
Ecological Literacy Education And The Transition To A Postmodern World

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*Ecological Literacy Education And The
Transition To A Postmodern World*

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Ecological Literacy MIT Press

Environmental literacy and education is not simply a top-down process of disseminating correct attitudes, values and beliefs. Rather, it is one that incorporates and facilitates a dialogue with audiences of different persuasions and at all levels of engagement, to help highlight and co-produce consensual solutions to the major eco-challenges of our time. Exploring the

growing power and influence of media formats and outlets like YouTube and gaming, alongside fictional and documentary film, this book considers new modes of environmental literacy to ascertain the effectiveness of digital and filmic stimuli on an audience's perception of environmental issues, and its specific impact on environmental action. Drawing on extensive research across a broad range of media formats, Brereton establishes how environmental narratives and meanings are created and being received by contemporary audiences. This book will be of great interest to students and scholars of environmental communication and media, eco-criticism and environmental

humanities more broadly.

The Hidden Impacts of What We Buy Routledge

To prepare today's students to meet growing global environmental challenges, colleges and universities must make environmental literacy a core learning goal for all students, in all disciplines. But what should an environmentally literate citizen know? What teaching and learning strategies are most effective in helping students think critically about human-environment interactions and sustainability, and integrate what they have learned in diverse settings? In *Teaching Environmental Literacy*, educators from the natural and social sciences and humanities discuss the critical content, skills, and affective qualities essential to environmental literacy. This volume will be an invaluable resource for developing integrated, campuswide programs to graduate a citizenry that can think critically about, design, and live in a sustainable society.

A Saga of Race, Civil Rights, and Murder in the Jazz Age

Currency

For more than three decades, David Orr has been one of the leading voices of the environmental movement, championing the cause of ecological literacy in higher education, helping to establish and shape the field of ecological design, and working tirelessly to raise awareness of the threats to future generations posed by humanity's current unsustainable trajectory. *Hope Is an Imperative* brings together in a single volume Professor Orr's most important works, including classics such as "What Is Education For?," "The Campus and the Biosphere," and "Loving Children: A Design Problem." The book offers a complete introduction to the writings of David Orr for readers new to the

field, and represents a welcome compendium of key essays for long-time fans. It is a must-have volume for every environmentalist's bookshelf.

The Importance of Environmental Education Routledge

This book describes and documents one school's experiences in achieving their environmental literacy goals through the development of a place-based learning environment. Through this initiative, a longitudinal, descriptive case study began at the Bowen Island Community School to both support and advocate for ecological literacy, while helping the school realize its broad environmental learning goals. Conceptualised as an intensive case study of a learning environment (with an environmental education focus), the program was part of a larger ecological literacy project conducted in association with preservice and graduate education programs at a nearby university and research centre. Following both (empirical) learning environments and participatory (ethnographic) research methods, the project is described from a variety of perspectives: students, teachers, teacher educators, researchers and administrators. The volume describes a variety of forms of place-based education that teachers devised and implemented at the school while giving evidence of the development of a supportive and positive place-based learning environment. The programs and initiatives described in this volume provide the reader with insights for the development of place-based programming more generally. The final chapter outlines participatory methods and action research efforts used to evaluate the success of the project and recounts the development and validation of a learning environment instrument to assist with this process. The new instrument

coupled with qualitative descriptions of the learning environment experienced by many at the school give unique insights into the various ways the study of learning environments (as a methodology) may be explored.

Reading Nature Routledge

Reveals the hidden environmental consequences of what societies make and buy, and how that knowledge can drive the changes necessary to save the planet.

Urban Ecosystem Justice John Wiley & Sons

EcoJustice Education offers a powerful model for cultural ecological analysis and a pedagogy of responsibility, providing teachers and teacher educators with the information and classroom practices they need to help develop citizens who are prepared to support and achieve diverse, democratic, and sustainable societies in an increasingly globalized world. Readers are asked to consider curricular strategies to bring these issues to life in their own classrooms across disciplines. Designed for introductory educational foundations and multicultural education courses, the text is written in a narrative, conversational style grounded in place and experience, but also pushes students to examine the larger ideological, social, historical, and political contexts of the crises humans and the planet we inhabit are facing. Pedagogical features in each chapter include a Conceptual Toolbox, activities accompanying the theoretical content, examples of lessons and teacher reflections, and suggested readings, films, and links. The Second Edition features a new chapter on Anthropocentrism; new material on Heterosexism; updated statistics and examples throughout; new and updated Companion Website content.

Becoming a Reflective Environmentalist Routledge

Merging together the fields of urban ecology, environmental justice, and urban environmental education, Urban Ecosystem Justice promotes building fair, accessible, and mutually beneficial relationships between citizens and the soils, water, atmospheres, and biodiversity in their cities. This book provides a framework for re-centering issues of justice and fairness in sustainability discourse while challenging the profound ecological alienation experienced by urban residents. While the urban sustainability movement has had many successes in the past few decades, there remain areas for it to grow. For one, the benefits of sustainability have disproportionately benefited wealthier city residents, with concerns over equity, justice and social sustainability frequently taking a back seat to economic and environmental considerations. Additionally, many city dwellers remain estranged from and unfamiliar with ecological processes, with urban environments often thought of as existing outside of nature or as hopelessly degraded. Through a citizen-centered lens, the book offers a guide to reconciling these issues by demonstrating how questions of equity, access, and justice apply to the biophysical dimensions of the urban ecosystem: soil, water, air, waste, and biodiversity. Drawing heavily from the fields of urban ecology, environmental justice, and ecological design, this book lays out a science of cities for people: a pedagogical platform that can be used to promote ecological literacy in underrepresented urban communities through affordable and decentralized means. This book provides both a theoretical and practical field guide to students and researchers of urban sustainability, city planners, architects, policymakers

and activists wishing to develop reciprocal relationships with urban ecologies.

Ecological Literacy Routledge

An inspirational and practical exploration of bringing "eco consciousness" to K-12 education. *Smart by Nature* shows how schools and districts across the country are orienting their activities around environmental responsibility and wisdom: in gardens and cafeterias, on campuses, with nature-based curriculums, and in the communities that surround their schools.

The Nature of Design Univ of California Press

Based on a longitudinal study in U.S. homes and schools, the authors present the results of how diverse and close social relationships influence children's literacy learning as they progress through the first three years of formal schooling.

Ecoliterate Oxford University Press, USA

Eco-Literate Music Pedagogy examines the capacity of musicmaking to cultivate ecological literacy, approaching eco-literate music pedagogy through philosophical and autoethnographical lenses. Building on the principle that music contributes uniquely to human ecological thinking, this volume tracks the course of eco-literate music pedagogy while guiding the discussion forward: What does it mean to embrace the impulse to teach music for ecological literacy? What is it like to theorize eco-literate music pedagogy? What is learned through enacting this pedagogy? How do the impulsion, the theorizing, and the enacting relate to one another? Music education for ecological consciousness is experienced in local places, and this study explores the theory underlying eco-literate music pedagogy in juxtaposition with the author's personal experiences. The work arrives at a new

philosophy for music education: a spiritual praxis rooted in soil communities, one informed by ecology's intrinsic value for non-human being and musicking. *Eco-Literate Music Pedagogy* adds to the emerging body of music education literature considering ecological and environmental issues.

On Education, Environment, and the Human Prospect Henry Holt and Company

Ecological Literacy Education and the Transition to a Postmodern World SUNY Press

Ecology, Culture, and Human Intention North Atlantic Books

National assessments have led many to conclude that the level of ecological literacy among the general population in the United States is too low to enable effective social responses to current environmental challenges. However, the actual meaning of ecological literacy varies considerably between academic fields and has been a topic of intensive deliberation for several decades. Within the field of ecology in particular, a driving purpose behind this ongoing discussion has been to advance a complete, pedagogy-guiding, and broadly applicable framework for ecological literacy, allowing for the establishment of guidelines and tools for assessing educational achievement; yet, a widely accepted framework does not currently exist. What is ecological literacy and how can it be achieved? Through an extensive review of the literature, I traced the evolution of the related concepts of environmental literacy, ecological literacy, and ecoliteracy, and compared and contrasted the numerous proposed frameworks across multiple dimensions of affect, knowledge, skills, and behavior. In addition to characterizing the overall discourse, this analysis facilitated close examination of

where we have been, where we are, and where we might be headed with respect to these vital conversations. To explore current perspectives on the topic, I analyzed the open-ended responses of more than 1,000 ecologists and other environmental scientists on the nature of ecological literacy and how it may be achieved. Factor analysis revealed the presence of six common dimensions underlying respondents' views of ecological literacy (cycles and webs, ecosystem services, negative human impacts, critical thinking/application, nature of ecological science, and biogeography) and five common dimensions for how to achieve it (education by mass media, formal/traditional education, financial incentive, participatory/interactive education, and communication/outreach by scientists). Based on these results, I proposed a framework for ecological literacy that, ideally, will provide guidance for the development of updated ecology curricula and assessment tools, a foundation for discussion of alignment between K-12 and higher education, and a mechanism for creating greater synergy between formal and informal learning environments. Further, to assess the impacts of innovative graduate programs designed to train ecologists in promoting ecological literacy, I analyzed pre- and post-fellowship surveys completed by participants in an ecologically focused K-12 outreach program at The University of Montana, as well as the broader impacts of a set of similar programs across the country. These highly beneficial programs are urgently needed to ensure that future leaders of the scientific enterprise are well-equipped with the tools to effectively communicate their science with diverse audiences well beyond their scientific peers. Indeed, ecologists and other natural and social scientists who study the

environment have multiple roles to play in promoting a modern vision of ecological literacy in society today.

Education in Times of Environmental Crises Routledge

With an expanding awareness of the challenges of sustainability, featured more in the daily news than in higher education textbooks, scholars and faculty have been called to connect their syllabi to the 'real world'. This book doesn't just offer the 'why'; it offers the 'how' through presenting the definition and model of the 'sustainability mindset' to help educators frame curricula to facilitate broad and deep systemic learning among current and future leaders. A sustainability mindset is intended to help individuals analyze complex management challenges and generate truly innovative solutions. The sustainability mindset breaks away from traditional management disciplinary silos by integrating management ethics, entrepreneurship, environmental studies, systems thinking, self-awareness and spirituality within the dimensional contexts of thinking (knowledge), being (values) and doing (competency). This book is aimed at professors, faculty members, instructors, teaching assistants, researchers and doctoral students in higher learning management education programs. Chapter contributors are all teaching professionals from programs around the world, who have been doing research and creating curricula, assessments, tools, and more for the students in their classes, and the book will be globally applicable.

Ecological Literacy Routledge

There is an ever-increasing number of issues that face our world today; from climate change, water and food scarcity, to pollution and resource extraction. Science and ecology play fundamental roles in these problems, and yet the understanding of these fields

is limited in our society (Miller, 2002; McBride, Brewer, Berkowitz, and Borrie, 2013). Across the nation students are finishing their undergraduate degrees and are expected to enter the workforce and society with the skills needed to succeed. The deficit of science and ecological literacy in these students has been recognized and a call for reform begun (D'Avanzo, 2003 and NRC, 2009). This mixed-methods study looked at how a field studies course could fill the gap of science and ecological literacy in undergraduates. Using grounded theory, five key themes were data-derived; definitions, systems thinking, human's role in the environment, impetus for change and transference. These themes were then triangulated for validity and reliability through qualitative and quantitative assessments. A sixth theme was also identified, the learning environment. Due to limited data to support this theme's development and reliability it is discussed in Chapter 5 to provide recommendations for further research. Key findings show that this field studies program influenced students' science and ecological literacy through educational theory and practice.

Developing a Sustainability Mindset in Management Education Routledge

Ecological design is an emerging field that aims to recalibrate what humans do in the world according to how the world works as a biophysical system. This work is about starting things: an ecological design revolution that changes how we provide food, shelter and livelihood, and deal with waste.

Education and the Transition to a Postmodern World Routledge

An electrifying story of the sensational murder trial that divided a

city and ignited the civil rights struggle In 1925, Detroit was a smoky swirl of jazz and speakeasies, assembly lines and fistfights. The advent of automobiles had brought workers from around the globe to compete for manufacturing jobs, and tensions often flared with the KKK in ascendance and violence rising. Ossian Sweet, a proud Negro doctor-grandson of a slave-had made the long climb from the ghetto to a home of his own in a previously all-white neighborhood. Yet just after his arrival, a mob gathered outside his house; suddenly, shots rang out: Sweet, or one of his defenders, had accidentally killed one of the whites threatening their lives and homes. And so it began-a chain of events that brought America's greatest attorney, Clarence Darrow, into the fray and transformed Sweet into a controversial symbol of equality. Historian Kevin Boyle weaves the police investigation and courtroom drama of Sweet's murder trial into an unforgettable tapestry of narrative history that documents the volatile America of the 1920s and movingly re-creates the Sweet family's journey from slavery through the Great Migration to the middle class. Ossian Sweet's story, so richly and poignantly captured here, is an epic tale of one man trapped by the battles of his era's changing times. Arc of Justice is the winner of the 2004 National Book Award for Nonfiction.

Developing Ecological Literacy Through Teaching SUNY Press

This timely collection surveys and critiques studies of environmental and sustainability education (ESE) policy since the mid-1990s. The volume draws on a wide range of policy studies and syntheses to provide readers with insights into the international genealogy and priorities of ESE policy. Editors and

contributors call for renewed attention to the possibilities for future directions in light of previously published work and innovations in scholarship. They also offer critical commentary on the evolution of research trends, approaches and findings. Including a wide range of examples of ESE policy and policy research, the book draws on studies of educational initiatives and legislation, policy making processes and rhetoric, ideological orthodoxy and critique, curriculum making and educational theory, globalisation and neoliberalism, climate change and environmental worldviews, and much more. In addition, introductory commentary from the editors traces how ESE researchers have dealt with key trends, complexities and issues in the policy-practice-research nexus both conceptually and empirically. Throughout the collection, contributions illustrate how researchers might reimagine and reinvigorate policy research on ESE, including how working with other fields and diverse perspectives, ideas and expertise will aid the cross-fertilisation of a complex terrain of ideas, policy and practice. This book is based on a special issue of Environmental Education Research.

A Social Ecological Perspective Springer Science & Business Media

The profound changes that we are experiencing at the political, environmental, economic, social, and cultural levels of our “postmodern” society pose immense challenges to education. In order to empower students to analyze, reflect, and take action for a sustainable world, the learning and educational process must be experienced in the context of citizenship; that is, it must be designed, planned, and implemented having global sustainability

as a framework, thus developing societal awareness, values, and principles. *Teaching and Learning Practices That Promote Sustainable Development and Active Citizenship* is an essential research book that provides comprehensive research on education as a fundamental factor in empowering citizens to understand and act on the multiple risks and challenges to the sustainability of our society and world. Highlighting a range of critical learning strategies such as global and critical education, development education, and transformational education, among others, this book is ideal for academicians, education professionals, researchers, policymakers, and students.

Nesting Like Birds, Teaching Like Spiders Cambridge University Press

This edited volume extends ecological approaches to curriculum theory by recognizing and building on the contributions of the late Chet A. Bowers to curriculum and ecological studies globally. Chapters provide in-depth explanation of Bowers’ central contributions to the field, including his identification of the linguistic roots of ecological degradation; the need for school curricula to support sustainability; and the principles of cultural commons, eco-justice, and ecological intelligence. Building on these ideas and emphasizing the links between curriculum studies, social justice, and environmental education, the text illustrates how Bowers’ ideas must now inform future approaches to schooling, teacher education, research, and Indigenous communities to guard against the global ecological crises we now face. This text will benefit researchers, academics, and educators with an interest in curriculum studies, sustainability education, and environmental studies in particular. Those interested in the

sociology of education, educational change, and school reform will also benefit from the book.

The Failure of Environmental Education (And How We Can Fix It) Island Press

Celebrates the work of educators who explore ecological issues in school and non-school settings. Gives examples of ways to impact the thinking of children and adults in order to affirm the values of sufficiency, mutual support, and community.

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