

Ecological Literacy Education And The Transition To A Postmodern World

Essential Elements of Ecological Literacy and the Pathways to Achieve it
 The Inclusion of Environmental Education in Science Teacher Education
 Toward Ecological Literacy
 A Shifting Paradigm
 Science and Ecological Literacy in Undergraduate Field Studies Education
 The Ropes of Ecology
 Environmental Literacy and New Digital Audiences
 Ecological Literacy
 Education for Diversity
 Resources for Environmental Literacy
 Marine Science Education
 Curriculum, Environment, and the Work of C. A. Bowers
 Environment and Pedagogy in Higher Education
 Ecological Literacy
 A Primer for Environmental Literacy
 Environmental Health Literacy
 Teaching Environmental Literacy
 Environmental Education Network
 Earth Summit Ethics
 Learner-Centered Teaching Activities for Environmental and Sustainability Studies
 The Ecology of School
 Rethinking Education for Sustainable Development
 Environmental literacy
 Teaching Environmental Literacy
 Ecological Literacy
 Nesting Like Birds, Teaching Like Spiders
 Envisioning Environmental Literacy
 Hope Is an Imperative
 Urban Ecosystem Justice
 Teaching Sustainability
 The Inclusion of Environmental Education in Science Teacher Education
 Ecomedia Literacy
 The Handbook of Sustainability Literacy
 The Influence of Globalization on Ecological Literacy in Japan
 Ecological Ignorance in Mainstream Economics
 Are We Building Environmental Literacy?
 Ecological Education in Action
 Earth in Mind
 Eco-Literate Music Pedagogy

Ecological Literacy Education And The Transition To A Postmodern World Downloaded from ecobankpayservices.ecobank.com by guest

ENRIQUE TALAN

Essential Elements of Ecological Literacy and the Pathways to Achieve it

SUNY Press
 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.

The Inclusion of Environmental Education in Science Teacher Education

Bloomsbury Publishing
 The author has championed the cause of ecological literacy in higher education, helping to establish and shape the field of ecological design, and working to raise awareness of the threats to future generations posed by humanity's current unsustainable trajectory. This volume brings together his most important works. *Toward Ecological Literacy* 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.

A Shifting Paradigm Ecological Literacy

This text presents the key concepts of environmental science for those who are not natural scientists. It offers a way to improve environmental literacy - the capacity to understand the

connections between humans and their environment. There are reading lists for each topic covered.

Science and Ecological Literacy in Undergraduate Field Studies Education

SUNY Press
 The most important discoveries of the 20th century exist not in the realm of science, medicine, or technology, but rather in the dawning awareness of the earth's limits and how those limits will affect human evolution. Humanity has reached a crossroad where various ecological catastrophes meet what some call sustainable development. While a great deal of attention has been given to what governments, corporations, utilities, international agencies, and private citizens can do to help in the transition to sustainability, little thought has been given to what schools, colleges, and universities can do. Ecological Literacy asks how the discovery of finiteness affects the content and substance of education. Given the limits of the earth, what should people know and how should they learn it?

The Ropes of Ecology

Rowman & Littlefield
 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.

Environmental Literacy and New Digital Audiences

Routledge
 In *Earth in Mind*, noted environmental educator David W. Orr focuses not on problems in education, but on the problem of education. Much of what has gone wrong with the world, he argues, is the result of inadequate and misdirected education that: alienates us from life in the name of human domination causes students to worry about how to make a living before they know who they are overemphasizes success and careers separates feeling from intellect and the practical from the theoretical deadens the sense of wonder for the created world The crisis we face, Orr explains, is one of mind, perception, and values. It is, first and foremost, an educational challenge. The author begins by establishing the grounds for a debate about

education and knowledge. He describes the problems of education from an ecological perspective, and challenges the terrible simplifiers who wish to substitute numbers for values. He follows with a presentation of principles for re-creating education in the broadest way possible, discussing topics such as biophilia, the disciplinary structure of knowledge, the architecture of educational buildings, and the idea of ecological intelligence. Orr concludes by presenting concrete proposals for reorganizing the curriculum to draw out our affinity for life.

[Ecological Literacy](#) Routledge

Globalization, understood as an intensification of modernism, has over the past fifty years been a powerful force for cultural change. This study examines how one aspect of globalization, Hollywood films, influences Japanese thinking as regards to human-nature relationships. A critical discourse analysis of the most popular cinematic texts in Japan during a five-year period (1997_2001) uncovers the latent ideologies and messages linked to a modern worldview. This interdisciplinary work evaluates the influence of these films by way of a descriptive survey of Japanese culture; data from a university student focus group; and an analysis of linguistic, behavioral, and attitudinal changes toward environmental issues. A holistic approach to curricular reform that grounds ecological principles in traditional perceptions of nature is proffered as a way of countering exogenous influences while restoring a sense of balance to the culture-ecosystem.

[Education for Diversity](#) Springer Nature

This book bridges the gap between two critical issues—environmental literacy and social norms – and explores various topics and case studies from Sinophone and Taiwanese perspectives. Each chapter includes extensive information on pro-environmental behaviors, and on people with working experiences, home experiences, and actual philosophies in their daily lives. In keeping with the Sustainable Development Goals (SDGs), this book highlights our potential to contribute to social inclusion and environmental protection, and offers a comprehensive guide for scholars, students, practitioners, and entrepreneurs in environmental education and related disciplines.

[Resources for Environmental Literacy](#) Routledge

This book explores how education can be used as a tool to promote sustainability practices as the world faces huge challenges related to climate change and public health. The chapters consider all types of literacy approaches that fall under the umbrella of Education for Sustainable Development (ESD). These approaches include scientific literacy, ecological literacy, health literacy, education on climate change and climate resilience, environmental education and others linking education, global health, and the environment more broadly. "Education" is used in the widest sense to incorporate non-formal, informal and formal/school settings. This volume will help to bring these interconnected areas together and interrogate their research methods, assumptions, field-based application and their policy potential. Taking a critical approach to ESD, the book suggests new pedagogies, tools, and technologies to strengthen the way we educate about sustainability issues and go beyond the current thinking about ESD. The book includes a foreword by Jeffrey Sachs, Director of the Center for Sustainable Development at Columbia University, USA.

[Marine Science Education](#) Indiana University Press

A vital resource for sustainability educators, learners and decision-makers on how we can build a more sustainable future. In this ground-breaking book, leading sustainability educators are joined by permaculturists, literary critics, ecologists, artists, journalists, engineers, mathematicians and philosophers in a deep reflection on the skills that people need to survive and thrive in the challenging conditions of the 21st century. Responding to the threats of climate change, peak oil, resource depletion, economic uncertainty and energy insecurity demands the utmost in creativity, ingenuity and new ways of thinking to reinvent self and society. Among the many skills, attributes and values described in *The Handbook of Sustainability Literacy* are values reflection, coping with complexity, permaculture design, transition skills, advertising awareness, effortless action, and ecological intelligence, each accompanied by ideas for active learning exercises to help develop the skill. Far from being a rigid or definitive statement of the one right way however, the handbook is exploratory, aiming to open up new, unthought-of paths, possibilities and choices. With contributors including John Naish, Satish Kumar, Patrick Whitefield, John Blewitt, Stephan Harding and Stephen Sterling, this is intended for educators, learners and anyone else interested in the vital issue of the skills we need to

survive and thrive in the 21st century and build a more sustainable future.

[Curriculum, Environment, and the Work of C. A. Bowers](#) Springer
This book offers a focused and practical guide to integrating the relationship between media and the environment—ecomedia—into media education. It enables media teachers to "green" their pedagogy by providing essential tools and approaches that can be applied in the classroom. Media are essential features of our planetary ecosystem emergency, contributing to both the problem of and solution to climate chaos, biodiversity loss, ocean acidification, deforestation, water contamination, and so on. Offering a clear theoretical framework and suggested curriculum guide, the book provides key resources that will enable media educators to apply ecomedia concepts to their curricula. By reconceptualizing media education, this book connects ecology, environmental communication, ecomedia studies, environmental humanities, and ecoliteracy to bridge media literacy and education for sustainability. Ecomedia Literacy is an essential read for educators and scholars in the areas of media literacy, media and communication, media and cultural studies, environmental humanities, and environmental studies.

[Environment and Pedagogy in Higher Education](#) Routledge
Research in Media Literacy and Education

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? Educators from the natural and social sciences and the humanities discuss the critical content, skills, and affective qualities essential to environmental literacy. This volume is an invaluable resource for developing integrated, campus-wide programs to prepare students to think critically about, and to work to create, a sustainable society.

[Ecological Literacy](#) Island Press

[Ecological Literacy](#) SUNY Press

[A Primer for Environmental Literacy](#) Springer Science & Business Media

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.

[Environmental Health Literacy](#) Bloomsbury Publishing

Ecological literacy is measured by a person's ability to understand the natural systems that make life on earth possible and how to live in accordance with those systems. The emergence of the pedagogies of place- and community-based education during the past two decades provides a possible avenue for fostering ecological literacy in schools. This thesis explores the following research questions: 1) How is ecological literacy fostered in two Alaskan public charter schools? 2) What are teachers' beliefs in these two schools about the way children and youth develop

ecological literacy? 3) What are effective teaching methods and what are the challenges in engaging students in ecological literacy? Semi-structured interviews were conducted with six K-12 teachers in two public charter schools in Alaska in order to investigate these questions, and relevant examples of student work were collected for study as well. Qualitative data analysis revealed several emergent themes: the need for real-world connections to curriculum; the necessity of time spent outdoors at a young age; the long-term and holistic nature of ecological literacy development; and the importance of family and community role models in developing connections with the natural world. Based upon the research findings, several recommendations are made to support the efforts of teachers in these schools and elsewhere for fostering ecological literacy in children and youth.

[Teaching Environmental Literacy](#) NSTA Press

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 themes' 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.

[Environmental Education Network](#) Springer

[Integrating environmental education throughout the curriculum.](#)

[Earth Summit Ethics](#) State University of New York Press

The book provides innovative pedagogical approaches and instructional tools for educators to inspire, motivate, and lead students to take active steps toward environmental respect, sustainability, and preservation.

[Learner-Centered Teaching Activities for Environmental and Sustainability Studies](#) Springer

Learner-centered teaching is a pedagogical approach that emphasizes the roles of students as participants in and drivers of their own learning. Learner-centered teaching activities go beyond traditional lecturing by helping students construct their own understanding of information, develop skills via hands-on engagement, and encourage personal reflection through metacognitive tasks. In addition, learner-centered classroom approaches may challenge students' preconceived notions and expand their thinking by confronting them with thought-provoking statements, tasks or scenarios that cause them to pay closer attention and cognitively "see" a topic from new perspectives. Many types of pedagogy fall under the umbrella of learner-centered teaching including laboratory work, group discussions, service and project-based learning, and student-led research, among others. Unfortunately, it is often not possible to use some of these valuable methods in all course situations given constraints of money, space, instructor expertise, class-meeting and instructor preparation time, and the availability of prepared lesson plans and material. Thus, a major challenge for many instructors is how to integrate learner-centered activities widely into their courses. The broad goal of this volume is to help advance environmental education practices that help increase students' environmental literacy. Having a diverse collection of learner-centered teaching activities is especially useful for helping students develop their environmental literacy because such approaches can help them connect more personally with the material thus increasing the chances for altering the affective and behavioral dimensions of their environmental literacy. This volume differentiates itself from others by providing a unique and diverse collection of classroom activities that can help students develop their knowledge, skills and personal views about many contemporary environmental and sustainability issues.

Related with Ecological Literacy Education And The Transition To A Postmodern World:

[© Ecological Literacy Education And The Transition To A Postmodern World Tesla Model Y Price History Chart](#)

[© Ecological Literacy Education And The Transition To A Postmodern World Tennessee Physical Therapy Jurisprudence Exam](#)

[© Ecological Literacy Education And The Transition To A Postmodern World Terraria Melee Class Guide](#)