



# **SUSTAINABLE DEVELOPMENT AND LEARNING**

**FRAMING THE ISSUES**

**WILLIAM SCOTT AND STEPHEN GOUGH**

# Sustainable Development And Learning Framing The Issues

**Alan Reid, William Scott**



## **Sustainable Development And Learning Framing The Issues:**

**Sustainable Development and Learning: Framing the Issues** Stephen Gough, William Scott, 2003-12-16 In this important new book the authors explore the role of learning in sustainable development The book sets out the key issues and raises concepts for discussion reflection and ongoing consideration by all stakeholders in this crucial field Key Issues in Sustainable Development and Learning Stephen Gough, William Scott, 2014 This book presents seminal readings from existing literature alongside specially commissioned critical vignettes from leading thinkers with interests in sustainable development and learning The book sets out to inform readers about the many perspectives that exist and to challenge assumptions they may have about both sustainable development and learning Through the readings and vignettes the book raises wide ranging issues of how we choose to act Following the format of its companion volume Sustainable Development and Learning framing the issues the book builds on existing work across a number of fields as well as on original international research Key Issues in Sustainable Development and Learning a critical review is a major resource for anyone studying for masters degrees focusing on environment and sustainable development It is also a valuable tool for professionals in both public and private sector who are dealing with these issues daily Bill and Steve s book for Routledge Sustainable Development and Learning framing the issues is one of the academic sources cited by the United Nations in its draft international implementation scheme for the Decade of Education for Sustainable Development which was launched by Kofi Annan last month Proceedings of the International Conference Theory and Applications in the Knowledge Economy TAKE 2018 Gaby Neumann, Justyna Majewska, Szymon Truskolaski, 2018-07-08 Foreword TAKE 2018 follows with success the two previous editions We gather 60 papers presented by scholars from 15 countries which address the complex relation between theory and applications in the realm of the knowledge economy We address specific aspects of knowledge management human resource development and management intellectual capital and many other scientific areas relevant for the economy of today We hope these proceedings will summarize and illustrate well what happened in the conference and look forward for next years edition Thank you very much for your participation as local organizer keynote speaker stream leader reviewer author helper or just participant Eduardo Tom Conference Chair Poznan July 2018 **Handbook of Theory and Practice of Sustainable Development in Higher Education** Walter Leal Filho, Ulisses M. Azeiteiro, Fátima Alves, Petra Molthan-Hill, 2017-02-24 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

**Work, Learning and Sustainable Development** John Fien, Rupert Maclean, Man-Gon Park, 2008-10-26 This book is the first that provides a comprehensive overview of the way countries education systems and institutions have responded to the call for an integration of learning for work citizenship and sustainability at the Second International Conference on Technical and Vocational Education which was held in Seoul in 1999 Discussions on the central theme of the Seoul Conference lifelong learning and training for all a bridge to the future led to the conclusion that a new paradigm of both development and Technical and Vocational Education TVET was needed This book showcases the wide range of international initiatives that have sought to put such exhortations into practice It includes case studies of national TVET policy reforms reoriented curricula sustainable campus management programs and examples of innovative approaches to integrating learning in TVET with on the job training and in community service It also focuses on the issues and challenges being faced and ways of moving forward Case studies feature initiatives in a wide range of world regions and countries and include authors from UK Germany Finland Canada USA Australia South Africa China Republic of Korea India Pakistan and the Philippines

**Environmental and Geographical Education for Sustainability** Zijian Li, Michael Williams, 2006 Geography environment sustainability culture and education standing alone or in any combination provide the ingredients for a variety of stews They are all difficult to define and they generate endless debates for theoreticians and practitioners about their meaning and significance The editors have divided the chapters that follow into two parts in an effort to unit these diverse disciplines Part 1 is concerned with cultural foundations and curriculum issues related to geographical and environmental education for sustainability Part 2 comprises a series of chapters presenting education for sustainability in the contexts of national cultures

Technical and Vocational Education and Training Stephen Gough, 2011-11-03 Vocational education is central to the plans of policy makers around the world it underpins the development of the poorest economies and the continued competitiveness of the richest Technical and Vocational Education and Training debates the key issues How far can the same principles be applied to vocational learning in universities colleges schools and the workplace Do the needs of learners and the needs of the economy always coincide Should teachers focus on the delivery of skills or the development of cultures What will determine whether what is learnt corresponds to what is taught Who are the stakeholders in vocational learning and can they all be satisfied at once What does it really mean to say that vocational provision is a kind of investment Drawing on contemporary internationally significant case studies in water education management education and education for sustainable development along with UNESCO s International Centre for Technical and Vocational Education and Training Gough provides a challenging discussion

Free-Choice Learning and the Environment John H. Falk, Joe E. Heimlich, Susan Foutz, 2009-04-16 Free Choice Learning and the Environment explores the theoretical practical and policy aspects of free choice environmental education for learners of all ages

*Citizenship Education and Social Development in Zambia* Ali A.

Abdi,Edward Shizha, Lee Ellis, 2010-06-01 Zambia the butterfly shaped central African country has a population of about 11 million people and as other Sub Saharan African countries has been trying to democratize since the early 1990s Clearly though the promise of political reform did not fulfill the expectations of the public and with about 60 percent of the population living below the poverty line many Zambians are no longer confident that more open political systems can improve their lives But the problem may not be inherent in the political process itself and could be found more in the apparent disconnection between people s needs and the way the country s affairs are run It is with respect to these and related issues that this book emphasizes the crucial relationship between education and political participation and specifically highlights citizenship education as essential for Zambia s social development Social development which should comprise inter alia the economic political and cultural wellbeing of societies can be enhanced by citizenship education which focuses on elevating people s understanding of their rights and responsibilities vis vis government institutions structures and functions Indeed it is the centrality of the political component in people s lives especially its relationship with public policy and public programs that should underline the important role of citizenship education In describing these issues the book analyzes the role of the media women s groups and youth in enhancing the political educational and by extension the economic lives of the Zambian people The book should interest students and scholars of Zambian as well as African education politics and social development It should also be useful for policy makers institutional managers and both public and para public leaders in Zambia and elsewhere in the continent

### **The Theory and Practice of Development Education**

Douglas Bourn, 2014-10-03 Development education is much more than learning about development it is a pedagogy for the globalised societies of the twenty first century that incorporates discourses from critical pedagogy and postcolonialism and a mechanism for ensuring that differing perspectives are reflected within education particularly those from developing countries Learning about development and global issues is now part of the school curriculum in a number of countries and terms such as global citizenship sustainable development and cultural understanding are commonplace in many educational contexts Development education has been recognised as one of the educational discourses that has influenced the acceptance of these terms for both policy makers and practitioners This ground breaking volume addresses the history theoretical influences practices and impact of development education in Europe North America Australia and Japan Chapters include how development education evolved the influence of theorists such as Paulo Freire the practices of aid and development agencies and the impact of governments seeking evidence of public understanding of and engagement with development The Theory and Practice of Development Education provides essential reading for anyone engaged in re thinking and reflecting upon the educational needs of a globalised society and seeking approaches towards learning that place social justice at the heart of that practice It will be of particular interest to academics and postgraduate students in the fields of development education international education and globalisation

*Resilience in Social-Ecological Systems*

Marianne E. Krasny, Cecilia Lundholm, Ryan Plummer, 2013-10-18 Resilience thinking challenges us to reconsider the meaning of sustainability in a world that must constantly adapt in the face of gradual and at times catastrophic change This volume further asks environmental education and resource management scholars to consider the relationship of environmental learning and behaviours to attributes of resilient social ecological systems attributes such as ecosystem services innovative governance structures biological and cultural diversity and social capital Similar to current approaches to environmental education and education for sustainable development resilience scholarship integrates social and ecological perspectives The authors of Resilience in social ecological systems the role of learning and education present a wealth of perspectives integrating theory with reviews of empirical studies in natural resource management and in youth adult and higher education The authors explore the role of education and learning in helping social ecological systems as they respond to change through adaptation and transformation This book also serves to integrate a growing literature on resilience and social learning in natural resources management with research in environmental education and education for sustainable development This book was originally published as a special issue of Environmental Education Research Educating Science Teachers for Sustainability Susan K. Stratton, Rita Hagevik, Allan Feldman, Mark Bloom, 2015-06-18 This volume contains a unique compilation of research and reflections representing multiple vantage points stemming from different parts of the world that can help science educators and teacher educators in finding ways to meaningfully and purposefully embed sustainability into teaching and learning It is a rich resource for exploring and contextualizing sustainability oriented science education At this time we find ourselves in a situation in which the earth s ecological system is under significant strain as a result of human activity In the developed world people are asking How can we maintain our current standard of living while those in the developing world are asking How can we increase the quality of our lives all while trying to do what is necessary to mitigate the environmental problems This volume responds to these questions with a focus on educating for sustainability including historical and philosophical analyses and pedagogical and practical applications in the context of science teacher preparation Included are many examples of ways to educate science teachers for sustainability from authors across the globe This text argues that issues of sustainability are increasingly important to our natural world built world national and international economics and of course the political world The ideas presented in the book provide examples for original effective and necessary changes for envisioning educating science teachers for sustainability that will inform policy makers

**Environmental Citizenship** Andrew Dobson, Derek Bell, 2006 A multidisciplinary consideration of how effective environmental citizenship can be in achieving sustainability with theoretical practical and ethnographic perspectives

*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 Education Outside the Classroom Great Britain. Parliament. House of Commons. Education and Skills Committee, 2005 The Committees report examines the wide range of outdoor learning experiences from lessons held within school grounds to residential expeditions abroad and considers the place of outdoor learning in the curriculum from foundation stage to higher education Issues discussed include the value of outdoor learning and the decline of opportunities for educational opportunities outside the classroom the barriers that deter schools from teaching outside the classroom including perceptions of risks in school trips the resources and curriculum time available for such trips availability and costs involved policy options for the Department for Education and Skills to help encourage schools improve and expand provision for outdoor learning and funding implications The Committees recommendations include that the DfES should issue a Manifesto for Outdoor Learning which gives all students the right to outdoor learning and which should attract a similar funding level to the music manifesto around 30 million in order to deliver real change

*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 environmental in environmental education research doing environmental education research environmental learning as process and outcome environmental education for developing environmental education research For each theme two papers published by the journal in the first ten years are re printed and two researchers review the issues they raise giving readers a broad and future facing overview of the development of the field today **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

Educational Technology and Pedagogic Encounters Yusef Waghid, 2016-07-15 This book looks at some of the underlying theories of educational technology means and ways in which this technology is guided in practice ends The authors are intent on producing ends that prepare students to undertake new analyses and evaluations that can result in new possibilities for democratic action Emphasis is on their understanding of and position within educational technology as opposed to using or applying educational technology The work is not written from the point of view that their embeddedness within educational technology has a utilitarian end in mind but rather that their situatedness within educational technology a practice in itself leaves open possibilities for new ways of understanding democratic education This book is organised into six interrelated themes that work towards the cultivation of educational technology as a human practice which guides pedagogic encounters on the basis of taking risks in relation to which the unexpected unimaginable is always possible

*The Wiley Handbook of Sustainability in Higher Education Learning and Teaching* Kelum A. A. Gamage, Nanda Gunawardhana, 2022-03-30 A comprehensive resource for higher education professionals interested in sustainability pedagogy In *The Wiley Handbook of Sustainability in Higher Education Learning and Teaching* a team of distinguished researchers delivers an insightful reference for higher education professionals seeking to embed sustainability in learning and teaching The book offers a way for higher education institutions to implement sustainability goals in their curricula and provides comprehensive guidance to educators researchers and practitioners The authors discuss recent developments in technological innovations best practices lessons learned current challenges and reflections in the area of sustainability teaching in higher education They also examine the impact of the COVID 19 pandemic on sustainability education With contributors from a variety of disciplines including engineering medicine urban design business environmental science and social science the book considers the embedding of sustainability in regenerative learning ecologies living laboratories and transgressive forms of learning It also includes A thorough introduction to activist learning for sustainability and outcome based education towards achieving sustainable goals in higher education Comprehensive explorations of factors that hinder the implementation of sustainability initiatives in higher education institutions Practical discussions of developing stakeholder agency in higher education sustainability initiatives In depth examinations of global trends and country specific initiatives in sustainability teaching Perfect for education developers seeking to incorporate sustainability *The Wiley Handbook of Sustainability in Higher Education Learning and Teaching* is also ideal for academics



researchers policymakers and accreditation personnel working in the area of sustainability      **New Materialisms and Environmental Education** David A. G. Clarke, Jamie McPhie, 2023-07-24 New materialisms refers to a broad contemporary and significant movement of thought across the social sciences and cultural studies which attempts to return to renew or create alternative philosophies of matter. Such philosophies spring from multiple sources but are in general an attempt to bring the indissolubility of the social and environmental more forcefully into our analytical frames and modes of inquiry and tackle a perceived over reliance on discourse and language in the so called post modern era of philosophy and social science. This movement in thought is underlaid by and meets up with the climate and biodiversity crises and the nature of the human condition and modes of learning or becoming within the field of environmental education. This volume brings together academics working at differing intersections of environmental education and new materialisms highlighting tensions knots and lines of flight across and for research practice and theory. As such this collection draws on multiple interpretations and streams of thought within new materialisms and demonstrates their significance for those engaging with environmental education policy practice and research. This book was originally published as a special issue of the journal Environmental Education Research.

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