

Education and Sustainability Responding to the Global Challenge

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IUCN Commission on Education and Communication CEC

Education And Sustainability Responding To The Global Challenge

Railean, Elena



Education And Sustainability Responding To The Global Challenge:

Education and Sustainability International Union for Conservation of Nature and Natural Resources. Commission on Education and Communication, 2002 A publication from IUCN's Commission on Education and Communication CEC this book tells the stories of people who work with communities to motivate them to create a more sustainable future The accounts range from engaging communities through theatre to a revival of indigenous stories to pass on good environmental practice The publication was produced both to share what educators around the world have learnt and to give them a platform to tell their stories

Handbook of Research on Applied Learning Theory and Design in Modern Education Railean, Elena, 2015-11-09 The field of education is in constant flux as new theories and practices emerge to engage students and improve the learning experience Research advances help to make these improvements happen and are essential to the continued improvement of education The Handbook of Research on Applied Learning Theory and Design in Modern Education provides international perspectives from education professors and researchers cyberneticists psychologists and instructional designers on the processes and mechanisms of the global learning environment Highlighting a compendium of trends strategies methodologies technologies and models of applied learning theory and design this publication is well suited to meet the research and practical needs of academics researchers teachers and graduate students as well as curriculum and instructional design professionals

Educational Response, Inclusion and Empowerment for SDGs in Emerging Economies Mustafa Öztürk, 2022-08-22 This volume analyzes cases from emerging economies in relation to the global endeavor to promote the vision of sustainable development in all forms of education It aims to discuss the significance of hearing local voices and understanding local discourse regarding strategies for action for change and the role of educational systems as a means to communicate promote and educate for the Sustainable Development Goals SDGs In this book emerging economies are defined as newly industrialized countries that have not yet reached developed status but have in a macro economic sense outpaced their developing counterparts In this context the book highlights how education in emerging economies could extend conventional economic methods to sustainability issues or depart from money based calculations and business dominated values to promotion of real life considerations and ethical environmental and humanistic values With the help of this volume readers will have a chance to look at educational response inclusion and empowerment for SDGs in countries with emerging economies and to grasp the synthesis of Education for Sustainable Development Global Citizenship Education ESD GCE within the overall national educational systems This volume focuses on early childhood through upper secondary education

Diversity in Environmental Education Research, 2009-01-01 Research in environmental education EE is a growing field of inquiry and should be seen as respondent to a variety of program developments around the world These diverse programs are the context for this body of educational research Diversity in EE research is also compounded when one considers the various cultures epistemologies and research traditions that may inform the field This complexity accounts

for the range of forms for environmental learning in formal informal or non formal contexts There is a good deal of evidence that in order to be more responsive to the needs of diverse populations program developments around the world are now beginning to reflect the variation in our society However the same cannot always be said in terms of research methodologies within mainstream environmental education research Outside of a few examples there seems to have been very little in the way of development of research genres aimed at understanding characterizing and supporting cultural diversity within much of mainstream environmental education Diversity of method may also be important for the overall quality or health of environmental education research To locate many of the new ideas and approaches in this area one needs to look outside environmental education towards general educational research or to other fields such as environmental justice indigenous education science education and health education to name only a few examples This volume of original research reports from around the globe begins to richly describe aspects of diversity in environmental education research It does so in two ways first it mirrors the diversity of voices and cultures that are conducting research in this ever broadening and increasingly global and international field of inquiry second it illuminates a potential diversity of research methods by highlighting a range of methodologies salient in other fields which have emerging promise for the practice of research in environmental education

Ethics, CSR and Sustainability (ECSRS) Education in the Middle East and North Africa (MENA) Region Noha El-Bassiouny, Dina El-Bassiouny, Ehab Mohamed, Mohamed Basuony, 2020-06-10 The Middle East and North Africa MENA region is undergoing significant socio political and developmental transition Although interest in corporate social responsibility CSR in the region is growing little research has addressed corporate social responsibility education and its potential impact CSR has an important role to play in the socio economic development of the Middle East and North Africa due to the volatility and developmental needs of the region Recent research has highlighted that the vitality of the institutional environment and the needs of multiple stakeholders in CSR are not necessarily consistent with the notion of CSR in the West This book compiles conceptual contextual and empirical research that addresses the concepts of CSR ethics and sustainability education in the MENA region with a special emphasis on how educators can bridge to the Giving Voice to Values approach This book presents a much needed portfolio of articles from authors based in Egypt Morocco the Sultanate of Oman Qatar and the United Arab Emirates UAE highlighting first an overview of the topic and its corresponding publications in the MENA region then presenting several exemplary cases related to ECSRS application in various countries

Environmental Education and Awareness - Volume II Bhaskar Nath, 2009-09-23 Environmental Education and Awareness is a component of Encyclopedia of Human Resources Policy Development and Management which is part of the global Encyclopedia of Life Support Systems EOLSS an integrated compendium of twenty one Encyclopedias The Theme is organized into seven different topics which represent the main scientific areas of the theme The first topic Formal Environmental Education at Preschool Primary and Secondary Levels important issues of children s formal environmental

education are discussed in this topic considering that as future adults today's children are more likely than not to make adverse impacts on the natural environment and earth's life support systems through their behavior, life styles and attitude. The importance of formal environmental education for children as well as of instilling in their consciousness awareness of the natural environment and respect for it cannot be over stated. The succeeding six topics are Formal Environmental Education at the Undergraduate Level, Formal Environmental Education at the Graduate Level, Modern and Innovative Techniques for Environmental Education, Professional Environmental Education, Continuing Education, The Voluntary Sector and Initiatives in Environmental Education. Each of these consists of a topic chapter emphasizing the general aspects and various subject articles explaining the background theory and practice of a specific type of environmental education and awareness for achieving global sustainable development and global environmental sustainability that are now at the top of international environmental agenda. These two volumes are aimed at the following five major target audiences: University and College Students, Educators, Professional Practitioners, Research Personnel and Policy Analysts, Managers and Decision Makers and NGOs.

Sustainable Development: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2017-10-31. To maintain a healthy ecosystem for contemporary society and for future generations policies must be implemented to protect the environment. This can be achieved by consistent evaluation of new initiatives and strategies. *Sustainable Development: Concepts, Methodologies, Tools, and Applications* is a comprehensive source of scholarly information on the latest research for sustainability concerns across a multidisciplinary perspective. Highlighting a broad range of innovative topics such as renewable energy, urban development and green technologies, this multi-volume book is ideally designed for academics, researchers, professionals, students and practitioners interested in the preservation of the environment.

Young Children and the Environment Julie M. Davis, 2015. This is an essential text for students, teachers and practitioners in a range of early childhood education and care settings.

Chemistry Education Javier García-Martínez, Elena Serrano-Torregrosa, 2015-02-17. Winner of the CHOICE Outstanding Academic Title 2017 Award. This comprehensive collection of top level contributions provides a thorough review of the vibrant field of chemistry education. Highly experienced chemistry professors and education experts cover the latest developments in chemistry learning and teaching as well as the pivotal role of chemistry for shaping a more sustainable future. Adopting a practice oriented approach, the current challenges and opportunities posed by chemistry education are critically discussed, highlighting the pitfalls that can occur in teaching chemistry and how to circumvent them. The main topics discussed include best practices, project based education, blended learning and the role of technology including e learning and science visualization. Hands on recommendations on how to optimally implement innovative strategies of teaching chemistry at university and high school levels make this book an essential resource for anybody interested in either teaching or learning chemistry more effectively from experience. chemistry professors to secondary school teachers from educators with no formal training in didactics to frustrated chemistry

students **Schooling for Sustainable Development in Chinese Communities** John Chi-Kin Lee, Michael Williams, 2009-04-29 This book focuses on the academic foundations trends and traditions of environmental education for sustainable development principally in Chinese contexts It highlights contexts and case studies that illuminate recent Chinese initiatives It includes case studies of green schools and reports on recent initiatives in school based ESD curriculum development programmes in China Hong Kong Macao and Taiwan The book concludes with an overview chapter that points to likely future developments The assumption underpinning the book is that experiences gained in such a major country as China will be of real interest to geographical and environmental educationists professional educators and teachers elsewhere Not only will it generate interest and create greater awareness but also it is hoped that these experiences will provide a platform for scholarly exchange and contribute insights on education policy and curriculum changes across Asian Pacific communities in an increasingly globalised world Engaging People in Sustainability Daniella Tilbury, David Wortman, 2004 The book is based on the exchange of professional experiences which featured in an IUCN CEC workshop in August 2002 Practitioners from around the world shared their models of good practice and explored the challenges involved in engaging people in sustainability The difficulties facing practitioners vary between country and context but some challenges are universal A lack of clarity in communicating what is meant by sustainable development An ambition to educate everyone to bring about a global citizenship Social organisational or institutional factors constrain change to sustainable development yet there is an emphasis on formal education and community educators do not receive the same support A lack of balance in addressing the integration of environmental social and economic dimensions leading to an interpretation that ESD is mainly about environment and conservation issues New learning rather than teaching approaches are called for to promote more debate in society Yet few are trained or experienced in these new approaches Practitioners need support to explore new ways of promoting learning Foreword ed *Higher Education and Scientific Research in the Arabian Gulf States* Abdellatif Sellami, Khalid Arar, Rania Sawalhi, 2022-11-29 This book takes a closer look at the relation between current issues and trends in higher education and scientific research in the Arab World and in the Gulf Cooperation Council GCC states of Qatar and United Arab Emirates UAE This thoroughly researched text traces the development of higher education in the GCC area as it continues to be positioned in an intersection of international and local factors The text further articulates the pivotal political and cultural influences that act as real and perceived barriers towards the advancement of key fields The chapters analyze the current policy trends structures and coping alternatives in addressing higher education challenges whilst also providing comparative first hand texts with the other Arab states in the region By drawing focus on the GCC area the text identifies the crucial factors that hamper learning and research performance The book serves as an invaluable discussion on the implications for policy makers and HEIs in relation to the eponymous regions and other Arab states in the GCC area Enhancing understanding of the scope scale and complexity of higher education and scientific research in the GCC area the

book will be of interest to academics researchers and post graduate students in the fields of educational policy comparative and international education and higher education Science Education in India Rekha Koul,Geeta Verma,Vanashri Nargund-Joshi,2019-09-24 This book brings researchers from across the world to share their expertise experience research and reflections on science education in India to make the trends and innovations visible The thematic parts of the book discuss science education overviews across K 16 levels inclusivity and access for underrepresented and marginalized sections use of innovations including technology in the teaching and implications for research practice innovation and creativity The book should be of special interest to researchers school administrators curriculum designers and policymakers A timely compilation for current and future generations of academic researchers teachers and policymakers who are interested in examining the issues facing one of the largest education systems in the world The book offers unique insights into contemporary topics such as girls in STEM subjects curriculum reform and developing a generation of future creative thinkers Professor Vaille Dawson The University of Western Australia Australia It provides a panorama of challenges in a country of more than 1.3 billion people 50% being below the age of 25 years The book arrives at a time in which there are discouraging trends including a decrease in funding for education The book chapters are centred on issues that warrant debate to foster awareness of the roles of science education in India and priorities and possibilities for expanding horizons on the road ahead Professor Kenneth Tobin The City University of New York New York USA Researching Education and the Environment Alan Reid,William Scott,2007-10-25 Previously published as a special issue of Environmental Education Research this collection includes some of the most influential and important articles contributed to the field over the last decade Drawing out the best articles from volumes one to ten the editors highlight six major themes EE and ESD tension or transition locating the environ **Shifting Global Powers and International Law** Rowena Maguire,Bridget Lewis,Charles Sampford,2013-06-26 This book explores the impacts of global economic political and cultural shifts on various international legal frameworks and legal norms The economic growth of states throughout Asia South and Central America and Africa is having a profound effect on the dynamics of international relations with a resulting impact on the operation and development of international law This book examines the influence of emerging economies on international legal rules institutions and processes It describes recent and predicted changes in economic political and cultural powers flowing from the growth of emerging economies such as China India Brazil South Africa and Russia and analyses the influence of these changes on various legal frameworks and norms Expert contributors drawn from a variety of fields including international law politics environmental law human rights economics and finance provide a broad analysis of the nature of the shifting global dynamic in its historical and contemporary contexts and a range of perspectives on the impact of these changes as they relate to specific regimes and issues including climate change regulation collective security indigenous rights the rights of women and girls environmental protection and foreign aid and development The book provides a fresh and comprehensive analysis of an

issue with extensive implications for international law and politics Shifting Global Powers and International Law will be of interest to students and scholars of international relations international law international political economy human rights and development *Education for Sustainable Development* Brian Chalkley,Martin Haigh,David Higgitt,2013-09-13 In 2005 The United Nations launched its Decade of Education for Sustainable Development which recognises that education including Higher Education is the key to the change in social attitudes that will be needed to protect the welfare of future generations This involves helping learners to live as though the future matters and to achieve ecoliteracy This includes the understanding that personal lifestyle decisions may have consequences ranging from climate change through loss of biodiversity to pollution and resource depletion that may permit environmental degradation on a planetary scale It also involves helping them to develop the skills needed to cope with such challenges This international collection of research papers and position statements from special issues of the Journal of Geography in Higher Education and Applied Environmental Education and Communication written by many of the leading practitioners in the field aims to provide resources and practical guidance for all seeking to promote and engage in education for a sustainable future Rabindranath Tagore encouraged each learner to make their actions demonstrate a harmonious union between education and environment David Orr argued that the world needs people who live well in their places to make the world both habitable and humane and that the main challenge for education is to help learners make their minds fit for life on Earth This book tries to chart a practical route towards these objectives This book was previously published as special issues of the Journal of Geography in Higher Education and Applied Environmental Education and Communication *Transformative Pedagogic Practice* Stephanie Leder,2018-12-08 This book explores how the transnational Education for Sustainable Development ESD policy is being translated into formal school education in India Stephanie Leder investigates the ESD s transformative potential for pedagogic practice and builds a set of principles for how the global objectives of the ESD can be interpreted in diverse socio cultural contexts Her approach for transformative pedagogic practice emphasizes the promotion of a critical consciousness through argumentation skills Using the case of water conflicts in geography education in India the book reveals the contradictions between ESD objectives and curricula syllabi textbooks and classroom teaching at secondary schools in Pune Maharashtra Leder s approach demonstrates how principles of schooling can be altered towards learner centered problem posing and network thinking teaching approaches to empower students towards reflective decision making on the sustainable use of natural resources *MSCEIS 2019* Lala Septem Riza,Eka Cahya Prima,Toni Hadibarata,Peter John Aubusson,2020-07-30 The 7th Mathematics Science and Computer Science Education International Seminar MSCEIS was held by the Faculty of Mathematics and Natural Science Education Universitas Pendidikan Indonesia UPI and the collaboration with 12 University associated in Asosiasi MIPA LPTK Indonesia AMLI consisting of Universitas Negeri Semarang UNNES Universitas Pendidikan Indonesia UPI Universitas Negeri Yogyakarta UNY Universitas Negeri Malang UM Universitas Negeri Jakarta UNJ Universitas Negeri Medan UNIMED

Universitas Negeri Padang UNP Universitas Negeri Manado UNIMA Universitas Negeri Makassar UNM Universitas Pendidikan Ganesha UNDHAKSA Universitas Negeri Gorontalo UNG and Universitas Negeri Surabaya UNESA In this year MSCEIS 2019 takes the following theme Mathematics Science and Computer Science Education for Addressing Challenges and Implementations of Revolution Industry 4.0 held on October 12 2019 in Bandung West Java Indonesia 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 *Sustainability Frontiers* David Selby, Fumiyo Kagawa, 2014-12-15 Education for sustainable development the educational offshoot of the concept of sustainable development has rapidly become the predominant educational response to the global environmental crisis The authors apply a critical lens to the field and find it wanting in many regards Sustainability Frontiers is an international academic non governmental organization based in Canada and the United Kingdom It engages in research and innovation in the broad fields of sustainability and global education challenging dominant assumptions and current orthodoxies as it seeks to foster learner empowerment and action It places particular emphasis on climate change disaster risk reduction and peacebuilding and their implications for the nature and directions of sustainability education

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