

# Nature Education Journal

Unveiling the Power of Verbal Beauty: An Psychological Sojourn through **Nature Education Journal**

In a global inundated with displays and the cacophony of quick conversation, the profound energy and mental resonance of verbal beauty usually disappear into obscurity, eclipsed by the regular barrage of noise and distractions. Yet, set within the musical pages of **Nature Education Journal**, a captivating work of fictional elegance that impulses with organic thoughts, lies an remarkable journey waiting to be embarked upon. Composed by a virtuoso wordsmith, that mesmerizing opus guides viewers on a psychological odyssey, delicately exposing the latent possible and profound affect embedded within the elaborate web of language. Within the heart-wrenching expanse of the evocative analysis, we shall embark upon an introspective exploration of the book is central styles, dissect its fascinating writing type, and immerse ourselves in the indelible impact it leaves upon the depths of readers souls.

**Environmental Ethics** Bob Jickling 2021-12-07  
This well-constructed, and highly original, sourcebook integrates educational materials for teaching environmental ethics with theoretical reflections. The book is set to contribute immensely to its aim of taking ethics out of philosophy departments and putting it into the streets, into villages, and on the Earth—to make ethics an everyday activity, not something left to experts and specialists. Context-based activities are presented in almost every chapter. While it acknowledges foundational theories in environmental ethics, and the work that they continue to do, it wholeheartedly embraces a growing body of literature that emphasises contextual, process-oriented, and place-based approaches to ethical reflection, deliberation, and action. It walks on the ground and isn't afraid to get a little dirty or to seek joy in earthly relationships. And it ultimately breaks with much Western academic tradition by framing “ethics in a storied world”, thus making room to move beyond Euro-American perspectives in environmental issues. This work will be of interest to school teachers and other non-formal and informal educators, teacher educators, college instructors, university professors, and other professionals who wish to bring environmental ethics to the forefront of their pedagogical practices.

**Outdoor Learning Research** Sue Waite

2020-06-09 The term ‘outdoor learning’ covers many forms of practice outside the classroom, including Forest School and outdoor play. Outdoor learning has been rapidly growing as a topic of interest for educators and parents over the last ten years, and research published in this field is also increasing. Despite the fact that we are inextricably part of the natural world, there is concern that contemporary children have become disconnected from nature and that their opportunities to access natural environments are declining. Given compelling evidence that time spent in natural places has multiple benefits for human health and wellbeing and pro-environmental behaviour (Bourn et al., 2016), there is an impetus to find ways to increase children’s exposure to and attachment to nature through their education. The chapters in this book were originally peer-reviewed articles published in Education 3-13: International Journal of Primary, Elementary and Early Years Education. They are amongst the most popular in the journal, reflecting the demand for more evidence of outcomes and high-quality information about how best to implement outdoor learning for children in this age group. The authors report qualitative and quantitative studies and consider implications of the findings for children and their development, and for the integration (or not) of natural environment contexts within school practices. Gathering this body of evidence together in a single volume enables important messages about

outdoor learning's various purposes, processes and outcomes to be more readily accessed by practitioners, policy makers and researchers.

**Urban Environmental Education Review** Alex Russ 2017-06-06 Urban Environmental Education Review explores how environmental education can contribute to urban sustainability. Urban environmental education includes any practices that create learning opportunities to foster individual and community well-being and environmental quality in cities. It fosters novel educational approaches and helps debunk common assumptions that cities are ecologically barren and that city people don't care for, or need, urban nature or a healthy environment. Topics in Urban Environmental Education Review range from the urban context to theoretical underpinnings, educational settings, participants, and educational approaches in urban environmental education. Chapters integrate research and practice to help aspiring and practicing environmental educators, urban planners, and other environmental leaders achieve their goals in terms of education, youth and community development, and environmental quality in cities. The ten-essay series Urban EE Essays, excerpted from Urban Environmental Education Review, may be found here: [naaee.org/eeepro/resources/urban-ee-essays](http://naaee.org/eeepro/resources/urban-ee-essays). These essays explore various perspectives on urban environmental education and may be reprinted/reproduced only with permission from Cornell University Press.

**International Journal of Early Childhood Environmental Education, Volume 3** Yash Bhagwanji 2015-10-05 A peer-reviewed open-access electronic journal promoting early childhood environmental education for global readership and action, The International Journal of Early Childhood Environmental Education (IJECEE) publishes scholarly written works pertinent to the education of all young children (birth to eight years). Articles include book reviews, educational approaches, evaluation models, program descriptions, research investigations, and theoretical perspectives-all anonymously and expertly peer-reviewed. Articles in this issue include: - Note of Reflection: The

Essence of Our Collective Work, by Ruth Wilson, Consulting Editor - The green bean has to be longer than your thumb: An observational study of preschoolers' math and science experiences in a garden, by Maureen Vandermaas-Peeler and Cara McClain - Betwixt the Wild, Unknown and the Safe: Play and the Affordances of Nature within an Early Childhood Education and Care Institution in Norway, by Gjertrud Stordal, Gro Follo, and Ingar Pareliussen - A Young Child's Perspectives on Outdoor Play: A Case Study from Vancouver, British Columbia, by A. Elizabeth Beattie - Children as "Solutionaries" Environmental Education as an Opportunity to Take Action, by Elizabeth O. Crawford, Nancy Luke, and William Van Pelt - Wild Beginnings: How a San Antonio initiative instills the love of nature in young children, by Deepti Kharod and Maria G. Arreguín-Anderson - Nature and the Outdoor Learning Environment: The Forgotten Resource in Early Childhood Education, by Allen Cooper - Children's Books and Resources by Review Brenda Weiser and Jill Smith.

**International Journal of Early Childhood Environmental Education--Volume 5** North American Association for Environmental Education 2017-10-07 A peer-reviewed open-access electronic journal promoting early childhood environmental education for global readership and action, The International Journal of Early Childhood Environmental Education (IJECEE) publishes scholarly written works pertinent to the education of all young children (birth to eight years). Articles include book reviews, educational approaches, evaluation models, program descriptions, research investigations, and theoretical perspectives-all anonymously and expertly peer-reviewed. Articles in this issue include: --Editorial Note: Of swallows, smiles, and saving the earth by Ken Finch, IJECEE Consulting Editor --Four methods for engaging young children as environmental education researchers, by Carie Green, University of Alaska Fairbanks, USA --Exploring the intersection of beliefs toward outdoor play and cold weather among Northeast Minnesota's formal education and non-formal EE communities, by Amy Christine Hughes, University of Minnesota Extension Center

for Youth Development, USA; Kevin Zak, Northland College, Wisconsin, USA; Julie Ernst, University of Minnesota Duluth, USA; Rebecca Meyer, University of Minnesota Extension Center for Youth Development, USA --"It vapors up like this" Children making sense of embodied illustrations of evaporation at a Swedish school, by Anneli Bergnell Karlsson, University of Borås, Borås, Sweden --Preschool children's biophilia and attitudes toward nature: The effect of personal experiences, by Ruddy Yanez, Kansas State University, USA; Bronwyn S. Fees, Kansas State University, USA; Julia Torquati, University of Nebraska Lincoln, USA --"Trees have a soul too!" Developing empathy and environmental values in early childhood, by Loukia S. Lithoxidou, 77th Kindergarten School of Thessaloniki, Greece; Alexandros D. Georgopoulos, Aristotle University of Thessaloniki, Greece; Anastasia Th. Dimitriou, Democritus University of Thrace, Greece; Sofia Ch. Xenitidou, NOESIS Science Center and Technology Museum, Greece --Adult perspectives on structured vs. structured play in early childhood environmental education, by Joshua Hunter, University of North Dakota, USA; Cherie Graves, University of North Dakota, USA; Anne Bodensteiner, University of North Dakota, USA

**G is for Genes** Kathryn Asbury 2013-09-04 G is for Genes shows how a dialogue between geneticists and educationalists can have beneficial results for the education of all children—and can also benefit schools, teachers, and society at large. Draws on behavioral genetic research from around the world, including the UK-based Twins' Early Development Study (TEDS), one of the largest twin studies in the world Offers a unique viewpoint by bringing together genetics and education, disciplines with a historically difficult relationship Shows that genetic influence is not the same as genetic determinism and that the environment matters at least as much as genes Designed to spark a public debate about what naturally-occurring individual differences mean for education and equality

Animals in Environmental Education Teresa Lloro-Bidart 2019-01-04 This book explores interdisciplinary approaches to animal-focused curriculum and pedagogy in environmental

education, with an emphasis on integrating methods from the arts, humanities, and natural and social sciences. Each chapter, whether addressing curriculum, pedagogy, or both, engages with the extant literature in environmental education and other relevant fields to consider how interdisciplinary curricular and pedagogical practices shed new light on our understandings of and ethical/moral obligations to animals. Embracing theories like intersectionality, posthumanism, Indigenous cosmologies, and significant life experiences, and considering topics such as equine training, meat consumption and production, urban human-animal relationships, and zoos and aquariums, the chapters collectively contribute to the field by foregrounding the lives of animals. The volume purposefully steps forward from the historical marginalization of animals in educational research and practice.

*Teaching Climate Change in the United States* Joseph Henderson 2020-04-08 This book highlights best practices in climate change education through the analysis of a rich collection of case studies that showcase educational programs across the United States. Framed against the political backdrop of a country in which climate change denial presents a significant threat to global action for mitigation and adaptation, each case study examines the various strategies employed by those working in this increasingly challenging sociopolitical environment. Via co-authored chapters written by educational researchers and climate change education practitioners in conversation with one another, a wide range of education programs is represented. These range from traditional institutions such as K-12 schools and universities to the contemporary learning environments of museums and environmental education centres. The role of mass media and community-level educational initiatives is also examined. The authors cover a multitude of topics, including the challenge of multi-stakeholder projects, tensions between indigenous knowledge and scientific research, education for youth activism, and professional learning. By telling stories of success and failure from the field, this book provides climate change researchers and educators with

tools to help them navigate increasingly rough and rising waters.

International Journal of Early Childhood Environmental Education (IJECEE) Volume 6, Number 1 Yash Bhagwanji 2018-10-03 The International Journal of Early Childhood Environmental Education (IJECEE) is a peer-reviewed open-access electronic journal promoting early childhood environmental education for global readership and action. IJECEE publishes scholarly written work, anonymously and expertly reviewed by peers, that focuses on book reviews, educational approaches, evaluation models, program descriptions, research investigations, and theoretical perspectives pertinent to the education of all young children (birth to eight years). The young children's caregivers and the communities, institutions and systems, in which the children live, too, are a focus of importance. The content of the publication addresses all aspects of environmental education as well as all reciprocal associations and impacts embedded within the environmental education experience. Implications for policy at the local, state, regional, national, and international levels are sought. Articles in this issue include: Research:--Creative by Nature: Investigating the impact of nature preschools on young children's creative thinking, by Mandi Wojciehowski, Great Lakes Aquarium, USA, Julie Ernst, University of Minnesota Duluth, USA--Sensuous and Language Learning: Children's embodied and playful connections to nature, by Janet McVittie, University of Saskatchewan, Canada Practice:--Developing a Nature-Based Four-Year-Old Kindergarten Program: OAK Learning Center at Bay Beach Wildlife Sanctuary in Green Bay, WI (USA), by Scott Ashmann, University of Wisconsin-Green Bay, USA Book Reviews:-- Connecting to Nature with Ruth Wilson, by Carla Gull, Book and Resource Review Editor

*The Inclusion of Environmental Education in Science Teacher Education* Alec Bodzin 2010-08-13 In the coming decades, the general public will be required ever more often to understand complex environmental issues, evaluate proposed environmental plans, and

understand how individual decisions affect the environment at local to global scales. Thus it is of fundamental importance to ensure that higher quality education about these ecological issues raises the environmental literacy of the general public. In order to achieve this, teachers need to be trained as well as classroom practice enhanced. This volume focuses on the integration of environmental education into science teacher education. The book begins by providing readers with foundational knowledge of environmental education as it applies to the discipline of science education. It relates the historical and philosophical underpinnings of EE, as well as current trends in the subject that relate to science teacher education. Later chapters examine the pedagogical practices of environmental education in the context of science teacher education. Case studies of environmental education teaching and learning strategies in science teacher education, and instructional practices in K-12 science classrooms, are included. This book shares knowledge and ideas about environmental education pedagogy and serves as a reliable guide for both science teacher educators and K-12 science educators who wish to insert environmental education into science teacher education. Coverage includes everything from the methods employed in summer camps to the use of podcasting as a pedagogical aid. Studies have shown that schools that do manage to incorporate EE into their teaching programs demonstrate significant growth in student achievement as well as improved student behavior. This text argues that the multidisciplinary nature of environmental education itself requires problem-solving, critical thinking and literacy skills that benefit students' work right across the curriculum.

*Post-Sustainability and Environmental Education* Bob Jickling 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.

**International Handbook of Research on Environmental Education**

Robert B. Stevenson  
2014-06-20 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).

*Outdoor Education* Ken Gilbertson 2022-01-07

*Outdoor Education: Methods and Strategies, Second Edition*, provides all the necessary information and tools for teaching outdoor education. Future educators will learn how to create optimal learning opportunities in outdoor environments, how to design effective lessons, and how to identify and use the methods that are best for the place and the participants. These teaching methods apply to a variety of organizations, including schools, nature centers, adventure centers, camps, environmental learning centers, government agencies, and universities. *Outdoor Education: Methods and Strategies, Second Edition*, is divided into three parts. Part I defines what outdoor education is and details the professional expectations for an outdoor educator. It also explores theories that support outdoor education, including developmental stages, learning stages, and constructivism. Part II guides the reader to understand the backgrounds and abilities of participants, create a successful learning environment, teach effectively in a

variety of settings, and design lesson plans. Part III examines the uses of physical, cognitive, and affective methods for teaching, and it includes sample lesson plans that illustrate the methods presented. These chapters help students reflect on, evaluate, and improve their lesson plans through experimentation. Presented by authors with a combined 150 years of experience in the field, the methods and strategies in this book have been tested and proven to work in a variety of outdoor settings. This second edition covers theories such as scaffolding, brain-based learning, Erik Erikson's eight stages of development as applied to outdoor education, playful learning, and nature play as well as the use of technology in outdoor education. This text supplements theory with tools to support practical application: Easy-to-use forms for designing, implementing, and evaluating outdoor lesson plans Nine sample lesson plans offering detailed instructions and representing a variety of settings for different age groups and abilities Updated Stories From Real Life case studies that illustrate how methods are applied in the real world Explore Your World sidebars prompting students to reflect on their own experiences and goals Tips and Techniques sidebars offering brief and actionable advice for educators New Professional's Perspective sidebars featuring insights from real practitioners about core content and topics in the book Students will also find a number of learning aids—including chapter objectives, review questions, and a glossary—to enhance knowledge retention. *Outdoor Education: Methods and Strategies, Second Edition*, will help aspiring educators enhance their audience's awareness, appreciation, and knowledge of the outdoors. Ultimately, it will advance their ability to increase people's enjoyment and understanding of the environment.

**Exploring Nature Journal for Kids**

Kim Andrews 2019-05-28 Just for kids: A guided nature journal to see, write, and sketch every discovery. Wild creatures, cloud formations, plant habitats, and more--nature is full of wonders to behold and explore! In this nature journal, young naturalists will get all of the guidance they need to study and record their experiences of the natural world.

From developing observational skills to sketching

and using all senses, Exploring Nature Journal for Kids encourages curious minds to think creatively and scientifically about the world around them. Complete with activity prompts and journaling ideas, this book is a must-have to make every outdoor adventure an opportunity for discovery. The Exploring Nature Journal for Kids includes: Nature Journal 101--Teach kids how to hone their powers of observation with essential guidance for taking field notes, using descriptive language, drawing, and reflecting on what they've seen! Handy Guidance--Get inspiration for outings, journaling ideas to spark writing, along with clues for what to look for and where. Space to Explore--Jot down thoughts, sketch, and engage your little naturalist's creativity. There is a world of discovery waiting outside--and this nature journal is the kids guide to experiencing it.

*International Journal of Early Childhood Environmental Education* North American Association for Environmental Education 2018-04-30 A peer-reviewed open-access electronic journal promoting early childhood environmental education for global readership and action, The International Journal of Early Childhood Environmental Education (IJECEE) publishes scholarly written works pertinent to the education of all young children (birth to eight years). Articles include book reviews, educational approaches, evaluation models, program descriptions, research investigations, and theoretical perspectives--all anonymously and expertly peer-reviewed. Articles in this issue include: Editorial Note: --Living within precarious times: Posthumanist possibilities for early childhood environmental education, by Bessie P. Dernikos, Florida Atlantic University, USA; Yash Bhagwanji, Florida Atlantic University, USA -- Viviendo en tiempos precarios: Oportunidades post-humanistas en la educación medioambiental para la Infancia, by Bessie P. Dernikos, Florida Atlantic University, USA; Yash Bhagwanji, Florida Atlantic University, USA; and John Hardman, Florida Atlantic University, USA Research: -- Benefits and risks of tree climbing on child development and resiliency, by Carla Gull, University of Phoenix, USA; Suzanne Goldstein, University of Phoenix, USA; and Tricia

Rosengarten, University of Phoenix, USA -- Exploring young children's and parents' preferences for outdoor play settings and affinity toward nature, by Julie Ernst, University of Minnesota Duluth, USA Practice: --Regarding animals: A perspective on the importance of animals in early childhood environmental education, by Patty Born, Hamline University, USA Book Reviews: --"Loose parts" in children's outdoor play environments, by Carla Gull, Guest Book Editor

*Nature Journal for Little Explorers* Monkey & Bean Book Company 2018-05-04 This nature journal for kids is sure to make summer exploring even more fun! Stuffed with over 100 pages it has more than enough space to record details of every daily discovery. This Nature Writing Work Book also has a designated space for recording daily weather/temperature and to collect samples, draw doodles and write descriptions. Our Nature Education Workbook also includes plenty of pages to describe what was experienced through all four of the child's senses with prompts such as "What I Heard", "What I Saw" and "What I Felt and Smelled" This Kids Field Guide has everything any young naturalist needs to keep track of their creature and plant encounters. This high-quality Nature Walk Journal is 8.5"x11", a nice big size for little hands to hold and find easily. Our kid's nature activity books are ideal for summer camp, while on vacation or even just exploring your own back yard. Kids will be surprised how many different things they can find and discover when they just take some time to look! A Nature Journal For Beginners makes a great gift too! Consider a Nature Log Journal for your child's next: Birthday gift Christmas gift or Stocking stuffer Graduation gift Summer Camp/Bon Voyage gift Gifts for Grandkids/Nieces or Nephews Gifts for Tween Girls or Boys Thank You Gifts for Babysitters/Camp Leaders/Scout Leaders Achievement Award Kids Nature Journals also come in handy for: Outdoor themed birthday party favors Home School Activities Summer School Activities Summer Camp Prizes, Camp Activities The List Could Go On and On... Lets show our kids the joys of going outside and making their own amazing discoveries! Get Your Nature Journal For

Children today!

*From 'Science in the Making' to Understanding the Nature of Science* Mansoor Niaz 2012-02-06

The Nature of Science is highly topical among science teacher educators and researchers. Increasingly, it is a mandated topic in state curriculum documents. This book draws together recent research on Nature of Science studies within a historical and philosophical framework suitable for students and teacher educators. Traditional science curricula and textbooks present science as a finished product. Taking a different approach, this book provides a glimpse of “science in the making” — scientific practice imbued with arguments, controversies, and competition among rival theories and explanations. Teaching about “science in the making” is a rich source of motivating students to engage creatively with the science curriculum. Readers are introduced to “science in the making” through discussion and analysis of a wide range of historical episodes from the early 19th century to early 21st century. Recent cutting-edge research is presented to provide insight into the dynamics of scientific progress. More than 90 studies from major science education journals, related to nature of science are reviewed. A theoretical framework, field tested with in-service science teachers, is developed for moving from ‘science in the making’ to understanding the Nature of Science.

**Making "Nature"** Melinda Baldwin 2015-08-18  
Making "Nature" is the first book to chronicle the foundation and development of Nature, one of the world's most influential scientific institutions. Now nearing its hundred and fiftieth year of publication, Nature is the international benchmark for scientific publication. Its contributors include Charles Darwin, Ernest Rutherford, and Stephen Hawking, and it has published many of the most important discoveries in the history of science, including articles on the structure of DNA, the discovery of the neutron, the first cloning of a mammal, and the human genome. But how did Nature become such an essential institution? In Making "Nature," Melinda Baldwin charts the rich history of this extraordinary publication from its foundation in

1869 to current debates about online publishing and open access. This pioneering study not only tells Nature's story but also sheds light on much larger questions about the history of science publishing, changes in scientific communication, and shifting notions of "scientific community." Nature, as Baldwin demonstrates, helped define what science is and what it means to be a scientist.

**How to Teach Nature Journaling** John Muir Laws 2020-05-26 Expanding on the philosophy and methods of The Laws Guide to Nature Drawing and Journaling, John Muir Laws and Emilie Lygren have developed the first-ever comprehensive book devoted to helping educators use nature journaling as an inspiring teaching tool to engage young people with wild places. In their workshops Laws and Lygren are often asked the how-tos of teaching nature journaling: how to manage student groups in the outdoors, teach drawing skills (especially from those who profess to have none), connect journaling to educational standards, and incorporate journaling into longer lessons. This book puts together curriculum plans, advice, and in-the-field experience so that educators of all stripes can leap into journaling with their students. The approaches are designed to work in a range of ecosystems and settings, and are suitable for classroom teachers, outdoor educators, camp counselors, and homeschooling parents. Full-color illustrations and sample journal pages from notable naturalists show how to put each lesson into practice. Field-tested by over a hundred educators, this book includes dozens of activities that easily support the Common Core and the Next Generation Science Standards--and, just as important, it will show kids and mentors alike how to recognize the wonder and intrigue in their midst.

**Going Online** Robert Ubell 2016-12-08 In Going Online, one of our most respected online learning leaders offers insights into virtual education—what it is, how it works, where it came from, and where it may be headed. Robert Ubell reaches back to the days when distance learning was practiced by mail in correspondence schools and then leads us on a tour behind the screen, touching on a wide array of topics along the way,

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including what it takes to teach online and the virtual student experience. You'll learn about: how to build a sustainable online program; how to create an active learning online course; why so many faculty resist teaching online; how virtual teamwork enhances digital instruction; how to manage online course ownership; how learning analytics improves online instruction. Ubell says that it is not technology alone, but rather unconventional pedagogies, supported by technological innovations, that truly activate today's classrooms. He argues that innovations introduced online—principally peer-to-peer and collaborative learning—offer significantly increased creative learning options across all age groups and educational sectors. This impressive collection, drawn from Ubell's decades of experience as a digital education pioneer, presents a powerful case for embracing online learning for its transformational potential.

*Exploring Nature Journal for Kids* Forester Wood 2020-04-26 Attention, little explorers! We invite you to plunge into the wonderful world of nature and wildlife. With this fun kids nature activity book, it definitely won't be bored. Get to know your pets better. Find out what plants or insects live in the backyard garden or meadow that is covered with colorful flowers. Explore the granddad's farm or nearby forest. This nature journal for kids will help you. Our nature journal for little explorers will make the nature exploring process more enjoyable! Nature walk journal will help kids explore the environment that is surrounding them. Filled with colorful pages this kids nature journal has plenty of space to write down details of your observations. What is more it could be used as nature journal for beginners. Our high-quality nature log journal is very convenient for little child hands. A nature journal for children could be a perfect gift for the little explorers. Kids nature journals could be used in school or home outdoor activities, summer school camps or other camp activities. Like other nature activity books, this nature education workbook could be successfully used by scouts.

**Critical Thinking in Biology and Environmental Education** Blanca Puig 2022-02-28 This volume seeks to broaden current

ideas about the role of critical thinking (CT) in biology and environmental education considering educational challenges in the post-truth era. The chapters are distributed into three sections, perspectives of a theoretical character (part I), empirical research about CT in the context of biology and health education (part II), and empirical research on CT in the context of environmental and sustainability education (part III). The volume includes studies reporting students' engagement in the practice of critical thinking, and displays how CT can be integrated in biology and environmental education and why biology and environmental issues are privileged contexts for the development of CT. The chapters examine a range of dimensions of CT, such as skills, dispositions, emotions, agency, open-mindedness, or personal epistemologies. In addition, they explore topics such as climate change, sustainable diets, genetically modified food, vaccination, acceptance of evolution, homeopathy, and gene cloning. Concluding remarks regarding the connections between the chapters and future directions for the integration of critical thinking in biology and environmental education are presented in a final chapter.

[More Than a Nature Journal](#) Susan Caplan Mccarthy 2016-09-30 More than a Nature Journal shows you how to guide children through word-based nature activities, such as writing poems and stories, as a way to enhance a walk and further engage children with nature. By doing so, you are not just giving children the topic of nature writing, you are presenting them the opportunity to build experiences through observation and add depth to their ideas. This book contains over two dozen word games that will help children increase their dexterity with descriptive language while practicing their observation skills. The games incorporate metaphors, similes, imagination, description, specific noun use, spelling, and observation - introducing these topics through writing and nature games gets kids thinking while they have fun. The poetry chapter offers numerous forms - haiku, diamante, sestina, alternating line, list, and other types of poems - that help give children structure for their inspiration instead of squelching creativity. The storytelling chapter



provides games and prompts that persuade individual children and groups to produce oral and written stories. Visit [www.KidsAnimalsPlants.com](http://www.KidsAnimalsPlants.com) [Guided Nature Journal for Kids: Guided Prompted Activities to to Get Out and about in Nature and Learn Lifelong Skills in Appreciating Adventure and P Made in the Highlands Journals 2019-02-08](#) Guided Nature Journal for kids 90 pages Developed as a Standalone Nature Journal or an educational resource to support autonomous learning and creativity in nature. Each guided prompt is made up of two double page spreads. The first outlines your activity and has space to record your findings in an informative creative manner so you and your child can reflect on the activity and learning experience, the second is a half plain / half wide ruled page along side a blank page for additional notes and observations to be made directed by you and your child, allowing for personal direction and building an autonomous approach to your child's learning. Delivered through a series of 20 prompts, it could be used as a learning tool for a school project, a personal project or as a home education resource perfectly. Designed to be suitable for children of primary school age (6-11) this Journal is ideal for fostering a young child's love of nature and their natural surroundings and is produced in a manner that it can be used anywhere at any time of the year. It can be dipped into or used weekly as an activity to continually nourish a child's natural desire to explore their surroundings. Suitable to be used with most media, pencils, pens, watercolours, pastels and perfect for creating collages and artwork ideas, however felt tip pens will bleed.

**Nature Education with Young Children** Daniel R. Meier 2013-05-29 Nature Education with Young Children is a thoughtful, sophisticated teacher resource that blends theory and practice on nature education, children's inquiry-based learning, and reflective teaching. The book's guiding conceptual framework is founded upon the integration of four key ideas for effective and transformative nature education: • The power and value of equity and access to nature education • Effective teaching encompasses child development domains and integrates ECE curriculum • Children learn best through inquiry-based and

child-centered teaching • Powerful teaching is founded upon teacher inquiry and reflection. Implementing nature study is one critical way that educators can integrate more science learning across the ECE curriculum and do so in an active, discovery-based manner. Nature Education with Young Children strives for an American version of what the Reggio Emilia educators do so well: creating a seamless integration of science concepts into the daily intellectual investigations that occur in classrooms everywhere.

*Exploring Nature Journal for Kids* Forester Wood 2020-05-03 Attention, little explorers! We invite you to plunge into the wonderful world of nature and wildlife. With this fun kids nature activity book, it definitely won't be bored. Get to know your pets better. Find out what plants or insects live in the backyard garden or meadow that is covered with colorful flowers. Explore the granddad's farm or nearby forest. This nature journal for kids will help you. Our nature journal for little explorers will make the nature exploring process more enjoyable! Nature walk journal will help kids explore the environment that is surrounding them. Filled with colorful pages this kids nature journal has plenty of space to write down details of your observations. What is more it could be used as nature journal for beginners. Our high-quality nature log journal is very convenient for little child hands. A nature journal for children could be a perfect gift for the little explorers. Kids nature journals could be used in school or home outdoor activities, summer school camps or other camp activities. Like other nature activity books, this nature education workbook could be successfully used by scouts.

### **Curriculum and Environmental Education**

Alan Reid 2019-11-14 This collection traces the development and findings of curriculum studies of environmental education since the mid-1970s. Based on a virtual special issue of the Journal of Curriculum Studies, the volume identifies a series of curriculum challenges for and from environmental education. These include key questions in curriculum politics, planning and implementation, including which educative experiences should a curriculum foster and why; what the scope of a worthwhile curriculum should

be and how it should be decided, organised and reworked; why distinctive curricula are provided to different groups of students; and how curriculum should best be enacted and evaluated? The editor and contributors call for renewed attention to the possibilities for future directions in research, in light of previously published work and innovations in scholarship. They also offer critical commentary on curriculum, critique and crisis in environmental education, through new material and previous studies from the journal, by addressing three key themes: perspectives on curriculum and environment education; accounting for curriculum in environmental education; and changes in curriculum for environmental education.

**Outdoor Environmental Education in Higher Education** Glyn Thomas 2021-11-01 This book brings together an international group of authors to discuss the outdoor environmental education (OEE) theory and practice that educators can use to support teaching and learning in higher education. The book contents are organised around a recently established list of threshold concepts that can be used to describe the knowledge and skills that university students would develop if they complete a major in outdoor education. There are six key sections: the theoretical foundations and philosophies of OEE; the pedagogical approaches and issues involved in teaching OEE; the ways in which OEE is a social, cultural and environmental endeavour; how outdoor educators can advocate for social justice; key approaches to safety management; and the need for on-going professional practice. The threshold concepts that form the premise of the book describe outdoor educators as creating opportunities for experiential learning using pedagogies that align their programme's purpose and practice. Outdoor educators are place-responsive, and see their work as a social, cultural and environmental endeavour. They advocate for social and environmental justice, and they understand and apply safety principles and routinely engage in reflective practice. This book will provide clarity and direction for emerging and established outdoor educators around the world and will also be relevant to students and

professionals working in related fields such as environmental education, adventure therapy, and outdoor recreation.

**Environmental Ethics** Bob Jickling 2021-12-07 This well-constructed, and highly original, sourcebook integrates educational materials for teaching environmental ethics with theoretical reflections. The book is set to contribute immensely to its aim of taking ethics out of philosophy departments and putting it into the streets, into villages, and on the Earth—to make ethics an everyday activity, not something left to experts and specialists. Context-based activities are presented in almost every chapter. While it acknowledges foundational theories in environmental ethics, and the work that they continue to do, it wholeheartedly embraces a growing body of literature that emphasises contextual, process-oriented, and place-based approaches to ethical reflection, deliberation, and action. It walks on the ground and isn't afraid to get a little dirty or to seek joy in earthly relationships. And it ultimately breaks with much Western academic tradition by framing "ethics in a storied world", thus making room to move beyond Euro-American perspectives in environmental issues. This work will be of interest to school teachers and other non-formal and informal educators, teacher educators, college instructors, university professors, and other professionals who wish to bring environmental ethics to the forefront of their pedagogical practices.

[International Journal of Early Childhood Environmental Education-Volume 4](#) North American North American Association for Environmental Education 2016-10-05 A peer-reviewed open-access electronic journal promoting early childhood environmental education for global readership and action, The International Journal of Early Childhood Environmental Education (IJECEE) publishes scholarly written works pertinent to the education of all young children (birth to eight years). Articles include book reviews, educational approaches, evaluation models, program descriptions, research investigations, and theoretical perspectives—all anonymously and expertly peer-reviewed. Articles

in this issue include: · Editorial Note: Provocations for the "next big thing" in Early Childhood Education for Sustainability (ECEfS) by Sue Elliott, University of New England, Australia · A Nature-Based Social-Emotional Approach to Supporting Young Children's Holistic Development in Classrooms With and Without Walls: The Social-Emotional and Environmental Education Development (SEED) Framework by Deborah Carter, Boise State University, Idaho, USA · Play as Place: A Safe Space for Young Children to Learn about the World by Elena Nitecki, Mercy College, Dobbs Ferry, New York, USA and Mi-Hyun Chung, Mercy College, Dobbs Ferry, New York, USA · Defining Nature-Based Preschools by Rachel Larimore, Michigan State University, USA · Outdoor explorations with preschoolers: An observational study of young children's developing relationship with the natural world by Cara McClain, The University of Tennessee Knoxville, USA and Maureen Vandermaas-Peeler, Elon University, USA · "We won't hurt you butterfly!" Second-graders become environmental stewards from experiences in a school garden by Carley Fisher-Maltese, George Mason University, USA · Playing with Nature: Supporting Preschoolers' Creativity in Natural Outdoor Classrooms by Christine Kiewra, Dimensions Educational Research Foundation, USA and Ellen Veselack, Child Educational Center, La Cañada, USA

### **Environmental Education and Advocacy**

Edward A. Johnson 2005-03-03 Environmental education has often blurred the distinction between ecological science and environmental advocacy. Growing public awareness of environmental problems and desire for action may be contributing to this blurring. There is a need to clarify the distinction between the role of ecological science and the role of social and political values for the environment within environmental education. This book addresses this need by examining the changing perspectives of ecology in education and the changing perspectives of education in environmental education. Guidelines are provided for assessing the science and education perspectives within environmental education, along with suggested

frameworks for development of programs and resources that integrate current science, education and action. This book will be of interest to environmental educators, ecologists interested in environmental education, and curriculum and resource developers.

### **Retrieving Nature** Michael Bonnett 2004-08-27

This timely and challenging book asks how education should respond to environmental concerns. A timely and challenging book, which asks how education should respond to environmental concerns. Puts forward an innovative thesis about our relationship with nature. Poses fundamental questions about the nature, purpose and practice of education.

### **Journal of Outdoor Education** 1990

Scientific Inquiry and Nature of Science Lawrence Flick 2007-10-23 This book synthesizes current literature and research on scientific inquiry and the nature of science in K-12 instruction. Its presentation of the distinctions and overlaps of inquiry and nature of science as instructional outcomes are unique in contemporary literature. Researchers and teachers will find the text interesting as it carefully explores the subtleties and challenges of designing curriculum and instruction for integrating inquiry and nature of science.

Science | Environment | Health Albert Zeyer 2021-12-09 This book provides a fascinating insight into the on-going process of self-reflection in the Science|Environment|Health (S|E|H) community. The basic vision of a new S|E|H pedagogy is to establish a transdisciplinary dialogue between the three educational fields of science education, environmental education, and health education. This approach finds growing interest among science educators. Since 2014, the ESERA special interest group S|E|H has united both experienced and junior researchers all over Europe in a burgeoning research community. This book presents a selection of results of these vibrant activities. Systems theory has turned out to be a stimulating theoretical framework for S|E|H. The limits of predictability in complex living systems result in structural uncertainty for decision-making, and they ask for emphasising and rethinking the role of pedagogical concepts

like informed citizenship and scientific literacy. They challenge crude scientific determinism in environmental and health education, which all too often ends up with students' eco- and health depression. Instead, S|E|H conceives coping with uncertainty in terms of an interplay between cognitive and affective factors. The horizon of the future remains always open. Hope must never die in a new S|E|H pedagogy. Chapter 3 is available open access under a Creative Commons Attribution 4.0 International License via [link.springer.com](http://link.springer.com).

**Keeping a Nature Journal** Charles Edmund Roth 2003-07 From the day it was released in 2000, Keeping a Nature Journal has struck a profound chord among professional, casual, and occasional naturalists of all ages. In response to this groundswell of enthusiasm, we have revised KEEPING A NATURE JOURNAL, updated the interior design, and created a new cover. Undoubtedly the most exciting new element in this second edition is a portfolio of 32 illustrated pages from Clare Walker Leslie's most recent journals, reproduced in full color. What makes KEEPING A NATURE JOURNAL so popular? It is inspiring and easy to use. Clare and co-author Charles Chuck E. Roth offer simple techniques to give first-time journal-keepers the confidence to go outside, observe the natural world, and sketch and write about what they see. At the same time, they motivate long-time journal-keepers to hone their powers of observation as they immerse themselves in the mysteries of the natural world. Clare and Chuck stress that the journal is a personal record of daily experience and the world around us. Nature's beauty can be observed everywhere, whether in the city, suburbs, or country.

**Childhood and Nature** David Sobel 2008 Presents a collection of essays combining anecdotal and theoretical insights into environmental ethics and human ecology to help foster environmentally responsible students.

**Field Trips in Environmental Education** Martin Storksdieck 2011-01-01 Hauptbeschreibung Field trips are a popular method for introducing students to concepts, ideas, and experiences that cannot be provided in a classroom environment.

This is particularly true for trans-disciplinary areas of teaching and learning, such as science or environmental education. While field trips are generally viewed by educators as beneficial to teaching and learning, and by students as a cherished alternative to classroom instruction, educational research paints a more complex picture. At a time when school systems demand proof of the educational value of field trips, large gaps ofte.

**Nature Preschools and Forest Kindergartens** David Sobel 2015-11-09 Environmental education expert David Sobel joins with a variety of colleagues to share their experiences and steps for creating a successful forest kindergarten program. Nature Preschools and Forest Kindergartens walks you through the European roots of the concept to the recent resurgence of these kinds of programs in North America. Going well beyond a history lesson, these experts provide the framework to understand the concepts and build a learning community that stimulates curiosity and inquisitiveness in a natural environment. This helpful guide provides the curriculum, ideas, and guidance needed to foster special gifts in children. It also gives you the nuts and bolts of running a successful nature preschool business, such as potential obstacles, staff and curriculum design, best practices for success, site and facility management, and business planning. Nature Preschools and Forest Kindergartens provides the mentorship and guidance to become a leader in nature-based education. David Sobel has spent the last twenty-five years working in the field of child development, place-based education, and parenting with nature. He currently serves as senior faculty in the education department at Antioch University New England in Keene, New Hampshire. His expertise and passion have led him to authoring seven books and being identified as one of the "gurus and rock stars of environmental education" by Teacher magazine.

**Wild Pedagogies** Bob Jickling 2018-06-22 This book explores why the concept of wild pedagogy is an essential aspect of education in these times; a re-negotiated education that acknowledges the necessity of listening to voices in a more than human world, and (re)learning how to dwell in a

place. As the geological epoch inexorably shifts to the Anthropocene, the authors argue that learning to live in and engage with the world is increasingly crucial in such times of uncertainty. The editors and contributors examine what wild pedagogy can truly become, and how it can be relevant across disciplinary boundaries: offering

six touchstones as working tools to help educators forge an onward path. This collaborative work will be of interest to students and scholars of wild pedagogies, alternative education and the Anthropocene, and for all those engaged in re-wilding education.