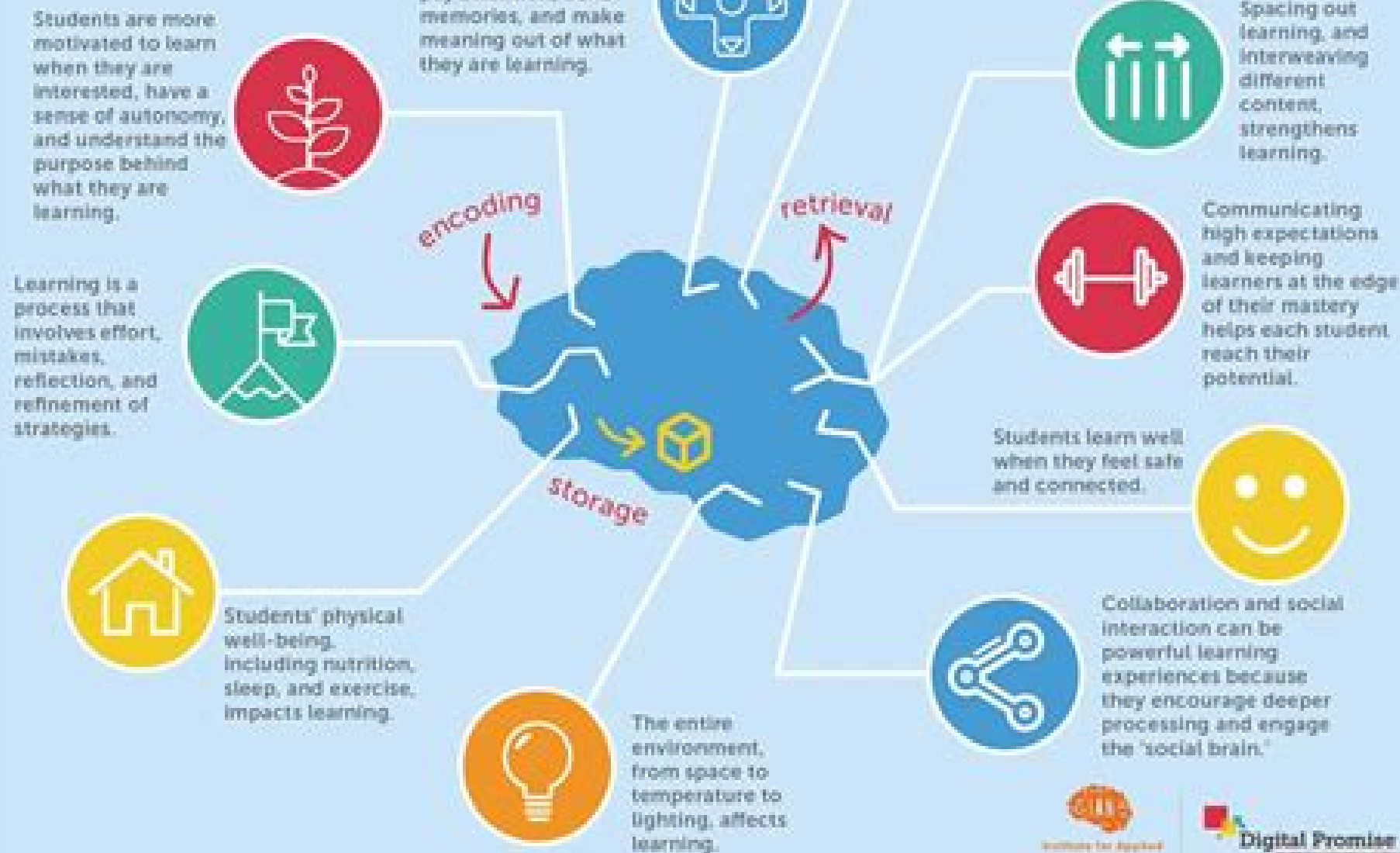


the learning sciences

10 KEY PRINCIPLES



Environmental Learning Insights From Research Into The Student Experience

**Marianne E. Krasny, Cecilia
Lundholm, Ryan Plummer**



Environmental Learning Insights From Research Into The Student Experience:

Environmental Learning Mark Rickinson, Cecilia Lundholm, Nick Hopwood, 2009-09-18 Environmental education and education for sustainable development have become features of many countries formal education systems To date however there have been few attempts to explore what such learning looks and feels like from the perspective of the learners Based on in depth empirical studies in school and university classrooms this book presents rich insights into the complexities and dynamics of students environmental learning The authors show how careful analysis of students environmental learning experiences can provide powerful pointers for future practice policy and research Environmental Learning will be a key resource for educators teacher educators decision makers and researchers involved in education and sustainable development *International Handbook of Research on Environmental Education* Robert B. Stevenson, Michael Brody, Justin Dillon, Arjen E.J. Wals, 2013-05-02 The environment and contested notions of sustainability are increasingly topics of public interest political debate and legislation across the world Environmental education journals now publish research from a wide variety of methodological traditions that show linkages between the environment health development and education The growth in scholarship makes this an opportune time to review and synthesize the knowledge base of the environmental education EE field The purpose of this 51 chapter handbook is not only to illuminate the most important concepts findings and theories that have been developed by EE research but also to critically examine the historical progression of the field its current debates and controversies what is still missing from the EE research agenda and where that agenda might be headed Published for the American Educational Research Association AERA **Converging Perspectives on Conceptual Change** Tamer G. Amin, Olivia Levrini, 2017-11-13 Conceptual change how conceptual understanding is transformed has been investigated extensively since the 1970s The field has now grown into a multifaceted interdisciplinary effort with strands of research in cognitive and developmental psychology education educational psychology and the learning sciences Converging Perspectives on Conceptual Change brings together an extensive team of expert contributors from around the world and offers a unique examination of how distinct lines of inquiry can complement each other and have converged over time Amin and Levrini adopt a new approach to assembling the diverse research on conceptual change the combination of short position pieces with extended synthesis chapters within each section as well as an overall synthesis chapter at the end of the volume provide a coherent and comprehensive perspective on conceptual change research Arranged over five parts the book covers a number of topics including the nature of concepts and conceptual change representation language and discourse in conceptual change modeling explanation and argumentation in conceptual change metacognition and epistemology in conceptual change identity and conceptual change Throughout this wide ranging volume the editors present researchers and practitioners with a more internally consistent picture of conceptual change by exploring convergence and complementarity across perspectives By mapping features of an emerging paradigm they challenge newcomers and established scholars alike

to embrace a more programmatic orientation towards conceptual change

Justice and Equity in Climate Change

Education Elizabeth M. Walsh, 2022-02-21 This volume looks at the ways in which climate change education relates to broader ideas of justice equity and social transformation and ultimately calls for a rapid response to the need for climate education reform Highlighting the role of climate change in exacerbating existing societal injustices this text explores the ethical and social dimensions of climate change education including identity agency and societal structure and in doing so problematizes climate change education as an equity concern Chapters present empirical analysis underpinned by a theoretical framework and case studies which provide critical insights for the design of learning environments curricula and everyday climate change related learning in schools This text will benefit researchers academics educators and policymakers with an interest in science education social justice studies and environmental sociology more broadly Those specifically interested in climate education curriculum studies and climate adaption will also benefit from this book *Geography, Education and the Future* Graham Butt, 2011-03-17

Resilience in Social-Ecological Systems Marianne E.

Krasny, Cecilia Lundholm, Ryan Plummer, 2013-10-18 Resilience thinking challenges us to reconsider the meaning of sustainability in a world that must constantly adapt in the face of gradual and at times catastrophic change This volume further asks environmental education and resource management scholars to consider the relationship of environmental learning and behaviours to attributes of resilient social ecological systems attributes such as ecosystem services innovative governance structures biological and cultural diversity and social capital Similar to current approaches to environmental education and education for sustainable development resilience scholarship integrates social and ecological perspectives The authors of Resilience in social ecological systems the role of learning and education present a wealth of perspectives integrating theory with reviews of empirical studies in natural resource management and in youth adult and higher education The authors explore the role of education and learning in helping social ecological systems as they respond to change through adaptation and transformation This book also serves to integrate a growing literature on resilience and social learning in natural resources management with research in environmental education and education for sustainable development This book was originally published as a special issue of Environmental Education Research *NEW TRENDS OF TEACHING, LEARNING AND TECHNOLOGY | VOLUME 1* Dr. Monoranjan Bhowmik, Dr. Jayashri Roy, Dr. Kishwar

Badakhshan, Dr. Ranita Banerjee, Dr. Sutapa Biswas, Dr. Rudreswar Mishra, Sri. Prabir Maity, 2024-08-31 *The BERA/SAGE Handbook of Educational Research* Dominic Wyse, Neil Selwyn, Emma Smith, Larry E. Suter, 2016-12-15 Education has continued to grow in stature and significance as an academic discipline In addition to world renowned research studies the growth of education has been seen in the methodology and methods underpinning its research The BERA SAGE Handbook of Educational Research provides a cutting edge account of the research and methodology that is creating new understandings for education research policy and practice Over two volumes the handbook addresses educational research in six essential

components Section 1 Understanding Research Section 2 Planning Research Section 3 Approaches to Research Section 4 Acquiring Data Section 5 Analysing Data Section 6 Reporting Disseminating and Evaluating Research Featuring contributions from more than 50 of the biggest names in the international field The BERA SAGE Handbook of Educational Research represents a very significant contribution to the development of education Children Learning Outside the Classroom Sue Waite, 2011-02-09 Learning outside the classroom is increasingly seen as beneficial in both early years and primary settings and it is becoming embedded in the curriculum but what are the benefits of this approach What do children learn from being outside the classroom This book explores why learning beyond the classroom is important for children and offers practical examples of how to improve outdoor learning experiences for all children In the face of the increasing restriction of children's outdoor experiences it will help the reader rise to the challenge of finding creative opportunities for working across the curriculum through outdoor activities Chapters cover the theory behind learning outside the classroom transition from early years to primary practice what outdoor learning looks like in different contexts teaching and learning across the curriculum outdoors how to evaluate the effectiveness of different outdoor activities and learning outside the classroom as a whole Each chapter has case studies thoughts on theory points for practice and summaries to help readers digest the most important information Critical thinking and reflective practice are encouraged throughout to support consideration of how outdoor learning relates to the curricula in England Wales Scotland and Northern Ireland Sue Waite is a Research Fellow at the University of Plymouth where she leads the outdoor and experiential learning research network in the Faculty of Education *International Handbook of Research on Conceptual Change* Stella Vosniadou, 2013-07-18 Conceptual change research investigates the processes through which learners substantially revise prior knowledge and acquire new concepts Tracing its heritage to paradigms and paradigm shifts made famous by Thomas Kuhn conceptual change research focuses on understanding and explaining learning of the most the most difficult and counter intuitive concepts Now in its second edition the International Handbook of Research on Conceptual Change provides a comprehensive review of the conceptual change movement and of the impressive research it has spawned on students difficulties in learning In thirty one new and updated chapters organized thematically and introduced by Stella Vosniadou this volume brings together detailed discussions of key theoretical and methodological issues the roots of conceptual change research and mechanisms of conceptual change and learner characteristics Combined with chapters that describe conceptual change research in the fields of physics astronomy biology medicine and health and history this handbook presents writings on interdisciplinary topics written for researchers and students across fields **Routledge Handbook of Higher Education for Sustainable Development** Matthias Barth, Gerd Michelsen, Marco Rieckmann, Ian Thomas, 2015-10-08 The Routledge International Handbook of Higher Education for Sustainable Development gives a systematic and comprehensive overview of existing and upcoming research approaches for higher education for sustainable development It provides a unique resource

for researchers engaged in the field of higher education for sustainable development by connecting theoretical aspects of the range of relevant methodologies showing the interdisciplinary aspects of the research field and illustrating the breadth of research directions With a team of international authors from leading universities in research and teaching in higher education for sustainable development this Handbook brings together a broad range of research approaches and shows how these approaches are reflected in the research practice in higher education for sustainable development Key topics include Research Paradigms and Methodologies Ongoing and Future Directions of Research Meta Analysis and Reviews Policy and Politics Challenges for Implementation Action Research and Transdisciplinary Perspective Gender Diversity and Post Colonial Perspectives Operationalising Competencies Outcome Oriented Research Curriculum Change Organisational Change and Organisational Learning Community and Partnerships University Appraisal Systems and Indicators Evaluation Approaches Engaging Academic Teachers Good Practice Learning and Teaching Transformative Leadership and Change Strategies This Handbook is an invaluable research and teaching tool for all those working in higher education for sustainable development

Experiencing Environment and Place through Children's Literature Amy Cutter-Mackenzie, Phillip Payne, Alan

Reid, 2014-06-11 Recent scholarship on children's literature displays a wide variety of interests in classic and contemporary children's books While environmental and ecological concerns have led to an interest in ecocriticism as yet there is little on the significance of the ecological imagination and experience to both the authors and readers young and old of these texts This edited collection brings together a set of original international research based chapters to explore the role of children's literature in learning about environments and places with a focus on how children's literature may inform and enrich our imagination experiences and responses to environmental challenges and injustice Contributions from Australia Canada USA and UK explore the diverse ways in which children's literature can provide what are arguably some of the first and possibly most formative engagements that some children might have with nature Chapters examine classic and new storybooks mythic tales and image based and or written texts read at home in school and in the field Contributors focus on exploring how children's literature mediates and informs our imagination and understandings of diverse environments and places and how it might open our eyes and lives to other presences understandings and priorities through stories their telling and re telling and their analysis This book was originally published as a special issue of Environmental Education Research

The Routledge International Handbook of Innovation Education Larisa V. Shavinina, 2013-03-25 The Routledge International Handbook of Innovation Education is the international reference work on innovation education and potentially opens an entirely new direction in education The overall goal of the handbook is to address the question of how to develop innovators in general and how to develop the innovative potential of today's young people

Education, Community Engagement and Sustainable Development Nicole Blum, 2012-01-13 A growing body of research has given critical attention to diverse theories and practices of environmental education and its potential contribution to addressing pressing

global issues such as sustainable development and climate change While much of this work has focused on perspectives and practices in Europe and North America this book explores environmental learning within formal education in programmes by non governmental organisations and in public education spaces in Monteverde Costa Rica The discussion also highlights the need for more research to understand the broader social and economic interactions between such efforts and the communities in which they are located Research Anthology on Measuring and Achieving Sustainable Development Goals Management Association, Information Resources,2021-12-30 The Sustainable Development Goals are an ongoing focus around the world as the needs of people and society continue to evolve at a rapid pace The need for a more sustainable future has never been more pressing as issues such as climate change natural disasters and overpopulation present unique difficulties for the decision makers of the world In order for them to make the best decisions regarding current priorities and strategies up to date and detailed research regarding where we currently are as a society where we want to be and the many challenges that stand in the way is crucial The Research Anthology on Measuring and Achieving Sustainable Development Goals is a comprehensive assessment of the current innovative research and discussions on the challenges to achieving the UN s Sustainable Development Goals and the measures that have already been put in place to achieve them Covering topics such as green consumer behavior and peace promotion this book is vital for academicians scientists researchers students postdoctoral students specialists practitioners businesses governmental institutions decision makers environmentalists and policymakers The Living Environmental Education Wei-Ta Fang,Arba'at Hassan,Ben A. LePage,2022-09-29 This open access book is designed and written to bridge the gap on the critical issues identified in environmental education programs in Asian countries The world and its environments are changing rapidly and the public may have difficulty keeping up and understanding how these changes will affect our way of life The authors discuss various topics and case studies from an Asian perspective but the content messaging and lessons learned need not be limited to Asian cultures Each chapter provides a summary of the intensive research that has been performed on pro environmental behaviors the experience of people working in industry and at home and their philosophies that guide them in their daily lives We highlight humanity s potential to contribute to Sustainable Development Goals SDGs by understanding better the environmental psychology social inclusion and environmental sustainability and stewardship protection elements that contribute to responsible environmental citizenship The content of the chapters in this book includes a discussion of the crucial issues plans and evaluations for sustainability theories practices and actions with a proposed management structure for maximizing the cultural social and ecological diversity of Asian experiences compared to other theories and cultures internationally We intend that the data in this book will provide a comprehensive guide for students professors practitioners and entrepreneurs of environmental education and its related disciplines using case studies that demonstrate the relationship between the social and behavioral sciences and environmental leadership and sustainability *Urbanization, Biodiversity and Ecosystem Services: Challenges*

and Opportunities Thomas Elmqvist, Michail Fragkias, Julie Goodness, Burak Güneralp, Peter J. Marcotullio, Robert I. McDonald, Susan Parnell, Maria Schewenius, Marte Sendstad, Karen C. Seto, Cathy Wilkinson, 2013-09-21 Urbanization is a global phenomenon and the book emphasizes that this is not just a social technological process It is also a social ecological process where cities are places for nature and where cities also are dependent on and have impacts on the biosphere at different scales from local to global The book is a global assessment and delivers four main conclusions Urban areas are expanding faster than urban populations Half the increase in urban land across the world over the next 20 years will occur in Asia with the most extensive change expected to take place in India and China Urban areas modify their local and regional climate through the urban heat island effect and by altering precipitation patterns which together will have significant impacts on net primary production ecosystem health and biodiversity Urban expansion will heavily draw on natural resources including water on a global scale and will often consume prime agricultural land with knock on effects on biodiversity and ecosystem services elsewhere Future urban expansion will often occur in areas where the capacity for formal governance is restricted which will constrain the protection of biodiversity and management of ecosystem services **Engaging Environmental Education** ,2010-01-01 As more attention is devoted to the increasing and complex socio ecological issues facing the planet new insights and new ways of thinking are being sought about the learning and agency of children and adults in relation to these environmental concerns The contributors to this book address the critically important dual challenge of making environmental education engaging while engaging individuals institutions and communities Rather than treating students and citizens as passive recipients of other people s knowledge the book highlights the importance of engaging learners as active agents in thinking about and constructing a more sustainable and equitable quality of life The case studies emphasize socio cultural approaches to environmental learning within and outside formal education in a diverse range of international contexts including Canada Denmark Korea the Netherlands South Africa Sweden the United Kingdom and the United States The authors not only illuminate the challenges and complexity of engaging youth and adults in meaningful learning as well as informed action on complex environmental issues but also document and offer important insights into promising ways in which these challenges might be addressed In addition to the many stimulating ideas and strategies for building the learning capacities of individuals and organizations for creating ecologically sustainable communities and societies further important questions are raised that educators policymakers and researchers might consider Promoting Climate Change Awareness through Environmental Education Wilson, Lynn, Stevenson, Carolyn, 2015-09-22 Addressing global climate change is a monumental battle that can only be fought by the leaders of tomorrow but future leaders are molded through education and shaped by the leaders of today While the pivotal role of education in spreading awareness of climate change is one universally espoused equally universal is the recognition that current education efforts are falling woefully short Promoting Climate Change Awareness through Environmental Education

stems the rising tide of shortcomings in environmental education by plugging a known gap in current research and opening a dialogue for the future Targeting an audience of young scholars academics researchers and policymakers this volume provides a much needed dam of empirical evidence regarding the role of youth education in addressing one of the greatest challenges of our age This timely publication focuses on topics such as building resilience to climate change green learning spaces gender issues and concerns for developing countries and the impact of young adults on the future of environmental sustainability

International Handbook of Early Childhood Education Marilyn Fleer,Bert van Oers,2017-10-10 This international handbook gives a comprehensive overview of findings from longstanding and contemporary research theory and practices in early childhood education in the Northern and Southern hemispheres The first volume of the handbook addresses theory methodology and the research activities and research needs of particular regions The second volume examines in detail innovations and longstanding programs curriculum and assessment and conceptions and research into child family and communities The two volumes of this handbook address the current theory methodologies and research needs of specific countries and provide insight into existing global similarities in early childhood practices By paying special attention to what is happening in the larger world contexts the volumes provide a representative overview of early childhood education practices and research and redress the current North South imbalance of published work on the subject

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