Critical Pedagogy, Ecoliteracy, & Planetary Crisis

Critical Pedagogy, Ecoliteracy, & Planetary Crisis—Richard 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.

Greening the Academy

Greening the Academy—Samuel Fassbinder 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.

Critical Pedagogy in the Twenty-First Century

Critical Pedagogy in the Twenty-First Century—Curry Malott 2011-03-01 This book simultaneously provides multiple analyses of critical pedagogy in the twenty-first century while showcasing the scholarship of this new generation of critical scholar-educators. Needless to say, the writers herein represent just a small subset of a much larger movement for critical transformation and a more humane, less Eurocentric, less paternalistic, less homophobic, less patriarchal, less exploitative, and less violent world. This volume highlights the finding that rigorous critical pedagogical approaches to education, while still marginalized in many contexts, are being used in increasingly more classrooms for the benefit of student learning, contributing, however indirectly, to the larger struggle against the barbarism of industrial, neoliberal, militarized destructiveness. The challenge for critical
pedagogy in the twenty-first century, from this point of view, includes contributing to the manifestation of a truly global critical pedagogy that is epistemologically democratic and against human suffering and capitalist exploitation. These rigorous, democratic, critical standards for measuring the value of our scholarship, including this volume of essays, should be the same that we use to critique and transform the larger society in which we live and work.

**Planetary Praxis & Pedagogy**-Shannon A. Moore 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

**Systemic Crises of Global Climate Change**-Phoebe Godfrey 2016-04-14 Sociological literature tends to view the social categories of race, class and gender as distinct and has avoided discussing how multiple intersections inform and contribute to experiences of injustice and inequity. This limited focus is clearly inadequate. Systemic Crises of Global Climate Change is an edited volume of 49 international, interdisciplinary contributions addressing global climate change (GCC) by intentionally engaging with the issues of race, gender, and class through an intersectional lens. The volume challenges and inspires readers to foster new theoretical and practical linkages and think beyond the traditional, and oftentimes reductionist, environmental science frame by examining issues within their turbulent political, cultural, and personal landscapes. Varied media and writing styles invite students and educators to reflexively engage different, yet complementary, approaches to GCC analysis and interpretation, mirroring the disparate voices and viewpoints within the field. The second volume, Emergent Possibilities for Sustainability will take a similar approach but will examine the possibilities for solutions, as in the quest for global sustainability. This book is a valuable resource for academics, researchers and both undergraduate and post-graduate students in the areas of Environmental Studies, Climate Change, Gender Studies and International studies as well as those seeking a more intersectional analysis of GCC.

**Critical Pedagogy and Social Change**-Seehwa Cho 2013 At its core, the main goal of critical pedagogy is deceptively simple—to construct schools and education as agents of change. While noble and ambitious, it is not always realistic in a climate of increased commodification, privatization of schooling, and canned curriculum. By assuming rather than articulating its own possibilities, critical pedagogy literature itself is often its own
The SAGE Handbook of Critical Pedagogies - Shirley R. Steinberg 2020-03-06
This extensive Handbook will bring together different aspects of critical pedagogy with the aim of opening up a clear international conversation on the subject, as well as pushing the boundaries of current understanding by extending the notion of a pedagogy to multiple pedagogies and perspectives. Bringing together a group of contributing authors from around the globe, the chapters will provide a unique approach and insight to the discipline by crossing a range of disciplines and articulating both philosophical and social common themes. The chapters will be organised across three volumes and twelve core thematic sections. The SAGE Handbook of Critical Pedagogies is planned to be an essential benchmark publication for advanced students, researchers and practitioners across a wide range of disciplines including education, health, sociology, anthropology and development studies.

Theatre Pedagogy in the Era of Climate Crisis - Conrad Alexandrowicz 2021-05-03
This volume explores whether theatre pedagogy can and should be transformed in response to the global climate crisis. Conrad Alexandrowicz and David Fancy present an innovative re-imagining of the ways in which the art of theatre, and the pedagogical apparatus that feeds and supports it, might contribute to global efforts in climate protest and action. Comprised of contributions from a broad range of scholars and practitioners, the volume explores whether an adherence to aesthetic values can be preserved when art is instrumentalized as protest and considers theatre as a tool to be employed by the School Strike for Climate movement. Considering perspectives from areas including performance, directing, production, design, theory and history, this book will prompt vital discussions which could transform curricular design and implementation in the light of the climate crisis. Theatre Pedagogy in the Era of Climate Crisis will be of great interest to students, scholars and
practitioners of climate change and theatre and performance studies.

**Critical Pedagogies of Consumption** Jennifer A. Sandlin 2009-12-10 "Utopian in theme and implication, this book shows how the practices of critical, interpretive inquiry can help change the world in positive ways.... This is the promise, the hope, and the agenda that is offered."--Norman K. Denzin, From the Foreword "Its focus on learning, education and pedagogy gives this book a particular relevance and significance in contemporary cultural studies. Its impressive authors, thoughtful structuring, wide range of perspectives, attention to matters of educational policy and practice, and suggestions for transformative pedagogy all provide for a compelling and significant volume."--H. Svi Shapiro, University of North Carolina–Greensboro Distinguished international scholars from a wide range of disciplines (including curriculum studies, foundations of education, adult education, higher education, and consumer education) come together in this book to explore consumption and its relation to learning, identity development, and education. Readers will learn about a variety of ways in which learning and education intersect with consumption. This volume is unique within the literature of education in its examination of educational sites – both formal and informal – where learners and teachers are resisting consumerism and enacting a critical pedagogy of consumption.

**Postdigital Dialogues on Critical Pedagogy, Liberation Theology and Information Technology** Peter McLaren 2020-04-16 Postdigital Dialogues on Critical Pedagogy, Liberation Theology and Information Technology presents a series of dialogues between Peter McLaren, a founding figure of critical pedagogy, and Petar Jandric, a transdisciplinary scholar working at the intersections between critical pedagogy and information technology. The authors debate the postdigital condition, its wide social impacts, and its relationship to critical pedagogy and liberation theology, as part of a transdisciplinary effort to develop a new postdigital revolutionary consciousness in the service of humanity. Throughout the dialogues we see how McLaren's thinking on critical pedagogy and liberation theology have developed since the publication of Pedagogy of Insurrection, and how these developments play out in Jandric's theory of the postdigital condition. The book includes a foreword by Peter Hudis and an afterword by Michael A. Peters.

**Voices of Social Education** Bernardo E. Pohl 2021-02-01 There is only one place where social education can occur and flourish: through the voices that create a pedagogy of change. And it is these voices where the most exciting and provocative moments can occur for those of us who are passionate about education, teaching, social justice, equity, and love. As such, social education is a journey—an endeavor that makes us savor the experience of the journey more than the destination. And social education is a journey that is enhanced through educator and student voices because it occurs in the most important spaces of our personal and professional lives. It occurs in the hallways of the schools we teach, in the staff meetings we attend, in the mountain villages we venture to visit, in the places we work, and in the spaces we occupy. Moreover, social education is a unique kind of journey because it is a human experience that seldom occurs alone. It happens with our colleagues and our loved ones. It happens with our students, administrators, and other professionals who are fighting
for the same things that we so fervently believe. In the end, social education occurs and flourishes in the trenches because it is the active pursuit of getting our hands dirty in our endless pursuit for a better and more just world. Social education is also a narrative, which takes on a different meaning for each one of us. This is because sooner or later each person that embarks into the journey of social education develops its own personal definition of what social education entails through his or her own personal landscape and knowledge. This personal landscape has been evolving since we were very young with some of the best examples of human courage and tenacity in the fight for social justice. Voices of Social Education: A Pedagogy of Change is a collection of personal stories. In this volume, academics, teachers, students, activists, and artists share their personal stories of triumph, tribulations, and courage in their daily fight for social justice and equality. The term social education is not defined as a set number of guidelines or a specific definition; we give the term an organic fluency to stress that social education is a point of encounter—a common space—where we can share with each other our experiences, values, and culture to form a more genuine and just social experience.

A History of Western Philosophy of Education in the Contemporary Landscape - Anna Pagès 2021-01-28 This volume traces the history of Western philosophy of education in the contemporary landscape (1914-2020). The volume covers the Cuban Revolution in 1959, the events of May 1968 in Paris, the Zapatista Revolution in 1994, and the Arab Spring revolutions from 2010 to 2012. It also covers the two World Wars, the Cold War, the fall of the Berlin Wall, and the triumph of science and technology until the hegemony of post-liberal societies. The philosophical problems covered include justice, freedom, critical thought, equity, philosophy for children, decolonialism, liberal education, feminism, and plurality. These problems are discussed in relation to the key philosophers and pedagogues of the period including Jacques Derrida, Paulo Freire, Simone De Beauvoir, Judith Butler, R.S. Peters, bell hooks, Martha Nussbaum, Matthew Lipman, Giorgio Agamben, Maxine Greene, and Simone Weil, among others. About A History of Western Philosophy of Education: An essential resource for researchers, scholars, and students of education, this five-volume set that traces the development of philosophy of education through Western culture and history. Focusing on philosophers who have theorized education and its implementation, the series constitutes a fresh, dynamic, and developing view of educational philosophy. It expands our educational possibilities by reinvigorating philosophy's vibrant critical tradition, connecting old and new perspectives, and identifying the continuity of critique and reconstruction. It also includes a timeline showing major historical events, including educational initiatives and the publication of noteworthy philosophical works.

The SAGE Handbook of Responsible Management Learning and Education - Dirk C. Moosmayer 2020-08-04 Reflecting the rapid rise in popularity of recent initiatives such as the UN Principles for Responsible Management Education (PRME), this handbook exhaustively covers a variety of responsible management, learning and education topics, and provides an invaluable roadmap for this fast-developing field. Covering various perspectives on the topic, right through to contexts, methods, outcomes and beyond, this volume will be an invaluable integrative resource for practitioners and researchers alike, and is designed to serve a range of communities that deal with topics related to
sustainability, responsibility and ethics in management learning and education.

**Superheroes and Critical Animal Studies**-J.L. Schatz 2017-12-20 This book brings together comic studies and critical animal studies to provide a critical media analysis that centralizes total liberation for all beings—both human and nonhuman. Through the lens of superheroes, the book explores the cultural and literal consumption of nonhumans as a strategy for confronting humanism at large.

**Borders and Debordering**-Tomaž Grušovnik 2018-04-11 This book addresses issues connected with political, ontological, existential, and spiritual borders that define our being-in-common. Engaging with various debordering practices relating to migration, the media, hospitality, and the more than human world, it is a timely contribution to contemporary philosophical, political, and social studies.

**Handbook of Cultural Politics and Education**- 2010-01-01 In academia, the effects of the “cultural turn” have been felt deeply. In everyday life, tenets from cultural politics have influenced how people behave or regard their options for action, such as the reconfiguration of social movements, protests, and praxis in general.

**Paulo Freire**-Daniel Schugurensky 2014-10-23 Paulo Freire is one of the most influential thinkers in education. This text is a thoughtful and thorough introduction to Freire’s work, situating this in the context of his life, intellectual journey and the reception of his thinking around the world. Daniel Schugurensky's text offers a coherent and accessible account of Freire's educational thought, looking at its contribution to educational theory and practice and exploring the legacy of Freire for contemporary education and the relevance of his thought for today's students.

**Towards Critical Environmental Education**-Aristotelis S. Gkiolmas 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
arguements 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.

**The Socially Just School** - John Smyth 2014-07-08 This book explores schools and how they can function as social institutions that advance the interests and life chances of all young people, especially those who are already the most marginalized and at an educational disadvantage. Social justice is a key theme as the book examines the needs of youth, the concept of school culture, school/community relations, socially critical pedagogy, curriculum and leadership and a socially critical approach to work. The Socially Just School is based upon four decades of intensive writing and researching of young lives. This work presents an alternative to the damaging school reform in which schools are made to serve the interests of the economy, education systems, the military, corporate or national interests. Readers will discover the hallmarks of socially just schools: - They educationally engage young people regardless of class, race, family or neighbourhood location and they engage them around their own educational aspirations. - They regard all young people as being morally entitled to a rewarding and satisfying experience of school, not only those whose backgrounds happen to fit with the values of schools. - They treat young people as having strengths and being ‘at promise’ rather than being ‘at risk’ and with ‘deficits’ or as ‘bundles of pathologies’ to be remedied or ‘fixed’. - They are ‘active listeners’ to the lives and cultures of their students and communities and they construct learning experiences that are embedded in young lives. This highly readable book will appeal to students and scholars in education and sociology, as well as to teachers and school administrators with an interest in social justice.

**Sustainable Stellenbosch** - Mark Swilling 2012-11-01 "Stellenbosch faces the same challenges that most South African urban areas face: rapid urbanisation, sluggish economic growth, growing inequalities, unsustainable use of natural resources, deteriorating biodiversity, social problems, unhealthy living, insecure supplies of healthy food, degrading soils, infrastructure backlogs and inadequate urban planning. At the same time, Stellenbosch has tremendous potential. It brings together in one beautiful place extraordinary intellectual capacity, social diversity, financial resources, creative potential, high value eco-systems, spiritual energy and some of South Africa's most vibrant grassroots social movements in its poorest areas. The brief given to the writers was to examine the current challenges and discuss what needs to change in the way we think about these challenges to ensure more positive and sustainable long-term outcomes. This is, therefore, a contribution that aims to further open up and widen recent dialogues about the future that Stellenbosch deserves"--Back cover.

**Anarchism and Animal Liberation** - Anthony J. Nocella II 2015-07-06 Building upon anarchist critiques of racism, sexism, ableism and classism, this collection of new essays...
melds anarchism with animal advocacy in arguing that speciesism is an ideological and social norm rooted in hierarchy and inequality. Rising from the anarchist-influenced Occupy Movement, this book brings together international scholars and activists who challenge us all to look more critically into the causes of speciesism and to take a broader view of peace, social justice and the nature of oppression. Animal advocates have long argued that speciesism will end if the humanity adopts a vegan ethic. This concept is developed into the argument that the vegan ethic has the most promise if it is also anti-capitalist and against all forms of domination.

**Critical Theorizations of Education**-Ali A. Abdi 2020-12-15
Timely both in its topical relevance and time-space themed discursive interventions, analysis and recommendations, this edited volume examines and prospectively expands, with the critical as is performative construct, upon contemporary intersections of education, knowledge and social wellbeing.

**Sociocultural Perspectives on Youth Ethical Consumerism**-Giuliano Reis 2017-11-07
This exciting new book advances current practice-based and theoretical knowledge around how youth defines and engages with consumerism to provoke a larger conversation within science and environmental education. It is also geared towards unveiling those literacy praxes that can assist youth to adopt more ethically-oriented consumerist habits. More specifically, this book studies how youth’s participation in the global consumer market intersects with media technologies, new literacies, as well as science and the environment from sociocultural perspectives. In addition, it considers how school science has mediated youth participation in hyper-consumerism, from food and technology to shelter and transportation. This important and timely book is a must-read for those interested in topics such as critical youth studies, critical media literacy, STEM, arts-based research, STSE education, citizenship education, cultural studies, policy studies, curriculum studies, socio-scientific issues, technology, sustainability, food studies, social justice, poverty, and consumer behaviour. A wide range of science, technology and environmental educators from Australia, Brazil, Canada, Netherlands and the United States have combined their perspectives to produce this exciting, innovative, timely and important book. It should be essential reading for all teachers, teacher educators and curriculum developers keen to address key issues raised by a commitment to assist students in refining their understanding of what constitutes socially, culturally, ethically and politically responsible consumer practices and supporting them in formulating and engaging in effective individual and collective action. Derek Hodson, Emeritus Professor of Science Education, Ontario Institute for Studies in Education (OISE), University of Toronto, Professor of Science Education at The University of Auckland (New Zealand), and Founding Editor of the Canadian Journal of Science, Mathematics and Technology Education (CJSMTE). The authors in the book deconstruct and analyse intricate economic, sociopolitical and affective networks that are behind the cycles of production, distribution and consumption of objects that are present in youngsters' daily lives and their attitudes towards them. Apart from breaking new ground by proposing and discussing socioculturally informed research about the topic, the book connects with pedagogical approaches that value critical perspectives on the nature of the relationship between science, technology, society and environment. It is a must-read for both researchers and practitioners interested in issues related to...
sustainability and citizenship education. Isabel Martins, Professor of Science Education, Universidade Federal do Rio de Janeiro/ Federal University of Rio de Janeiro (UFRJ).

**Global Citizenship Education: A Critical Introduction to Key Concepts and Debates**

Edda Sant 2018-02-22 Global Citizenship Education explores key ideas and issues within local, national and global dimensions. Including examples and case studies from across the world, the authors draw on ideas, experiences and histories within and beyond 'the West' to contribute to multifaceted perspectives on global citizenship education. In concise chapters, the authors set out the key concepts and debates within the field. Global citizenship education is contextualized within key educational frameworks, including citizenship education, global education, development education and peace education. Edda Sant, Ian Davies, Karen Pashby and Lynette Shultz explore the different ways in which global citizenship can be taught, learned and assessed in formal and informal contexts. Including examples from a wide range of education institutions, chapters provide overviews of policy making and international practices borne out of different approaches to global citizenship education. With each chapter including a summary of key issues, an annotated list of key resources, an exercise for students and a further reading list, Global Citizenship Education will aid understanding of this complex and debated area of study.

**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.

**Pedagogy for Technology Education in Secondary Schools**

P. John Williams 2020-05-21 This book explores pedagogy appropriate for the secondary school technology education classroom. It covers the dimensions of pedagogy for technology with scholarly research, including information strongly related to practice. The book discusses the nature of
technology courses in secondary schools across various jurisdictions and considers how they might be viewed with regard to different epistemological frameworks. The writing is informed by, but not limited to, research and strongly related to practice with acknowledged experts in the field of technology education contributing chapters supported by evidence from technology education research or other fields. The authors speculate on pedagogical possibilities in their areas of expertise in order to consider pedagogical possibilities and develop a view of where pedagogy for technology education should move and how teachers might respond in the way they develop their practice.

The Radicalization of Pedagogy-Simon Springer 2016-05-27 Part one of an innovative trilogy on anarchist geography, this volume examines the potential of anarchist pedagogic practices for geographic knowledge

The Educational Significance of Human and Non-Human Animal Interactions- Suzanne Rice 2016-04-29 The Educational Significance of Human and Non-Human Animal Interactions explores human animal/non-human animal interactions from different disciplinary perspectives, from education policy to philosophy of education and ecopedagogy. The authors refute the idea of anthropocentrism (the belief that human beings are the central or most significant species on the planet) through an ethical investigation into animal and human interactions, and 'real-life' examples of humans and animals living and learning together. In doing so, Rice and Rud outline the idea that interactions between animals and humans are educationally significant and vital in the classroom.

Biodiversity and Environmental Conservation-Justice Ross & Roberto Adkins 2018-10-09 Biodiversity is the variety of all the genes, species and ecosystems which are found on our planet. It provides humanity with the cornucopia of goods and services, from food, energy and materials to the genes which protect our crops and cure our diseases. The loss of the earth's biological diversity is one of the most pressing environmental and development issues. Sustainability highlights the idea that the current use of natural resources should not diminish the options of future generations, and maintaining biodiversity is clearly one of the requirements for meeting this goal. Biodiversity conservation addresses the remarkable growth in concern at all levels for living things and the environment, and increased appreciation of the links between the state of ecosystems and the state of humankind. Building on a wealth of research and analysis by the conservation community worldwide, this book provides a comprehensive and accessible view of key global issues in biodiversity. It outlines some of the broad ecological relationships between humans and the rest of the material world and summaries information on the health of the planet. Biodiversity is beneficial to the local environment, and can also be a natural form of crop protection. In conventional agriculture, biodiversity is often eliminated by planting large tracts of fields with a single crop, and killing other species with herbicides, insecticides, pesticides, and fungicides. In the absence of biodiversity, the arrival of a single species can significantly affect crop production, and conventional farmers counter this with chemical killing agents that damage the environmental health of the area. Conservation is the protection, preservation,
management, or restoration of wildlife and natural resources such as forests and water. Through the conservation of biodiversity and the survival of many species and habitats which are threatened due to human activities can be ensured. There is an urgent need, not only to manage and conserve the biotic wealth, but also restore the degraded ecosystems. This book will definitely serve as an excellent reference material and practical guide for teachers, research workers, students and environmentalists.

**Pipeline Pedagogy: Teaching About Energy and Environmental Justice Contestations**-Valerie Banschbach 2021-03-06 The proliferation of pipelines to transport oil and natural gas represents a major area of contestation in the landscape of energy development. Battles over energy pipelines pit private landowners, local community representatives, and environmentalists against energy corporations and industry supporters, sometimes drawing opposition and attention from well beyond the impacted regions, as in the case of the Standing Rock/Dakota Access Pipeline. Stakeholders must navigate complex government regulatory processes, interpret technical and scientific reports, and endure lengthy and expensive court battles. As with other forms of environmental injustice, the contentious construction of pipelines often disproportionately impacts communities of lower economic development, people of color, and indigenous peoples; pipelines also pose potential short and long-term health and safety threats. With the expansion of energy pipelines carrying fracked oil and gas across the United States and abroad, the moment is ripe for teaching about pipeline projects and engaging students and community members in learning about methods for mobilization. Our volume examines pedagogical opportunities, challenges, and interventions that campus-community engagement, and other kinds of community engagement, produce in relation to infrastructuring in the form of pipeline development.

**Educating for Radical Social Transformation in the Climate Crisis**-Stuart Tannock

**The Wiley Handbook of Paulo Freire**-Carlos Alberto Torres 2019-08-13 Provides new insights on the lasting impact of famed philosopher and educator Paulo Freire 50 years after the publication of his masterpiece, *Pedagogy of the Oppressed*, this book brings new perspectives on rethinking and reinventing Brazilian educator and philosopher Paulo Freire. Written by the most premier exponents and experts of Freirean scholarship, it explores the currency of Freire’s contribution to social theory, educational reform, and democratic education. It also analyzes the intersections of Freire’s theories with other crucial social theorists such as Gramsci, Gandhi, Habermas, Dewey, Sen, etc. The Wiley Handbook of Paulo Freire studies the history and context of the man as a global public intellectual, moving from Brazil to the rest of the world and back. Each section offers insides on the epistemology of the global south initiated by Freire with his work in Latin America; the connections between class, gender, race, religion, the state and eco-pedagogy in the work of Freire; and the contributions he made to democratic education and educational reform. Presents original theory and analysis of Freire’s life and work Offers unique and comprehensive analysis of the reception and application of Paulo Freire in international education on all continents Provides a complete historical study of Freire’s contributions to
education Systematically analyzes the impact of Freire in teachers training, higher education, and lifelong learning. The Wiley Handbook of Paulo Freire is an ideal book for courses on international and comparative education, pedagogy, education policy, international development, and Latin America studies.

**Educating for Sustainability**-Victor Nolet 2015-08-14 Educating for Sustainability presents fundamental principles, theoretical foundations, and practical suggestions for integrating education for sustainability into existing schoolwide systems and programs, organized in three sections: Principles of Education for Sustainability; Fostering a Sustainability Worldview; Learning and Thinking for Sustainability. Designed for teachers and teachers-to-be at all grade levels and across the content areas, the focus is on professional practices and pedagogical approaches rather than specific topics often associated with sustainability. Each chapter includes a number of supports to help readers monitor and improve their own professional practice and to deepen their own sustainability worldview, including textboxes in most chapters that provide more detailed or specialized information and a range of application exercises. All chapters include several "Consider This" activities and an "Extend Your Professional Knowledge" feature. Directly grounded in K-12 classroom practice, this book presents useful and realistic information for teachers looking to reorient their work toward sustainability and help their students develop new thinking and problem-solving abilities.

**Anarchist Pedagogies**-Robert H. Haworth 2012-08-01 Education is a challenging subject for anarchists. Many are critical about working within state-run education systems, which they perceive to be embedded in authoritarian structures. Here, numerous individuals and collectives envision the creation of counter-publics or alternative educational sites as a form of resistance. Others believe in the need to contest dominant powers from multiple fronts. The contributors to this volume engage readers in important and challenging issues in the area of anarchism and education.

**Ecopedagogy**-Greg William Misiaszek 2020-10-15 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. Misiaszek 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. Misiaszek concludes with ecopedagogies' challenges within the current post-truth era and possibilities of reimagining UNESCO’s Sustainable Development Goals (SDGs).
Pedagogy, Praxis and Purpose in Education—C.M. Mulcahy 2014-12-05 Recent years have shown the growth of federal legislation and programs having a profound impact on educational policy and practice, and a decline in reliance on broadly based educational justifications. Paralleling this development has been the emergence of well-endowed and influential private foundations, and an increase in corporate influence in shaping policy. In this volume the authors consider the discourse, rhetoric, and underlying values that sustain these developments alongside those that underlie more longstanding and competing educational theories and practices. This volume highlights the importance of recognizing opposing conceptualizations of education—some more educationally productive than others—and their core values, approaches to student learning, strengths and weaknesses, and justification. The authors analyze and critique what Jane Roland Martin has referred to as ‘the deep structure of educational thought’, and seek improved educational policy and practice with particular reference to curriculum and pedagogy. It features a comparative analysis of competing discourses including autocratic control, limited personal development, and praxis.

Culture and Power in the Classroom—Antonia Darder 2015-12-03 This is a timely second edition of the enormously significant book which changed how teachers and community activists view their own practice. This edition concludes with personal essays by teachers, professors, and community activists explaining the direct impact which Culture and Power in the Classroom has had on their lives. Unlike many texts that discuss educational failure, this book provides a historical context for understanding underachievement in our nation. Thoroughly revised to include the new thinking on diversity and learning, this edition includes a new chapter on assessment and the brain. This second edition will be welcomed by previous and new readers alike, and will help influence the approach of a new generation of teachers, whether they are based in schools, colleges or community centres.

Ancestral Knowledge Meets Computer Science Education—Cueponcaxochitl D. Moreno Sandoval 2019-03-25 This book illustrates a pathway for knowledge production to benefit from interweaving the seemingly disparate historical experiences of Indigenous Peoples and computer science education. The resulting practice of ancestral computing for sustainability holds the power to mitigate the destructive forces of the field, while extending the potential of traditionally underserved and unheard populations. Reimagining the field of computer science, interwoven with traditional lifeways, presents compelling new discoveries in research and harnesses the rich tapestries that are Indigenous populations. Returning healthy lifeways to a center stage long-occupied by tightly controlled, Eurocentric learning methods opens worlds of opportunity that have felt lost to time.

The Conscience of a Progressive—Steven Klees 2020-10-30 The Conscience of a Progressive begins where Senator Barry Goldwater’s The Conscience of a Conservative (1960) and Paul Krugman’s The Conscience of a Liberal (2007) leave off. Prof. Klees draws on 45 years of work around the world as an economist and international educator to paint a detailed picture of conservative, liberal, and progressive views on a wide range of current social issues. He takes an in-depth look at his specializations: education, economics, poverty
and inequality, international development, and capitalism. He examines major social problems like health care, the climate crisis, and war. Throughout the book, Prof. Klees tries to give a fair and careful depiction of how conservatives and liberals see these issues, whilst focusing on critiques by progressives, and on the alternatives they offer.

**Epistemologies of Ignorance in Education** - Erik Malewski 2011-03-01 Epistemologies of Ignorance provide educators a distinct epistemological view on questions of marginalization, oppression, relations of power and dominance, difference, philosophy, and even death among our youth. The authors of this edited collection challenge the ambivalence – ignorance – found in the construction of curriculum, teaching practices, research guidelines, and policy mandates in our schools. Further, ignorance is also considered a necessary by-product of knowledge production. In this sense, the authors explore not only issues of complicity but also issues of oppression in spite of educators’ liberatory intentions. While this is the first systematic effort to transfer epistemologies of ignorance to the educational scene, this movement has its roots in race, class, gender, and sexuality studies, particularly the work of Charles Mills, Eve Kosofsky Sedgwick, Shannon Sullivan, and Nancy Tuana. It is our unequivocal belief that, while this is transformative and powerful scholarship, the study of ignorance remains understudied and under-theorized in education scholarship, from curriculum studies and cultural foundations to science education and educational psychology. This collection highlights without apology why this dangerous state of affairs cannot continue.
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