

Pedagogy *for* Restoration



*Addressing
Social and Ecological
Degradation
through Education*

DAVID KRZESNI

Pedagogy For Restoration Addressing Social And Ecological Degradation Through Education Counterpoints Studies

Richard V. Kahn



Pedagogy For Restoration Addressing Social And Ecological Degradation Through Education Counterpoints Studies:

Pedagogy for Restoration David Krzesni, 2015 Pedagogy for Restoration seeks to understand the conditions leading to the destruction of Earth in order to discover pedagogy for restoration As we degrade the planet we degrade ourselves and as we degrade ourselves we degrade the planet Moral development and socialization significantly influence our participation in construction of or resistance to the systems of oppression that degrade us The process of restorative education recognizes that humans are fundamentally good and moral and seeks to promote healthy moral development We must help students meet their basic needs center their own identities and experience and simultaneously emphasize community and relationships to help them find a sense of purpose These efforts facilitate social and ecological restoration by allowing students to reach a physical and emotional place that is conducive to learning and self efficacy so that they may engage with whatever issues they find important in their own way and on their own terms

Towards Critical Environmental Education Aristotelis S. Gkiolmas, Constantine D. Skordoulis, 2020-11-03 This volume discusses theory philosophy praxis and methods in Environmental and Ecological education and considers the junction with the main visions and issues of Critical Pedagogy The volume and its separate chapters address four axes which can also be seen as the guidelines of the content as well as the central objectives of the book The first axis concerns the missing theoretical and practical pieces at this point in time The volume considers the issues that are not included in contemporary Environmental Education and thus deprive it from critical orientations This implies that in Environmental Education very little discussion exists about the political economic racial gender and class issues that in most cases govern the actions of leaders and stake holders The second axis concerns what has been done so far and in what directions This involves descriptions of theoretical approaches or actual applied methodologies in the classroom such as curricula or syllabus used or the kind of actions certain educators have taken to infuse the issues of justice and critical reflection within the Environmental Education teaching agenda The third axis examines proposals It looks at ways to enrich domains of Environmental Education with the argumentations of Critical Pedagogy The fourth axis concerns the way in which proposals can be effectuated This part contains specific methodologies and teaching sequences depicting ways of including major aspects of Critical Pedagogy and Critical Education in Environmental Education Examples are Non anthropocentric ecological approaches in the classroom political activism in the Curricula mixture of field activities and political activities

Grounding Education in Environmental Humanities Lucas Johnston, Dave Aftandilian, 2018-11-05 This edited volume draws together educators and scholars to engage with the difficulties and benefits of teaching place based education in a distinctive culture laden area in North America the United States South Despite problematic past visions of cultural homogeneity the South has always been a culturally diverse region with many historical layers of inhabitation and migration each with their own set of religious and secular relationships to the

land Through site specific narratives this volume offers a blueprint for new approaches to place based pedagogy with an emphasis on the intersection between religion and the environment By offering broadly applicable examples of pedagogical methods and practices this book confronts the need to develop more sustainable local communities to address globally significant challenges **Educating for a Culture of Social and Ecological Peace** Anita L. Wenden,2012-02-01

Acknowledging the dual notions of danger and opportunity that present themselves in contemporary social and ecological crises this book explores how both peace and environmental education can transform the way we think and what we value The book outlines the link between social violence and ecological degradation and the need to educate for the purpose of achieving social and ecological peace Specialists in peace and environmental education offer a holistic and integrated approach on educating about these problems and challenges They also provide educational strategies such as curricular frameworks and pedagogical innovations appropriate for both formal and informal settings and case studies and examples that illustrate their application **Cultivating Sustainability in Language and Literature Pedagogy** Roman

Bartosch,2021-03-30 This book introduces the notion of educational ecology as a necessary and promising pedagogic principle for the teaching of Anglophone literatures and cultures in a time of climate change Drawing on scholarship in the environmental humanities and practice oriented research in education and literature pedagogy chapters address the challenges of climate change and the demand for sustainability and environmental pedagogy from the specific perspective of literary and cultural studies and education arguing that these perspectives constitute a crucial element of the transdisciplinary effort of cultivating sustainability The notion of an educational ecology takes full advantage of the necessarily dialogic and co constitutive nature of sustainability related pedagogical philosophy and practice while it retains the subject specific focus of research and education in the humanities centring on and excelling in critical thinking perspective diversity language and discourse awareness and the literary and cultural constructions of meaning This book will be of great interest to academics researchers and post graduate students in the fields of language literature and culture pedagogy as well as transdisciplinary researchers in the environmental humanities **Post-Sustainability and**

Environmental Education Bob Jickling,Stephen Sterling,2017-03-17 This book provides a critique of over two decades of sustained effort to infuse educational systems with education for sustainable development Taking to heart the idea that deconstruction is a prelude to reconstruction this critique leads to discussions about how education can be remade and respond to the educational imperatives of our time particularly as they relate to ecological crises and human nature relationships It will be of great interest to students and researchers of sociology education philosophy and environmental issues *Education in Times of Environmental Crises* Ken Winograd,2016-04-14 The core assumption of this book is the interconnectedness of humans and nature and that the future of the planet depends on humans recognition and care for this interconnectedness This comprehensive resource supports the work of pre service and practicing elementary teachers as

they teach their students to be part of the world as engaged citizens advocates for social and ecological justice Challenging readers to more explicitly address current environmental issues with students in their classrooms the book presents a diverse set of topics from a variety of perspectives Its broad social cultural perspective emphasizes that social and ecological justice are interrelated Coverage includes descriptions of environmental education pedagogies such as nature based experiences and place based studies peace education practices children doing environmental activism and teachers supporting children emotionally in times of climate disruption and tumult The pedagogies described invite student engagement and action in the public sphere Children are represented as agents of change engaged in social and environmental issues and problems through their actions both local and global

Greening the Academy Samuel Fassbinder,Anthony Nocella,Richard Kahn,2012-12-30 This is the academic Age of the Neoliberal Arts Campuses as places characterized by democratic debate and controversy wide ranges of opinion typical of vibrant public spheres and service to the larger society are everywhere being creatively destroyed in order to accord with market and military models befitting the academic industrial complex While it has become increasingly clear that facilitating the sustainability movement is the great 21st century educational challenge at hand this book asserts that it is both a dangerous and criminal development today that sustainability in higher education has come to be defined by the complex friendly green campus initiatives of science technology engineering and management programs By contrast *Greening the Academy* Ecopedagogy Through the Liberal Arts takes the standpoints of those working for environmental and ecological justice in order to critique the unsustainable disciplinary limitations within the humanities and social sciences as well as provide tactical reconstructive openings toward an empowered liberal arts for sustainability *Greening the Academy* thus hopes to speak back with a collective demand that sustainability education be defined as a critical and moral vocation comprised of the diverse types of humanistic study that will benefit the well being of our emerging planetary community and its numerous common locales

Educating for Eco-justice and Community C. A. Bowers,2001 We believe in social justice We support educational reform Yet unless we reframe our approaches to both says C A Bowers the social justice attained through educational reform will only lead to more intractable forms of consumerism and further impoverishment of our communities In *Educating for Eco Justice and Community* Bowers outlines a strategy for educational reform that confronts the rapid degradation of our ecosystems by renewing the face to face intergenerational traditions that can serve as alternatives to our hyper consumerist technology driven worldview Bowers explains how current technological and progressive programs of educational reform operate on deep cultural assumptions that came out of the Enlightenment and led to the Industrial Revolution These beliefs frame our relationship with nature in adversarial terms view progress as inevitable and elevate the individual over community expertise over intergenerational knowledge and profit over reciprocity By making eco justice a priority of educational reform we can begin to democratize developments in science and technology in ways that eliminate eco racism reverse the global processes that are worsening the economic and political

inequities between the hemispheres expose the cultural forces that turn aspects of daily life from education and entertainment to work and leisure into market dependent relationships uplift knowledge and traditions of intergenerationally connected communities and develop a sense of moral responsibility for the long term consequences of our excessive material demands In the tradition of Wendell Berry David Orr and Kirkpatrick Sale Bowers thinks about our place in the natural world and the current economies to show how we can reform education and create a less consumer driven society Planetary Praxis & Pedagogy Shannon A. Moore, Richard C. Mitchell, 2015-11-02 Good books make important points because their authors have something worthwhile to say This book is more than a good book because its authors not only make important points but they do so in ways that exemplify the transdisciplinarity the authors write about In eight interesting and insightful chapters the book connects pedagogy marketing development immanence race resilience technology and the commons in ways that show the necessity and importance of transdisciplinary thinking This is a book for those who seek deeper and more creative connections to a sustainable way of life a way of life that opens up imaginative acts of hope John Novak Professor in the Department of Graduate and Undergraduate Studies in Education at Brock University his research interests include Philosophy of education Invitational theory and practice Educational leadership and Social cultural contexts of education

Critical Pedagogy, Ecoliteracy, & Planetary Crisis Richard V. Kahn, 2010 We live in a time of unprecedented planetary ecocrisis one that poses the serious and ongoing threat of mass extinction Drawing upon a range of theoretical influences this book offers the foundations of a philosophy of ecopedagogy for the global north In so doing it poses challenges to today's dominant ecoliteracy paradigms and programs such as education for sustainable development while theorizing the needed reconstruction of critical pedagogy itself in light of our presently disastrous ecological conditions

Socially-critical Environmental Education in Primary Classrooms Jane Edwards, 2015-10-26 The effectiveness of Education for Sustainable Development depends on the ability of schools and teachers to embrace pedagogies that reduce the gap between the rhetoric of education for the environment and the reality of classroom practices This book responds to the need to better understand the nature of the relationships between agency and structure that contribute to the development of educational rhetoric reality gaps in order to inform processes that most effectively facilitate pedagogical change This book explores the issues of pedagogical change through the experiences of Australian primary school teachers faced with the challenge of implementing an environmental education program in which young students were positioned as active participants in the social processes from which environmentally sustainable practices could be developed These teachers were required to adopt pedagogies that often represented the antithesis of their well established teacher directed approaches Through the use of Anthony Giddens Theory of Structuration this book provides unique perspectives of the teacher mediated manner in which certain elements of structure and agency interrelate to enable and constrain classroom practices essential understandings for school principals and educational policy developers who aim to effectively implement

pedagogical change This book also demonstrates that the Theory of Structuration provides a valuable ontological research framework and provides social researchers with practical guidance for how to relate this theory to specific research issues

Ecopedagogy Greg William Misiasek, 2022-04-21 To stop the downward spiral of intensifying environmental violence that inevitably leads to social violence we as humans need to better understand what is at stake and to determine how to make changes at the root levels Ecopedagogy is centered on understanding the struggles of and connections between human acts of environmental and social violence Greg W Misiasek argues that ecopedagogies grounded in critical Freirean pedagogies construct learning that leads to human actions geared towards increased social and environmental justice and planetary sustainability Throughout the book he discusses the need for teaching reading and researching through problematizing the causes of socio environmental violence including oppressive processes of globalization and constructs of development economics and citizenship to name a few that emerge from socio historical oppressions e g colonialization racism patriarchy neoliberalism xenophobia epistemicide and dominance over the rest of nature Misiasek concludes with ecopedagogies challenges within the current post truth era and possibilities of reimagining UNESCO s Sustainable Development Goals SDGs

Environmental and Sustainability Education in Teacher Education Douglas D. Karrow, Maurice DiGiuseppe, 2020-01-01 This book was inspired by the inaugural National Roundtable on Environmental and Sustainability Education in Canadian Faculties of Education Roundtable 2016 which took place June 14 16 2016 at Trent University in Peterborough Ontario Roundtable 2016 brought together over seventy participants from across Canada including educators researchers policy makers consultants and community organizations Over the course of three days participants took part in keynote addresses research colloquia networking socials and collaborative inquiry activities focused on Environmental Sustainability Education in Teacher Education ESE TE Roundtable 2016 resulted in the publication of a National Action Plan containing action oriented recommendations for enhancing ESE TE and a position statement titled The Otonabee Declaration where delegates articulated their views regarding environmental degradation the critical need for enhancing ESE TE and the role educators children youth educational institutions policy makers and Indigenous communities play in enhancing ESE TE in Canada This volume concludes with a discussion placing current Canadian ESE TE theory and practice within an international context

Teaching for Social Justice and Sustainable Development Across the Primary Curriculum Anne Marie Kavanagh, Fionnuala Waldron, Benjamin Mallon, 2021-03-21 This volume supports educators in integrating meaningful education for social justice and sustainability across a wide range of curricular subjects by drawing on educational theory innovative pedagogical approaches and creative ideas for teaching and learning Both practical and theoretical in its approach it addresses subject areas ranging from mathematics to visual arts to language teaching Chapters provide subject entry points for teachers seeking to embed social justice and sustainability principles and pedagogies into their work Transferable across various areas of learning a range of pedagogical approaches are exemplified ranging from

inquiry approaches to ethical dilemmas to critical relational pedagogies Ready to use teaching exemplars activities and resources address issues which are of interest and relevance to children s lives including gender stereotyping racism heterosexism climate change and species extinction Practical guidance is provided on how to engage children in dialogue and reflection on these complex issues in a safe and ethical way This accessible and unique volume is essential reading for student teachers teachers educational leaders teacher educators and anyone interested in inspiring children to work towards creating a more socially just and sustainable world

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

Narratives of Educating for Sustainability in Unsustainable Environments Jane Haladay,Scott Hicks,2017-12-01 Through pedagogical narratives literary analyses reflective essays and collaborative dialogues Narratives of Educating for Sustainability in Unsustainable Environments explores the professional and intellectual tensions of curricula pedagogies and personal practices that honor the relationships of interspecies ecologies reinhabit and reconceive wounded landscapes and wounding institutions and allow us to reattune ourselves to new yet ancient frameworks for sustainability For the writers here fostering sustainability in higher education means focusing on place creating positive relationships with humans and other beings and creating administrative structures that will maintain new approaches for the long term showing how teaching environmentally is at once intensely site specific yet powerfully global deeply personal yet visibly public Narratives of Educating for Sustainability in Unsustainable Environments confronts the contexts that make environmental pedagogies difficult the challenges to the well being of the teacher scholar and the corrosive academic structures that compartmentalize knowledge and people The collection simultaneously offers models for working through and within these challenges to advance understandings and ways of being on local global and personal levels that will turn the planetary tide toward effective and shared sustainability

A Pedagogy of Responsibility Rebecca A. Martusewicz,2018-09-03 Drawing on the theories of author and conservationist Wendell Berry for the field of EcoJustice Education this book articulates a pedagogy of responsibility as a three pronged approach grounded in the recognition that our planet balances an essential and fragile interdependence between all living creatures Examining the deep cultural roots of social and ecological problems perpetuated by schools and institutions Martusewicz identifies practices relationships

beliefs and traditions that contribute to healthier communities She calls for imaginative re thinking of education as an ethical process based in a vision of healthy just and sustainable communities Using a critical analytical process Martusewicz reveals how values of exploitation mastery and dispossession of land and people have taken hold in our educational system and communities and employs Berry s philosophy and wisdom to interrogate and develop a pedagogy of responsibility as an antidote to such harmful ideologies structures and patterns Berry s critical work and the author s relatable storytelling challenge taken for granted perspectives and open new ways of thinking about teaching for democratic and sustainable communities

Ecological Education in Action Gregory A. Smith, Dilafruz R. Williams, 1998-11-24 Ecological Education in Action celebrates the work of innovative educators in North America who explore ecological issues in school and non school settings These educators demonstrate how to reshape the thinking of children and adults to affirm the value of sufficiency mutual support and community Courses in environmental education often focus on scientific analysis and social policy not cultural change Children are exposed to information regarding environmental problems and explore such topics as endangered species the logging of tropical rainforests or the monitoring of water quality in local streams and rivers Some adopt manatees or whales or create school wide recycling programs These topics and efforts are without question commendable however missing is a recognition of the deeper cultural transformations that must accompany the shift to a more ecologically sustainable way of life Ecological Education in Action describes courses programs or projects that are transformative in nature aimed at engendering the experience of connectedness that lies at the heart of moral action The book creates a powerful and useful image of what an ecologically grounded form of education for our own era could look like Contributors include Ray Barnhardt C A Bowers Gregory Cajete Peter Blaze Corcoran Angayuqaq Oscar Kawagley Stephanie Kaza Martin Kemple Joseph Kiefer Paul Krapfel David W Orr Madhu Suri Prakash Hedy Richardson Elaine Schwartz Gregory A Smith Sarah Taylor and Diafruz R Williams

EcoJustice Education Rebecca A. Martusewicz, Jeff Edmundson, John Lupinacci, 2020-07-14 The third edition of this groundbreaking text offers a powerful model for cultural ecological analysis and a pedagogy of responsibility Authors Martusewicz Edmundson and Lupinacci provide teachers teacher educators and educational scholars with the theory 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 EcoJustice Education 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 Fully updated with cutting edge research statistics and current events throughout the third edition addresses important topics such as Indigenous learning Black Lives Matter the Flint Water Crisis Standing Rock the rise of fascism and climate change and develops EcoJustice approaches to

confronting these issues An accompanying online resource includes a conceptual toolbox links to related resources and more

Pedagogy For Restoration Addressing Social And Ecological Degradation Through Education Counterpoints Studies Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has are more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Pedagogy For Restoration Addressing Social And Ecological Degradation Through Education Counterpoints Studies**," compiled by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we will delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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