

Learning for Sustainability in Times of Accelerating Change

Edited by Wals, Arjen E.J., and Corcoran, Peter Blaze. Netherlands: Wageningen Academic Publishers, 2012. 550 pages. (€) 69.00 (hardback)
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Reviewed by Stephen Martin

"I will proclaim to the world the deeds of Gilgamesh. This was the man to whom all things were known; this was the king who knew the countries of the world. He was wise, he saw mysteries and knew secret things, he brought us a tale of the days before the flood. He went on a long journey, was weary, worn-out with labour, returning he rested, engraved on a stone the whole story." (Sanders, 1960)

"And we regret the process of our age: progress, stagnation and decay" (ILIKETRAiNS; He who Saw the Deep, 2010)

Epic tales of floods (climate change), knowledge, wisdom and uncertainty set the context to this ambitious book published at a time when the world's leaders struggle to come to terms with the impact of widening global austerity, major conflict zones and catastrophic and unpredictable weather systems in virtually all parts of the globe. What does this mean for humanity and in particular the global education community? How do we respond to "tipping points", when situations move from stability to instability as human activity crosses planetary boundaries, such as elevated atmospheric CO2 concentrations leading to climate change? Is there a path towards more resilience, adaptation and renewal in the face of such unprecedented and accelerating change around the world? The editors and authors of this book – the "apostles of change" – argue, for the most part convincingly, that education for sustainable development (ESD) can and should play an important part in developing the competencies and attributes of those who we need to "see the Deep".

The book's 31 chapters are set out in three separate sections: Re-Orientating Science and Society; Re-Connecting People and Planet; and Re-Imagining Education and Learning. The overall aim of the book, set out on its cover, is to "explore the possibilities and dilemmas of designing, strengthening and facilitating learning-based change and transitions towards sustainability". But for which audience is less clear? A long target list appears on the back cover and includes educators, change agents (it is not clear who they are), students, researchers, policy makers and entrepreneurs. For many in this list the material covered will mean relatively little; its presentation and language is predominantly that of a well-practiced and in many instances long established researcher in ESD and hence lacks the essential ingredient of clarity and accessibility of language for a wider audience. But for those in the (still) relatively small world of Education for Sustainability it will be essential reading.

Whilst the book offers a wide range of well written and argued exemplars of theory and practice in ESD, there are other contributions, particularly in the first section of the book, which are more limited, often over-written and insufficiently focussed. I remain unconvinced that erecting an array of different learning categories, such as "pedagogies of possibilities", "pedagogies for survival", "eco-pedagogies", and "queer ecologies", is helpful in supporting the main streaming of sustainability within all educational practice.

Learning For Sustainability In Times Of Accelerating Change

**Prof. (Dr.) Jubraj Khamari, Dr. Pranay
Pandey, Prof. (Dr.) Pragyan
Mohanty, Dr. Aniruddha Saha**

Learning For Sustainability In Times Of Accelerating Change:

Learning for sustainability in times of accelerating change Arjen E.J. Wals, Peter Blaze Corcoran, 2023-09-04 We live in turbulent times our world is changing at accelerating speed Information is everywhere but wisdom appears in short supply when trying to address key inter related challenges of our time such as runaway climate change the loss of biodiversity the depletion of natural resources the on going homogenization of culture and rising inequity Living in such times has implications for education and learning This book explores the possibilities of designing and facilitating learning based change and transitions towards sustainability In 31 chapters contributors from across the world discuss re emerging forms of learning that not only assist in breaking down unsustainable routines forms of governance production and consumption but also can help create ones that are more sustainable The book has been divided into three parts re orienting science and society re connecting people and planet and re imagining education and learning This is essential reading for educators educational designers change agents researchers students policymakers and entrepreneurs alike who are concerned about the well being of the planet and convinced of our ability to do better The content and related issues can be discussed on the blog by editor Arjen Wals Transformative learning We are living in times of incertitude complexity and contestation but also of connectivity responsibility and new opportunities This book analyses the consequences of these times for learning in formal non formal and informal education It explores the possibilities offered by the concept of sustainability as a central category of a holistic paradigm which harmonizes human beings with Earth To change people and to change the world are interdependent processes this book contributes to both Moacir Gadotti Director of Paulo Freire Institute S o Paulo Brazil I hope you share my excitement about the innovations for sustainability that this book catalogues and analyses While the ecological news is grim the human news is not Even in a time of accelerating change people are showing their enormous capacities to learn adapt restore and protect From the Foreword by Juliet Schor author of True Wealth how and why millions of Americans are creating a time rich ecologically light small scale high satisfaction economy This book implies a culture of critical commitment in educational thinking and practice engaged enough to make a real difference to social ecological resilience and sustainability but reflexively critical enough to learn constantly from experience and to keep options open in working for a sustainability transformation From the Afterword by Stephen Sterling Professor of Sustainability Education Centre for Sustainable Futures Plymouth University United Kingdom *Interactive Media for Sustainability* Roy Bendor, 2018-08-02 Interactive Media for Sustainability presents a conceptually rich critical account of the design and use of interactive technologies to engage the public with sustainability Treating interactive technologies as forms of mediation the book argues that these technologies advance multiple understandings of sustainability At stake are the ways sustainability encodes the complexity of interrelated social and natural systems and how it conveys the malleability of the future The book's argument is anchored in a diverse set of theoretical resources that include contemporary work in human computer

interaction HCI social theory media studies and the philosophy of technology and is animated by a variety of examples including interactive simulations persuasive apps digital games art installations and decision support tools Handbook of Research on Transforming Teachers' Online Pedagogical Reasoning for Engaging K-12 Students in Virtual Learning Niess, Margaret L., Gillow-Wiles, Henry, 2021-06-25 The COVID 19 pandemic drastically transformed the classroom by keeping students and teachers apart for the sake of safety As schools emptied remote learning rapidly expanded through online services and video chatrooms Unfortunately this disrupted many students and teachers who were not accustomed to remote classrooms This challenge has forced K 12 teachers to think differently about teaching Unexpectedly and with little time to prepare they have been confronted with redesigning their curriculum and instruction from face to face to online virtual classrooms to protect students from the COVID 19 virus while ensuring that these new online initiatives remain sustainable and useful in the post pandemic world As teachers learn to take advantage of the affordances and strengths of the multiple technologies available for virtual classroom instruction their instruction both in online and face to face will impact what and how students learn in the 21st century The Handbook of Research on Transforming Teachers Online Pedagogical Reasoning for Engaging K 12 Students in Virtual Learning examines the best practices and pedagogical reasoning for designing online strategies that work for K 12 virtual learning The initial section provides foundational pedagogical ideas for constructing engaging virtual learning environments that leverage the unique strengths and opportunities while avoiding the weaknesses and threats of the online world The following chapters present instructional strategies for multiple grade levels and content areas best practices that work clearly describing why they work and the teachers pedagogical reasoning that supports online implementations The chapters provide ways to think about teaching in virtual environments that can be used to guide instructional strategy choices and recognizes the fundamental differences between face to face and virtual environments as an essential design component Covering such topics as K 12 classrooms pedagogical reasoning and virtual learning this text is perfect for professors teachers students educational designers and developers instructional technology faculty distance learning faculty and researchers interested in the subject **Envisioning futures for environmental and sustainability education**

Peter Blaze Corcoran, Joseph P. Weakland, Arjen E.J. Wals, 2023-08-07 This edited collection invites educational practitioners and theorists to speculate on and craft visions for the future of environmental and sustainability education It explores what educational methods and practices might exist on the horizon waiting for discovery and implementation A global array of authors imagines alternative futures for the field and attempts to rethink environmental and sustainability education institutionally intellectually and pedagogically These thought leaders chart how emerging modes of critical speculation might function as a means to remap and redesign the future of environmental and sustainability education today Previous volumes within this United Nations Decade of Education for Sustainable Development series have responded to the complexity of environmental education in our contemporary moment with concepts such as social learning intergenerational

learning and transformative leadership for sustainable futures Envisioning Futures for Environmental and Sustainability Education builds on this earlier work as well as the work of others It seeks to foster modes of intellectual engagement with ecological futures in the Anthropocene to develop resilient adaptable pedagogies as a hedge against future ecological uncertainties and to spark discussion concerning how futures thinking can generate theoretical and applied innovations within the field Educating for Radical Social Transformation in the Climate Crisis Stuart Tannock,2021-09-21 This book asks how education can be developed to facilitate the radical social cultural and economic transformations needed to deal with the ongoing climate emergency The author illuminates important links between the work currently being done in climate change and education and the broader and older theories of radical education an area of education theory and practice that has long grappled with the question of how to use education to create a more just society Highlighting both current work and long traditions that include popular progressive feminist anti racist and anti colonial education the author draws on interdisciplinary research to make the case for how radical education can help tackle the climate change crisis It will have direct relevance for scholars of environmental education and radical education as well as activists and practitioners

Understanding Sustainability with Pedagogical Practice Osvaldo Muñiz Solari,Gabriele Schrüfer,2023-07-30 This book shares with an international audience of teachers scholars and policymakers the experience of pedagogical practices to facilitate sustainability in the world Sustainability is seen here as a journey toward the end state of sustainable development Therefore the authors contribute different roads to engage teachers and students with pedagogical discourse Overall the book demonstrates the value of powerful knowledge through action oriented learning based on a bottom up process Consequently pedagogical practices are understood as the instructional approaches based on a social constructivist model in which active learning is performed with student to student engagement Secondary teachers in social sciences and university professors in geography find the study to be a valuable source of stimulation for incorporating new ideas and resolving common problems in their learning and teaching environments Education policymakers around the world also benefit from the only publication that presents international perspectives on geographical knowledge related to sustainability The contributing authors are experienced scientists in the field of geography education who are giving special attention to pedagogical practices that promote new directions toward sustainable thinking This book is the first outcome of an international collaboration officially established in 2023 between the Department of Geography and Environmental Studies at Texas State University and the Department of Geography at the University of Bayreuth **Ecologies for Learning and Practice** Ronald Barnett,Norman Jackson,2019-11-06 Ecologies for Learning and Practice provides the first systematic account of the ideas of learning ecologies and ecologies of practice and locates the two concepts within the context of our contemporary world It focuses on how individuals and society are being presented with all manner of learning challenges arising from fluidities and disruptions which extend across all domains of life This book examines emerging ways of

understanding and living purposively in these new fluidities and provides fresh perspectives on the way we learn and achieve in such dynamic contexts Providing an insight into the research of a range of internationally renowned contributors this book explores diverse topics from the higher education and adult learning worlds These include The challenges faced by education systems today The concept of ecologies for learning and practice The role and responsibility of higher education institutions in advancing ecological approaches to learning The different eco social systems of the world local and global economic cultural practical technological and ethical How adult learners might create and manage their own ecologies for learning and practice in order to sustain themselves and flourish With its proposals for individual and institutional learning in the 21st century and concerns for our sustainability in a fragile world Ecologies for Learning and Practice is an essential guide for all who seek to encourage and facilitate learning in a world that is fundamentally ecological in nature

EDUCATION FOR SUSTAINABLE DEVELOPMENT: PERSPECTIVES AND PRACTICES Prof. (Dr.) Jubraj Khamari, Dr. Pranay Pandey, Prof. (Dr.) Pragyan Mohanty, Dr. Aniruddha Saha, 2024-08-25 Education for Sustainable Development ESD has emerged as a critical framework for addressing global challenges in the 21st century As we navigate complex environmental social and economic issues the role of education in fostering sustainable practices becomes increasingly paramount This edited volume Education for Sustainable Development Perspectives and Practices seeks to illuminate the multifaceted nature of ESD through diverse perspectives and practical examples from around the world

Transforming Curriculum Through Teacher-Learner Partnerships Nair, Pradeep, Keppell, Michael James, Lim, Chee Leong, Mari, TamilSalvi, Hassan, Nurhanim, 2020-12-11 Empowering learners for life requires a fundamental shift in higher education curriculum design New priorities pedagogies technologies spaces and assessment strategies are required to enable learners to take ownership of their learning Student centeredness concepts are still prescriptive in nature as most decisions on curriculum assessment teaching and learning approaches are still teacher centric Teachers are developing student centered learning environments without the involvement of the learners in the planning decision making and or design process In addition some lecturers are still practicing the traditional approaches of content delivery and conventional assessment methods rather than experimenting with innovative practices suited for student centered approaches Therefore there is an ongoing need for research focused on the importance and effectiveness of a paradigm shift in education that involves student teacher partnerships fueled by innovative teaching and learning designs where students take an active role and contribute as partners in learning Transforming Curriculum Through Teacher Learner Partnerships captures experiences and evidence among teachers in exploring the possibility of active student participation in curriculum design delivery and assessment through teacher learner partnership The chapters address issues of teacher learner partnerships in designing the learning environment and how student centered methods create resilient adaptable and future capable learners While highlighting topics within this scope such as learner autonomy learning performance self efficacy and teaching pedagogy this book is

ideally intended for teachers administrators teacher educators practitioners stakeholders researchers academicians and students interested in issues related to the teacher learner partnership **Education for Sustainability in Tourism**

Gianna Moscardo,Pierre Benckendorff,2015-10-21 Sustainability is a dominant theme in tourism practice Increasingly research and education of tourism stakeholders is also necessary in improving sustainable tourism practice This book pays systematic attention to education for sustainability in tourism and is thus a valuable resource for sustainable tourism educators and scholars The book is divided into four parts Part I provides a reference for educators seeking to understand core knowledge areas ethics corporate social responsibility and governance Part II examines issues and processes relevant to understanding tourism and sustainability in the formal educational sector including universities vocational training and school settings Part III explores learning and sustainable tourism in non institutional settings including destination communities coaching and mentoring and visitor learning The final part provides a collection of cases to illustrate the use of different pedagogies and assessment approaches in education for sustainability in tourism The book will be accompanied by instructor resources to assist educators teaching in the field *Narrating Justice and Hope* Lois Presser,Jennifer

Fleetwood,Sveinung Sandberg,2025-02-04 Narrating Justice and Hope takes inspiration from narrative criminology to plumb the potential for stories and storytelling to do good limiting harm doing fostering healing and connection and suggesting better futures *Disaster Research and the Second Environmental Crisis* James Kendra,Scott G. Knowles,Tricia

Wachtendorf,2019-04-04 The 50th anniversary of the Disaster Research Center of the University of Delaware provoked a discussion of the field s background its accomplishments and its future directions Participants representing many disciplines brought new methods to bear on perennial problems relevant to effective disaster management and policy formation However new concerns were raised stemming from the fact that we live today in a globally unfolding environmental crisis every bit as pressing and worrisome as that of the 1960s when the Disaster Research center was founded This volume brings together ideas of participants from that workshop as well as other contributors Topics include the history and evolution of disaster research innovations in disaster management disaster policy and ethical considerations of disaster research Readers interested in science and technology public policy community action and the evolution of the social sciences will find much of interest in this collection *Responsible Living* Victoria W. Thoresen,Declan Doyle,Jorgen Klein,Robert J.

Didham,2015-02-04 Focusing on the challenges of the transition to responsible sustainable lifestyles this book examines developments over the last decade in relation to the creation of awareness of consumer citizenship civic involvement and environmental stewardship research projects and publications on education for responsible living the creation and implementation of relevant teaching methods and materials policies on education for sustainable consumption and lifestyles global processes for education on sustainable development The articles deal with topics related to policy support institutional approaches educators young people and local communities They draw attention to successful initiatives and reflect upon

what still needs to be done The book also looks at the roles that central actors such as PERL The Partnership for Education and research about Responsible Living play in this process

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

Handbook of Theory and Practice of Sustainable Development in Higher Education Walter Leal Filho, Constantina Skanavis, Armin da Paço, Judy Rogers, Olga Kuznetsova, Paula Castro, 2016-11-23 This Handbook approaches sustainable development in higher education from an integrated perspective addressing the dearth of publications on the subject It offers a unique overview of what universities around the world are doing to implement sustainable development i e via curriculum innovation research activities or practical projects and how their efforts relate to education for sustainable development at the university level The Handbook gathers a wealth of information ideas best practices and lessons learned in the context of executing concrete projects and assesses methodological approaches to integrating the topic of sustainable development in university curricula Lastly it documents and disseminates the veritable treasure trove of practical experience currently available on sustainability in higher education

Introduction to Sustainable Development Leadership and Strategies in Higher Education Enakshi Sengupta, Patrick Blessinger, Taisir Subhi Yamin, 2020-07-13 This topical volume contextualizes the heightened interest in sustainable education across the globe and will be of interest to researchers university leaders and students interested in a sustainable future for universities and society as a whole

Crisis, Austerity, and New Frameworks for Teaching and Learning Maria Chalari, 2019-05-28 This book attempts to examine the educational consequences of the recent social and economic situation in Greece and it explores on a general level new possibilities for teaching and learning at times of national crisis Using Greece as an exemplary case Maria Chalari demonstrates how the relationship between neo liberalism and education is especially salient during difficult times it also demonstrates the effect of this relationship on teachers day to day experiences By attending to yet moving beyond the negative implications of socio economic crisis this volume aims to present core educational values of the current era as well as the crucial issues that may become opportunities for reflection and change

Researching Early Childhood Education for Sustainability Sue Elliott, Eva Ärlemalm-Hagsér, Julie Davis, 2020-04-08 This book captures the now

burgeoning research field of early childhood education for sustainability ECEfS and comprises insights from an ever widening and diverse pool of researchers who are promoting engaging and explaining the latest ECEfS research in the light of local national and United Nations global policy directives With the increasing urgency of global climate disruptions resource depletions and biodiversity losses alongside greater human dislocation the international scope of research and theory in this book provides a comprehensive guide to the role of sustainability in early childhood education at a time when it is needed more than ever Elliott rlemalm Hags r and Davis have brought together a collection of studies that offer new insights and approaches to ECEfS which challenge dominant narratives surrounding early childhood education and sustainability including topics such as how diverse worldviews and cultures challenge perceptions of sustainability how bold national early education policies and urgent shifts in teacher education are imperative for driving transformative practices and how ECEfS curriculum and pedagogy can be incorporated successfully into early years settings This book will both inspire researchers and more deeply enable early years educators to practise sustainability with children and so will be of great interest to scholars lecturers and researchers as well as undergraduate and postgraduate students across the increasingly intersecting fields of sustainability and early childhood education

STEM Education ,2024-05-29 This book examines Science Technology Engineering and Mathematics STEM education in different countries with a focus on recent developments and emerging trends STEM education has become a gateway for socio economic and technological development of nation states In light of this many countries have prioritized STEM education and made it an integral part of their education at all levels Moreover many approaches have been used to develop STEM education and teach students to compete with the fast developing world However despite its infinite benefits it is also important to note that there is inequality in the access and delivery of STEM education within and across countries which requires new approaches to improve STEM education and its teaching and learning Therefore this book consists of chapters on the development teaching and access of STEM education from different education levels countries and perspectives The chapters discuss the concept of STEM education in general or on a particular level of education g PreK 12 education vocational education and higher education or subjects such as mathematics computer science and architecture Moreover the book includes chapters based on the nexus of STEM education and other subjects including arts and culture to teaching STEM education The book contributes to understanding and improving STEM education and instruction globally

Systems Education for a Sustainable Planet Ockie Bosch,Robert Y. Cavana,2018-04-24 This book is a printed edition of the Special Issue Systems Education for a Sustainable Planet that was published in Systems

The Enigmatic Realm of **Learning For Sustainability In Times Of Accelerating Change**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing in short supply of extraordinary. Within the captivating pages of **Learning For Sustainability In Times Of Accelerating Change** a literary masterpiece penned with a renowned author, readers set about a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting effect on the hearts and minds of those who partake in its reading experience.

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Learning For Sustainability In Times Of Accelerating Change Introduction

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