an orientation to community and to the natural world. The author shows
how attention to indigenous education can transform American Indian communities while also transforming the modern system of education in America. The final chapter articulates seven core courses for a curriculum in indigenous science, and an appendix provides a list of principles that can be used for work with any age group in presenting holistic lessons.


This book is an outgrowth of a 1992 conference in Porto Alegre, Brazil, which aimed to articulate the philosophical implications of the Earth Summit held in Rio de Janeiro the same year. The essays in this volume focus on the principles of the Earth Summit in terms of links between environmental ethics and university education. Contributions include the following: "Introduction: Ethics, University, and Environment" by J. Baird Callicott and Fernando J.R. da Rocha; "Science, Technology, Economics, Ethics, and Environment" by José Lutzenberger; "The Ethics of Dialogue and the Environment: Solidarity as a Foundation for Environmental Ethics" by Nicholas M. Sosa; "What Can Universities and Professional Schools Do to Save the Environment?" by Peter Madsen; "Incontinence, Self-Deception, Shallow Analysis, Myth-making, and Economic Rationality: Their Bearing on Environmental Policy" by Andrew Brennan; "Ethics, Politics, Science, and the Environment: Concerning the Natural Contract" by Catherine Larrere; "Benevolent Symbiosis: The Philosophy of Conservation Reconstructed" by J. Baird Callicott; "Earth Ethics: A Challenge to Liberal Education" by Holmes Rolston; an Afterword on "University Education in Sustainable Development and Environmental Protection" by John Lemons; and there is an appendix that contains "The Porto Alegre Declaration on University, Ethics and Environment."


This is a collection of essays that discuss the importance of environmental education for adults, particularly insofar as adults can use ecological knowledge to facilitate social and political actions. The essays in this volume are global in their perspectives, with contributors from various geographical regions, including the United States, Canada, Mexico, Fiji, Australia, Sudan, Kenya, the Philippines, and India. Some of the issues discussed in this volume include, colonization, globalization, international development, community resistance movements, environmental racism, feminism, indigenous knowledge, ecology, and participatory research practice.


This is a collection of writings that explore various ways in which environmental teaching can be integrated into liberal arts in colleges and universities. There are essays that rethink and reinvent higher education and the structure of the classroom, and there
are more specific essays that focus on environmental teaching in a particular discipline (e.g., anthropology, biology, economics, geography, history, literature, media/journalism, philosophy, political science, and religion). Contributors include David Orr, William Blake, David G. Campbell, Vern Durkee, Gerald Alonzo Smith, Lisa Naughton-Treves, Emily Young, John Opie, Michael Black, Vernon Owen Grumbling, Karl Grossman, Ann Filemyr, Holmes Rolston, Michael E. Kraft, Steven Rockefeller, and Jonathan Collett.


This is a collection of 27 essays, which are divided into three sections: the problematic, promise, and practice of sustainability in education. The section on problematic discusses concepts of sustainability and its role in higher education. The next section focuses on promises of sustainability in education from a variety of movements, including environmental education, environmental justice, deep ecology, ecofeminism, natural resource management, and whole systems design. The section on practice focuses on particular case studies of sustainability education from around the world, with reference to communities in the United States, the United Kingdom, South Africa, and Denmark. Each section begins with an introductory essay for the topic covered therein and ends with a concluding essay that synthesizes the issues in the section.


Cotton and Laura propose a paradigm of environmental education founded on an empathetic relationship between humans and the natural world. This empathetic paradigm of environmental education is contrasted with the current educational paradigm, which presupposes a mechanist and reductionist approach to the relations between humans and the environment. Whereas the current paradigm indoctrinates students into the values of technological development and the exploitation of nature, an empathetic paradigm affirms an underlying connectedness between humans and nature. The authors reflect on systems theory and quantum physics to support their empathetic paradigm.


This handbook takes an international perspective in its presentation of various case studies that reflect theoretical and practical issues in environmental education and communication. There are 15 chapters, which are divided into 4 sections. The first section focuses on basic concepts in environmental education and communication. The second and third sections discuss ways of planning programs and conducting activities in environmental education and communication. The final section focuses on some examples that bring all of these issues together.

This is a short book designed primarily for the sake of making connections between environmental education and sources of funding. The author show how projects in environmental education can obtain funding at local, state, and national levels. The author also discusses the basic principles and practices of environmental education, particularly in terms of the relevance of environmental education to investment strategies.


This is a large collection of interdisciplinary essays that present academic and practical investigations into sustainable development. The selections in this work approach sustainable development through integrated approaches to innovation, education, and communication. This work is a contribution to the UN Decade of Education for Sustainable Development (2005-2015), and it focuses in particular on the cooperative efforts of Germany, Sweden, and the UK in a project called “SmartLIFE.” Some of the themes discussed in the book include mass media, governments, non-governmental organization, educational institutions, concepts of sustainability and sustainable development, and various strategies for learning and communicating about sustainability.


This is a collection of essays that articulate various suggestions and strategies for designing and implementing curricula that include environmental education. The essays focus in particular on the challenges of greening universities. Topics discussed include sustainability, biodiversity, ecological restoration, environmental literacy, social and environmental justice, the Earth Charter, outdoor recreation, parks, tourism, various approaches to pedagogy, and policy development. Many of the essays focus on specific examples of environmental education from around the world, including the United States, Greece, Mexico, Latvia, the UK, Canada, and the Netherlands.


This is a collection of papers that were presented at a conference on “Environmental Education for Adults,” in which the authors discuss various countries and educational settings in which adults can learn about the environment. There are 11 papers, including discussions of workshops in lifelong learning and environmental education, UNESCO and environmental education, community-based education, storytelling, and memory. Some of the countries discussed include Poland, Slovakia, Europe, Italy, Pakistan, and Germany.

This collection of essays examines the role of environmental education in the protection of natural areas. Written from the perspectives of scientists, educators, and workers in the field, the essays in this volume present discussions of conceptual and practical issues, with chapters focusing on protected natural areas in various countries (e.g., Germany, Wales, Italy, Indonesia, Brazil, and St. Lucia).


This is a collection of writings that focus on the policies of environmental education that have been implemented in industrialized and developing countries in light of the Belgrade Charter, which emerged from the Belgrade Workshop of 1975 as part of the UNEP-UNESCO International Environmental Education Programme. The essays discuss the history of environmental education along with contemporary challenges. Some of the topics discussed include teacher training, curriculum development, policy, methods of evaluation, sustainable development, adult education, traditional environmental knowledge, university education, and numerous case studies from around the world.


The essays in this volume present discussions of some ways in which universities can facilitate education for sustainable development. There is an introduction by the editors followed by ten essays. The first six essays focus on the space of the university, considering the way sustainability related to various aspects of university education, including curricula, the role of professors in teaching sustainability, the importance of humanities and social sciences for sustainability education, and the importance of interdisciplinary and campus-wide initiatives. The last four essays focus on regional and global implications of sustainability education at universities, considering the relationship between universities and the larger communities in which they are embedded.


This work includes two volumes, which are indicated by two different subtitles: 1) *From Theory to Practice* and 2) *Cases, Simulations, and Experiential Approaches*. Both volumes contain essays that explore various approaches to education for sustainability, particularly in terms of the challenges of sustainability education in the teaching of business. The first volume explores conceptual frameworks for working with experiential teaching methods (e.g., case studies, role-playing, and hands-on activities). The second volume provides concrete suggestions for teaching business sustainability with various case studies and experiential exercises.

This is an anthology of writings on environmental education. The selections are relatively short (approximately 5 pages each), and they are grouped into five different sections. The first section is an introductory essay by the editor. The second section discusses relations between environmental education and cross-curricular themes (e.g., economics, health education, careers education, and information technology). The third section presents some practical considerations for environmental education. The fourth section focuses on environmental education in particular subjects (e.g., English, math, science, design, history, geography, art, physical education, music, and religious education). Other aspects of environmental education are presented in the final section, including accounts of environmental issues in international politics, moral and values education, finance, drama, social sciences, law, communication, and community.


This book presents over fifty ecologically oriented activities, exercises, strategies and other methods for educators working with young people in the “middle years” of the sixth through the eighth grade. The activities explore various issues that can be included in green teaching, including ecology, green technology, biodiversity, and the consumption of resources. Most selections begin with a brief summary for quick reference and key concepts. The book includes a helpful glossary.


This is a collection of writings by educators, scientists, and writers who explore connections between education, environmental science, and creative writing. Blending poetry, narrative, and science, these selections show how creative writings can facilitate deep engagements with the environment and thus help foster education about environmental issues. Along with the editors, there are contributions from Carolyn Tanner Irish, Ken Brewer, Robert Michael Pyle, Craig B. Stanford, Hartmut Grassl, Jennifer Price, Ted Kerasote, Louis Owens, Kent C. Ryden, Annick Smith, Dan Flores, Ellen Meloy, William Kittredge, Susan J. Tweit, and Keith Wilson.


This is a collection of 14 essays that discuss ecological (or environmental) education. The essays discuss particular cases of ecological education from throughout the world. There are essays that focus on Australia, Britain, Uganda, the United States, Indonesia, Japan, Scandinavia, and West Africa. There are also essays that discuss ways in which fieldwork and of engagements with vegetation, landscapes, and urban environments can support ecological learning.

This book presents an account of the beliefs, values, attitudes, thoughts, and practices with which teachers and other educational professionals view their responsibility for instructing students about the environment. The author examines teachers’ accounts of the important role that the environment has in their approaches to teaching. The author discusses the importance of guiding moral principles in environmental education.


This is a collection of essays that emerged out of a project that sought to explore possibilities for extending the benefits of ecological education beyond the boundaries of specialized institutions. This project brought together researchers from 10 countries in the Arab and Western worlds, including Canada, Egypt, Palestinian territories, Italy, Bulgaria, the Czech Republic, the United Kingdom, the United States, and Hungary. The essays discuss issues of sustainability, development, indigenous knowledge, adult education, community, and social action.


This is a collection of essays divided into six categories designed to provide educators with an easily accessible reference guide for implementing curricula and projects oriented toward environmental education. The six categories include 1) definitions of environmental education, 2) reflections on what is environmental about environmental education, 3) possibilities for integrating environmental and formal education, 4) environmental education beyond the study of nature, 5) some models for environmental education, and 6) other resources for environmental education. The essays draw from a collection of “EETAP Resource Library Info Sheets,” which were developed for EETAP (the Environmental Education and Training Partnership) through Ohio State University.


This is an anthology of writings that articulate the important role of environmental education for achieving a sustainable future. There are selections from scientists, philosophers, educators, poets, and visionaries, including Rachel Carson, David Orr, Leonardo da Vinci, Paul and Ann Ehrlich, Pablo Neruda, Herbert Marcuse, Rudyard Kipling, Ray Bradbury, Theodore Roszak, Bertrand Russell, Carolyn Merchant, and Holmes Rolston, III.

This is a collection of writings that discuss environmental adult education, particularly in light of connections between environmental degradation and the ecologically destructive effects of the current global economy. This book proposes an environmental adult education for sustainability, which reconnected human problems with the problems of nature by providing new concepts and metaphors for learning and for engaging the environment while also providing suggestions for socio-environmental action and change.


This book presents an account of the importance of environmental education for recovering an integral relationship with the Earth community. In particular, this book focuses on education for middle childhood. The book includes discussion of theories of child development, the role of narrative in environmental education, and various approaches to education (e.g., holistic, progressive, and traditional). There is a foreword by Thomas Berry.


The authors discuss various theories and practices aimed toward the creation of education and outreach programs for conservation. A diverse assortment of techniques are suggested, including ways of improving school resources, making use of maps and other media, developing conservation partnerships, and instituting on-site projects. Numerous case studies are taken into account through the text. This book includes photos, text boxes, and a bibliography that can help guide further explorations of education and outreach efforts in conservation.


This is comprehensive collection of fifteen case studies that explore approaches to the conservation of wildlife in international education and communication. The essays are grouped into five parts. The first part discusses models for education about conserving natural areas. The second part focuses on declining species, including seabirds, lions, parrots, and bats. The third part contains two essays that focus specifically on educating resource users to promote conservation. The fourth part explores models for environmental education in schools, and the fifth part presents accounts of community groups working toward conservation. The book includes examples from Malaysia, Australia, Rwanda, the United States of America, Canada, Brazil, Costa Rica, Belize, Pakistan, and the United Kingdom.

This is a collection of essays that explore “ecopedagogy,” that is, the intertwining of ecology and pedagogy, both in the sense that pedagogy is always ecological and oriented toward nature and in the sense that ecology is always pedagogical as it instructs life on the conditions of its survival. The essays discuss philosophical and historical contexts for ecopedagogy while also providing concrete suggestions for classroom curricula and activities. The title of this book (*Under the Tough Old Stars*) is a line borrowed from Gary Snyder.


This is a collection of thirteen essays that present account of the relationship between ecology and education in the field of environmental education. The writings provide critical perspective on environmental education while also providing suggestions for ways that ecologists can become more engaged with all levels of education. The essays are divided into four parts. The first part focuses on changing perspectives on ecology, including perspectives from scientists, philosophers, government agencies, NGOs, schools, and educators. The second part focuses on how these perspectives are changing with regard to education. The third part proposes some ways of assessing these perspectives of ecology and education. The final part focuses on possibilities for an integration of perspectives of ecology, education, and action.


In this book, the author discusses the implications of Education for Sustainability (EfS). The author discusses the principles of sustainability, criticizes current unsustainable practices that pervade society, and proposes a transdisciplinary conceptual framework for realizing a sustainable future. The book concludes with a series of practical suggestions for reforming the current educational system and instituting curricula and practices for EfS.


This is a collection of essays of case studies involving five European countries (Italy, Austria, Hungary, Sweden, and Switzerland). The essays address the challenges for environmental education in schools and in institutions of teacher education. Case studies are followed by cross-case comparisons that discuss theoretical and practical issues raised in the case studies, including educational policy, institutions, methodology, nature experience, relationships between disciplines and traditional knowledge, the contributions of action research to education, and critiques of current systems of education.

This is a small collection of readings that propose suggestions for an urban model of environmental education. The nine essays discuss the importance of interdisciplinary contexts, student inquiry, science, museums, and non-formal contexts (including outdoor experiences) for environmental education.


This is a short collection of essays that discuss different approaches to teaching about their local natural and cultural history. The essays discuss theoretical issues of pedagogy while also discussing practical suggestions for engaging students in their local history. Contributions include the following: “Introduction: To Learn from Wood and Stone” by Ann Zwinger; “Writing as a Window into Nature” by John Tallmadge; “Teaching Nature Journaling and Observation” by Clare Walker Leslie; “Reading the Landscape’s History” by Tom Wessels.


In this work, Louv discusses the increasing problems of nature-deficit disorder, which is a disorder that is inflicting increasing numbers of children who have not spent much time engaging in the natural environment. Louv provides a readable narrative that articulates the shortcomings of current attitudes and practices that foster alienation and separation between children and nature, and he suggests that creative play in the outdoors is an integral part of child development. Louv discusses the importance of outdoor activities (e.g., hiking, fishing, playing, etc.) for facilitating a reunion of children with nature. One chapter focuses exclusively on the issues of education and school reform.


This book calls for a new socially engaged university, which is able to respond to the current environmental crisis and foster sustainability. The authors discuss the history of the university and provide critical remarks about its problems the university has in facing current economic, social, and ecological challenges. The authors consider how a reinvention of the university can make it possible the university to lead social movements that not only work within the university but also within the city and larger communities of which the university is part. If it responds to the challenges of sustaining the world, the university can provide innovations in energy use, transportation, social practices, and political movements.

This is a collection of essays that challenge teachers and other educational professionals to respond to the current ecological and cultural crisis. The essays discuss a variety of issues related to environmental education, including philosophical implications of holistic thinking, educational implications of the environmental crisis, the relationship between critical theory and various holistic and spiritual teachings, Rudolf Steiner’s epistemology and the Waldorf approach to education, and other theories of teaching and learning. There are contributions from the following: Douglas Sloan, C. A. Bowers, David Orr, David Purpel, Kathleen Kesson, John P. Miller, Jeffrey Kane, and Lois Bridges Bird.


This interdisciplinary work explores the implications of global environmental issues for education, specifically with respect to Africa. Each chapter contains questions and projects for further study. Some of the issues of environmental education discussed in this text include basic principles and pedagogies of environmental education, the relationship between population and the environment, food and agriculture, environmental health, energy, natural resources, the built environment, natural hazards, pollution, and environmental management.


Orr discusses the shortcomings of current educational systems and he proposes some principles for a more ecological approach to education. The first part of the book discusses the many aspects of the current problem of education. The second part discusses some fundamental principles with which people relate to the natural environment (including different concepts of love, intelligence, and virtue, different approaches to economics and politics, and different approaches to natural resources). In the third part of the book, Orr rethinks the educational systems, including colleges, disciplines, and professions, with particular attention to design, architecture, agriculture, and the liberal arts. The final part discusses some possibilities for the future of relations between humans and the natural environment.


This book is composed of essays that Orr wrote between 1984 and 1990 on the subjects of ecological literacy and environmental education. Orr argues that education needs to undergo a transition to a postmodern world, thus moving away from the dominant suppositions of modernity and modern education (i.e., suppositions that are anthropocentric, patriarchal, consumerist, and mechanistic). The chapters of the book are divided into three parts. The first part discusses and concepts and strategies for sustainability. The second part discusses the implications for education becoming
postmodern, including a syllabus for ecological literacy. The third part presents critical discussion of the lack of ecological literacy in government research, corporations, and environmental management.


The essays in this book provide a variety of practices that are designed to help people become more aware of their relations with ecological systems. The essays are divided into three parts. The essays in this first part focus on different approaches to transforming ecological consciousness, including bioregionalism, graduate leadership education, and practices for the workplace. The second part focuses more specifically on learning about ecology through engagement in the life world, with stories related to the Pueblo people, midwifery, and various types of work (including, but not limited to, environmental work). The final part focuses on the importance of interpersonal relations and community context for transforming ecological consciousness.


This book presents discussion of various issues related to the teaching of environmental ethics. Following an introductory essay by the editor, there are 15 other essays from various contributors, including the following: “Transforming the Market Model University” by Dane Scott; “Environmental Education and Metaethics” by Owen Goldin; “Can You Teach Environmental Ethics Without Being an Environmentalist?” by Kevin de Laplante; “Reducing Pessimism’s Sway in Environmental Ethics Classroom” by Jim Sheppard; “Why Teach Environmental Ethics? Because We Already Do” by Raymond Benton and Christine Benton; “A Pragmatic, Co-Operative Approach to Teaching Environmental Ethics” by Daniel Shapiro and David Takacs; “A Being of Value: Educating for Environmental Advocacy” by Lisa Newton; “Walking the Talk: Philosophy of Conservation on the Isle of Rum” by Kates Rawles, Emily Brady, and Alan Holland; “From Delight to Wisdom” by Richard Baer, James Tantillo, et al.; “Teaching Environmental Ethics: Non-Indigenous Invasive Species as a Study of Human Relationships to Nature” by Dorothy Bose; “Environmental Ethics from an Interdisciplinary Perspective” by Jame Schafer; “Teaching the Land Ethic” by Michael Nelson; “Place and Personal Commitment in Teaching Environmental Ethics” by Philip Cafaro; “Earth 101” by Roger Gottlieb; and “Teaching Environmental Ethics to Non Specialist Students” by Hugh Mason.


In this work, Palmer discusses the challenges and the promises of environmental education, both with regards to theoretical and conceptual models as well as practical concerns. Palmer begins the book with an account of the history of environmental education, and then she discusses the global implications of environmental education, particularly in light of sustainable development. In the next parts of the book, Palmer
elaborates on different approaches to theory, research, and practices in environmental education. Palmer last two parts of the book further discuss the current global situation, and then provide some specific suggestions for environmental education in the twenty-first century.


Including perspectives from around the globe, this is a collection of essays exploring practical issues in environmental education. The essays are divided into three sections. The first section provides some bases from which to understand research in environmental education and communication. The second section provides case studies from NGO projects that implement or otherwise work with environmental education programs. The third section focuses on national strategies for the development and coordination of environmental education and other environmental initiatives.


Palmer and Neal discuss some fundamental issues in environmental education for all levels of students. The book is divided into four parts, with the first part establishing the context for discussion by describing the development, principles, and curriculum of environmental education in light of a concern for the environment. The second part focuses on the planning and practice of environmental education at the primary and secondary levels of education and in fieldwork done out of school. The third part deals with policy issues and other practicalities related to the development, coordination, implementation, assessment, and evaluation of environmental education. The fourth part provides resource materials related to environmental education, including organizations, technologies, and publications. The book also contains many helpful appendices.


This book is a research monograph that proposes an ethical framework of care and conservation for environmental education, particularly in terms of education for sustainable development. The author takes into account the widespread research done in environmental education, including research from books, journals, conferences, networks of teachers, students, policy-makers, and other educational or academic professionals. The author also takes into account the United Nations Decade on Education for Sustainable Development (2005-2015).


This book contains 96 interdisciplinary activities that facilitate students’ engagement in environmental issues. From pre-kindergarten through eighth grade, these activities
provide easy and accessible ways for students to learn lessons related to a variety of environmental issues, including activities related to ecology, recycling, air quality, pollution, and urban environments. The activities are grouped into five main sections: diversity, interrelationships, systems, structure and scale, and patterns of change.


This study presents an analysis of the history and the implications of environmental education. It accounts for the relations between governmental and non-governmental organizations, and it provides an analysis of policy making processes. There are ten chapters, focusing on issues such as environmental values, environmental ethics, environmental assessment, environmental intervention, sustainable development, politics, species extinction, biotechnology, the ozone layer, and the future quality of the environment.


This work discusses the role of universities in leading new initiatives and developing new policies in response to global climate change. The authors discuss the social, economic, political, and scientific contexts of climate change issues, and they also provide practical suggestions for ways of implementing change. Some of the issues discussed include sources of greenhouse gas emissions on campus, costs, budgets, planning and decision-making processes, projects to reduce emissions, and various projects that allow students to take action.


This is a collection of essays that articulate ecological and cooperative approaches to education, including discussion of issues such as the future, peace, democracy, and social responsibility. There are ten essays, including the following: “New World—New Thinking—New Education” by Eva Nordland; “Learning Our Way to a Human Future” by Betty Reardon; “New Thinking: Its Application for New Learning” by Valentina Mitina; “‘Big Ideas’ of Ecology that Every Peace Educator Should Know” by Willard Jacobson; “Social Responsibility and Ecological Culture through Ecological Education” by Sergei Polozov; “Educational Planning for an Ecological Future” by Susan Ahearn; “Education for Democracy, Social Responsibility, and Creative Activity in the Russia of Today” by Anatoly Golovatenko; “Peace Education, Social Responsibility, and Cooperation” by Galina Kovalyova; “Ecological Leadership in an Age of Diminishing Superpower Expectations” by Robert Zuber; “Steps to a Renewal of Education: Concluding Words” by Eva Nordland.

This book presents an easily accessible account of environmental issues that helps parents and teachers educate children with facts, thus correcting or avoiding common misconceptions about the current environmental crisis. There are also some appendices that include a list of reviewed textbooks, a list of environmental textbooks for children, and a list of books for an environmental library. The book addresses questions about science, facts, natural resources, loss of forests (including rainforests), species extinction, air pollution, climate change, ozone, acid rain, water, food, garbage, and recycling. The final chapter discusses some possibilities for what we can do.


This is a primer that introduces theoretical and practical issues of environmental education, particularly in terms of lifelong learning about sustainable development. The authors discuss ways of framing issues of sustainable development, including attention to complexity, risk, uncertainty, language, values, policy, ideology, curriculum, economic behavior, science, and processes of globalization. This primer is accompanied by *Key Issues in Sustainable Development and Learning: A Critical Review* (2004), which is a book of readings that correspond with each chapter in this book.


This is a collection of readings and vignettes that discuss education for sustainable development. These readings are organized into chapters that correspond with an accompanying book, *Sustainable Development and Learning: Framing the Issues* (2003). The selections in this book present critical accounts of various issues related to learning and sustainable development, including complex and uncertain issues of ideology, values, agency, policy, pedagogy, curriculum, lifelong learning, science, economic behavior, poverty, methods of assessment and evaluation for education, and processes of globalization.


This is a collection of interviews and essays that articulate new horizons in the field of education, particularly with a view to reconnecting the individual self to its social, ecological, and spiritual contexts. Following an introductory essay by the editor, the selections are divided into five parts, with a brief introduction from the editor at the beginning of each part. The first part focuses on the “Great Work” of education, which involves reorienting the human to wisdom and to the web of life. The second and third parts respectively discuss the roles of the self and of community in this approach to education. The fourth part discusses the meaning of the Earth and ecological education. The fifth part discusses the place of spirit in schools, focusing on the significance of the heart, soul, character, mystery, and meaning in education. Contributors include Fritjof Capra, Rachael Kessler, Don Trent Jacobs, Parker Palmer, Nancy Carlsson-Paige, Linda
Lantieri, David Jardine, Gregory A. Smith, Dilafruz R. Williams, David Orr, Thomas Berry, James A. Banks, Sonia Nieto, Thomas Sergiovanni, Eric Schaps, Nel Noddings, Deborah Meier, Ronald Veronda, Sam M. Intrator, Michael Meade, Lauren de Boer, and Duane Elgin.


Written mainly for teachers and other education professionals, this book is a contribution to the UN decade of education for sustainable development. The selections in the book deal with theoretical and practical issues, including analyses of case studies. The first part of the book focuses on proposals for whole school approaches to school development, which entails criticisms of the current model of school development. The second part of the book focuses on case studies in Malta, Greece, the Netherlands, and England.


This book focuses on various topics related to theoretical and practical issues in environmental education. The author discusses strategies for environmental education, including ways of teaching it and implementing it. There are chapters include accounts of adult environmental education, sustainable development, environmental education with computers, sanitation and hygiene education in India, the United Nations decade of education for sustainable development, the Belgrade charter, and the Declaration of the Tbilisi Intergovernmental Conference on Environmental Education.


This book discusses the role of economics in the field of environmental education. It contains 14 articles, with contributions from 11 different authors. The essays discuss some of the shortcoming of current trends in environmental education, and they show some ways in which the introduction of an economic perspective can help environmental education address more concrete problems and foster critical thinking skills.


In this work, Smith discusses the current environmental crisis in light of its implications for society and for education. Smith criticizes many modern forms of education, which have supported the capitalism and industrialism that have accompanied the rise of the environmental crisis. Smith suggests that alternative models of education are already available, and that these alternatives would make possible a more sustainable relationship to the world.


This is a short work (about 100 pages) discussing place-based education. This type of education bases its curriculum on connections to local community and the natural environment. Ultimately, place-based education attempts to create actively engaged citizens.


Ecophobia is a fear of the future of the planet. Through exposure to mass media, this debilitating fear is learned by children, who have little or no exposure to the pleasurable, safe, and joyous relationships that one can have with the natural world. Nature education makes it possible for children to overcome ecophobia by practicing environmental education activities. This is a slightly expanded version of an essay that appeared in Orion Magazine.


This book proposes an integration of two areas of education that can be applied to environmental education, Action Research and Community Problem Solving, which are combined with the acronym ARCPES. The book is divided into four parts, which look at
theoretical and practical implications of ARCPS. The first part introduces conceptual and methodological models for ARCPS. The second part provides four case studies of ARCPS at work in different educational contexts. The third part provides concrete suggestions for ways of applying ARCPS to classroom situations, and the fourth part contains some activities for using in these applications.


In this briefing, Sterling discusses trends in environmental education and education for sustainable development, noting that these efforts are not sufficient for the radical transformation of which education is currently in need. Sterling criticizes the mechanistic and managerial thinking that dominates the current paradigm in education, and he proposes an ecological vision of sustainable education that facilitates transformative learning at all levels of the education system.


This is a collection of writings that address theoretical and practical issues related to “ecological literacy,” which is not simply about environmental education, for it is more fundamentally a matter of developing an ecological orientation to all levels and types of education. Following a “Foreword” by David W. Orr, a “Preface” by Fritjof Capra, and an “Introduction” by the editors, the remaining selections are divided into four parts: Vision, Tradition/Place, Relationship, and Action. The first part focuses on concepts and values related to ecology and sustainability. The second part explores traditional and place-based pedagogies. The third part deals with the place of community projects in ecological literacy. The fourth part focuses on active engagements with ecological literacy, both in light of the conceptual contributions of systems thinking and in light of practical examples of concrete projects (e.g., the Private Eye Project, programs for urban youth activism, and the Rethinking School Lunch Program, which was developed by the Center for Ecoliteracy).


In this book, Thomashow discusses ways in which human experiences of global change in the environment can deepen by learning how to perceive the biosphere. Thomashow opens the book by discussing this perceptual challenge of learning about global environmental change, and then he proceeds to discuss the experience of globality and its relation to global environmental change. After discussing these initial concepts, Thomashow proposes his perceptual ecology and discusses different ways of interpreting the biosphere in light of place-based perceptions as well as perceptions that emerge through networks of information and transportation (e.g., the Internet and the interstate). Thomashow concludes by applying these insights to education and proposing a biospheric curriculum.
Thomashow presents an accessible narrative that describes various ways that people can become reflective environmentalists and construct an ecological identity. Ecological identity includes one’s personal identity as well as professional, political, and spiritual dimensions of one’s identity. Accordingly, Thomashow indicates how one can learn about the environmental implications of these different dimensions of one’s life. The concluding chapter focuses specifically on environmental education and classroom experiences, but Thomashow also discusses education and examples from the classroom throughout the rest of the work. Thomashow also includes discussion of prominent environmentalists like Henry David Thoreau, Rachel Carson, and Gary Snyder.


This is a collection of essays that explore numerous issues related to environmental education and the challenges of the 21st century. The book addresses global and international dimensions of environmental education and includes perspectives that cross disciplinary boundaries. There are suggestions for ways to develop an environmental curriculum, particularly with reference to the social sciences, the humanities, journalism, and business. There are also suggestions for ways of greening the academic environment. This book is based on a conference on environmental education (organized by the editor) that took place for a week in 1995.


This collection of writings focuses on the global challenge of educating for sustainability. The essays are grouped together according to the geographical region discussed in that essay. Along with two introductory essays that discuss global and international perspectives on sustainability and education, the book includes discussions of sustainability and education issues in Asia (Vanuatu, the Philippines, Indonesia, Nepal, and India), Europe (Wales, Spain, and Hungary), southern Africa (including Zimbabwe and South Africa), and the Americas (Canada, El Salvador, and the United States of America). An essay by Robert B. Stevenson provides some concluding and summary remarks.


This book presents a proposal for an alternative path to mainstream education, which often contributes to ignorance about environmental issues. This alternative is The Earth Education Path, which helps people change behavior in such a way as to facilitate the
development of new lifestyles and more meaningful engagements that take place in harmony with the life systems and communities of the Earth. The author discusses conceptual issues about the difference between mainstream education and Earth Education and he also provides concrete suggestions for practices and policies that implement Earth Education.


This collection of essays explores ways in which an integrated educational experience can include sustainability along with information technologies and creative visions of the future. Following an introductory essay by Keith Wheeler, there are seventeen other contributions that present reflections on different aspects of such an educational experience. Some of the topics discussed include the following: educational challenges of global change, policies for sustainability education, issues of higher education, public education, projects of teacher education, education in science, explorations of particular sustainable communities and learning communities, issues of sustainable development, problems of national security, the role of the World Conservation Union (IUCN) for education in sustainability, an example of American high school education, the role of General Motors (GM) in sustainability education, and a case study from SC Johnson.