



RETRIEVING NATURE

Education for a Post-Humanist Age

Michael Bonnett



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Retrieving Nature Education For A Posthumanist Age

Ben Kotzee



Retrieving Nature Education For A Posthumanist Age:

The Cambridge Primary Review Research Surveys Robin Alexander, Christine Doddington, John Gray, Linda Hargreaves, Ruth Kershner, 2012-08-06 The Cambridge Primary Review Research Surveys is the outcome of the Cambridge Primary Review England's biggest enquiry into primary education for over forty years. Fully independent of government, it was launched in 2006 to investigate the condition and future of primary education at a time of change and uncertainty and after two decades of almost uninterrupted reform. Ranging over ten broad themes and drawing on a vast array of evidence, the Review published thirty-one interim reports including twenty-eight surveys of published research provoking media headlines and public debate before presenting its final report and recommendations. This book brings together the twenty-eight research surveys specially commissioned from sixty-five leading academics in the areas under scrutiny and now revised and updated to create what is probably the most comprehensive overview and evaluation of research in primary education yet published. A particular feature is the prominence given to international and comparative perspectives. With an introduction from Robin Alexander, the Review's director, the book is divided into eight sections covering children's lives and voices, school, home and community, children's development, learning, diversity and needs, aims, values and contexts for primary education, the structure and content of primary education, outcomes, standards and assessment in primary education, teaching in primary schools, structures and processes, teaching in primary schools, training, development and workforce, reform, policy, frameworks, governance, funding, reform and quality assurance. The Cambridge Primary Review Research Surveys is an essential reference tool for professionals, researchers, students and policy makers working in the fields of early years, primary and secondary education.

Sustainable and Democratic Education Sarah Chave, 2020-12-20 In a world struggling with environmental and social problems resistant to current solutions, education needs to explore ways to enlarge the space of the possible rather than only replicate the existing possible. To respond to this challenge, this book troubles dominant Western philosophical conceptions which continue to have wide-ranging influence in education worldwide and which limit more sustainable ways to be in the world together. It argues for the importance of opening spaces in and through which unique subjects can emerge, bringing potential for new ways of being and as yet unimagined futures. The book makes a valuable contribution to international growing interest in Arendtian thinking, complexity and emergence, feminist thinking, the emerging field of anticipation studies, the posthuman and engagement with Indigenous scholarship and practices in ways which attempt to be non-appropriating. Sustainability continues to be a vital theme in education and the book responds to a desire to encourage education which invites more sustainable processes and ways of being in addition to education which limits itself to teaching about or for sustainability. Sustainable and Democratic Education will be of great interest to academics and practitioners working with sustainability, Indigenous scholarship, complexity theory and the posthuman and what these ideas can mean in and for education.

Science | Environment | Health Albert Zeyer, Regula

Kyburz-Graber,2012-05-24 Health and the environment are important learning areas in science education and their significance is growing Not only do they have high social relevance but they are also close to students interests and needs They provide many opportunities to unlock science with questions that are personally relevant to boys and girls and that inspire them to engage in science This book contains a selection of papers from prominent professionals in science health and environmental education who reflect on science education each from their specific point of view The core idea is to present well founded perspectives on how science education may benefit from challenges stemming from both health and environmental education Specific reasons are discussed as to why these two areas are particularly legitimized to challenge science education and their potential impact on a revision of science education is evaluated A new pedagogy for science environment health that yields interesting and relevant science education for students and teachers and addresses the grand challenges of this century what an attractive and rewarding project The book will motivate teachers teacher educators and science education researchers to take part in this on going project **Beyond Learning by Doing** Jay W.

Roberts,2012-03-22 EXPERIENTIAL EDUCATION This book brings a thoughtful and refreshing perspective on experiential education Educators interested in outdoor learning service learning and place based learning will find in Roberts analysis a critical understanding of what learning by doing means Dilafruz Williams Portland State University What is experiential education What are its theoretical roots Where does this approach come from Offering a fresh and distinctive take this book is about going beyond learning by doing through an exploration of its underlying theoretical currents As an increasingly popular pedagogical approach experiential education encompasses a variety of curriculum projects from outdoor and environmental education to service learning and place based education While each of these sub fields has its own history and particular approach they draw from the same progressive intellectual taproot Each in its own way evokes the power of learning by doing and direct experience in the educational process By unpacking the assumed homogeneity in these terms to reveal the underlying diversity of perspectives inherent in their usage this book allows readers to see how the approaches connect to larger conversations and histories in education and social theory placing experiential education in social and historical context Combining a critical philosophical approach with practical examples from the field Beyond Learning by Doing gives readers both an excellent summary of the theoretical histories of experiential education and a thesis driven argument about the current state of the field and its future possibilities and limitations Jay W Roberts is Associate Professor of Education and Environmental Studies Earlham College Provided by publisher **The SAGE Handbook of Philosophy of Education** Richard Bailey,Robin Barrow,2010-04-14 Section one of the book explores the nature of the philosophy of education and its relation to other aspects of educational theory and research Section two is devoted to particular thinkers of the past and more general coverage of the history of philosophy of education Section three is dedicated to contemporary philosophical thought on education providing the basis and reference point for an exploration of contemporary issues

Wittgenstein and Education Adrian Skilbeck, Paul Standish, 2023-07-24 WITTGENSTEIN AND EDUCATION Wittgenstein's later writings are abundant with examples and these return repeatedly to scenes of teaching and learning. Light is cast on language, belief, imagination, perception, illusion, and obsession by asking for each how it is acquired. How do we come into the practices that make up our lives? How, beyond the biological, do we become human beings? Wittgenstein wanted not to spare others the trouble of thinking but to stimulate readers to thoughts of their own. Yet so much in education today leads students and their teachers along clearly planned, direct routes to achievement, to success without the trouble of thinking. Knowledge and understanding are displaced by transferrable skills and competences, with teacher education reduced to priorities of classroom management skills and curriculum delivery. In this climate, there is a new growth of interest in the illumination Wittgenstein provides for enquiry into education. This collection, originating in the Annual Conference of the British Wittgenstein Society in 2018, celebrates this influence and demonstrates the range of Wittgenstein's importance for education.

Education and Expertise Mark Addis, Christopher Winch, 2018-11-28 The relevance of expertise to professional education and practice is explored in this collection of original contributions from educationalists, philosophers, and psychologists. Discusses the increasingly prominent debates about the nature of know-how in mainstream analytical epistemology. Illuminates what is involved in professional expertise and the implications of a sound understanding of professional expertise for professional education, practice, curriculum design, and assessment. All contributions are philosophically grounded and reflect interdisciplinary advances in understanding expertise.

Interpreting Kant for Education Sheila Webb, 2023-03-27 INTERPRETING KANT FOR EDUCATION No thinker in the modern world has laid the way for the development of philosophy so influentially as Immanuel Kant, and it is hard to think of the philosophy of education without some sense of Kant in the background. Yet simplified exegeses and synoptic accounts abound, making for a Kantian picture that readily succumbs to caricature. *Interpreting Kant for Education* exposes the errors in this picture. Through a spiralling series of arguments, Sheila Webb dismantles the sclerotic dualisms of fact and value, subject and object, and body and mind that have done so much to hamper appreciation of Kant and to harm education. This ground-breaking work in the philosophy of education allows a reappraisal of Kant; it plays its part in the reengagement with Kant in the wider analytic tradition and provides a secure footing for better research and practice in education.

Re-Imagining Relationships in Education Morwenna Griffiths, Marit Honerød Hoveid, Sharon Todd, Christine Winter, 2014-12-10 *Re-Imagining Relationships in Education* re-imagines relationships in contemporary education by bringing state-of-the-art theoretical and philosophical insights to bear on current teaching practices. Introduces theories based on various philosophical approaches into the realm of student-teacher relationships. Opens up innovative ways to think about teaching and new kinds of questions that can be raised. Features a broad range of philosophical approaches that include Arendt, Beckett, Irigaray, and Wollstonecraft, to name but a few. Includes contributors from Norway, England, Ireland, Scotland, Spain, Sweden, and the U.S.

Levinas,

Subjectivity, Education Anna Strhan, 2012-06-12 Levinas Subjectivity Education explores how the philosophical writings of Emmanuel Levinas lead us to reassess education and reveals the possibilities of a radical new understanding of ethical and political responsibility Presents an original theoretical interpretation of Emmanuel Levinas that outlines the political significance of his work for contemporary debates on education Offers a clear analysis of Levinas's central philosophical concepts including the place of religion in his work demonstrating their relevance for educational theorists Examines Alain Badiou's critique of Levinas's work Considers the practical implications of Levinas theories for concrete educational practices and frameworks

Education and Climate Change Fumiyo Kagawa, David Selby, 2010-04-15 There is widespread consensus in the international scientific community that climate change is happening and that abrupt and irreversible impacts are already set in motion What part does education have to play in helping alleviate rampant climate change and in mitigating its worst effects In this volume contributors review and reflect upon social learning from and within their fields of educational expertise in response to the concerns over climate change They address the contributions the field is currently making to help preempt and mitigate the environmental and social impacts of climate change as well as how it will continue to respond to the ever changing climate situation With a special foreword by Desmond Tutu Archbishop Emeritus of Cape Town

The Ecological University Ronald Barnett, 2017-10-12 Universities continue to expand bringing considerable debate about their purposes and relationship to the world In *The Ecological University* Ronald Barnett argues that universities are short of their potential and responsibilities in an ever changing and challenging environment This book centres on the idea that the expansion of higher education has opened new spaces and possibilities The university is interconnected with a number of ecosystems knowledge social institutions persons the economy learning culture and the natural environment These seven ecosystems of the university are all fragile and in order to advance and develop them universities need to engage with each one By looking at matters such as the challenges of learning professional life and research and inquiry this book outlines just what it could mean for higher education institutions to understand and realize themselves as exemplars of the ecological university With bold and original insights and practical principles for development this radical and transformative book is essential reading for university leaders and administrators academics students and all interested in the future of the university

Building Networks for Critical and Altruistic Science Education John Lawrence Bencze, 2025-05-22 This edited volume provides theory based accounts often with practical examples of how educators from various jurisdictions in elementary secondary and tertiary formal education contexts as well as community based situations have helped students critically evaluate the relationships among science technology STEM society and the environment The goal is to develop and implement personal and sociopolitical actions to address concerns Collectively the perspectives and examples in the chapters form an expanding Foucauldian dispositif countering hegemonic mechanisms that favor a few elites at the expense of the wellbeing of most other living and nonliving things Many accounts draw on the STEPWISE project illustrating how a biotic

and symbolic actants have been progressively assembled to promote more critical and altruistic citizenship *Education for Sustainability* Stephen Sterling, John Huckle, 2014-08-07 Now with new Introduction and additional new chapter At a time when polls suggest that a majority of young British people believe that the future will offer a worse quality of life than the present it is becoming imperative that children are introduced to principles of sustainability through the educational system from an early age and that these principles are regularly reinforced and built upon The government's own Panel on Sustainable Development has called for a comprehensive strategy for environmental and training and NGOs frequently point to education as a key policy instrument in the transition to sustainable development This is the first book published in Britain to provide an overview of the theory and practice of these issues It brings together contributions from environmental educators working in the formal and informal sectors and in continuing education and provides perspectives on the philosophy politics and pedagogy of education for sustainability as well as case studies and pointers towards good practice Part I establishes some initial perspectives on sustainability education and the role of NGOs the potential for education for sustainability in the formal and informal sectors is assessed in Parts II and III Part IV discusses its development as part of the greening of business and local government and Part V looks at the way forward Education Policy Richard Smith, 2013-07-12 Education Policy sees 12 philosophers of education critique current and recent UK educational policies relating to higher education and faith based education assessment the teaching of reading vocational and civic education teacher education the influence of Europe and the idea of the Big Society Twelve philosophers of education subject elements of current and recent UK educational policy to critique Forthright and critical the contributors are unafraid to challenge current orthodoxies Offers thought provoking insights into modern education policy Wide ranging topics cover higher education and faith based education assessment the teaching of reading vocational and civic education teacher education the influence of Europe and the idea of the Big Society **Childhood and the Philosophy of Education** Andrew Stables, 2008-01-01 A critical examination of the idea that compulsory education is a social good and that adulthood and childhood should be considered as entirely separate realms **(Un)Learning to Be Human?** Stefan Herbrechter, 2024-09-23 Critical posthumanism is a theory paradigm that has become hugely influential across the humanities and social sciences in the last twenty years This volume collects essays written over the last decade by one of the founders and leading figures of this movement Originally a reaction to accelerated technological and media change that challenges traditional notions of what it means to be human posthumanism as opposed to transhumanism has developed into a general critique and reappraisal of life after humanism and anthropocentrism The essays collected here are dealing with aspects of education technology politics media and art and share a focus on how to critique and unlearn traditional understandings of humanness and re learn what it means to be human differently **Research and Debate in Primary Geography** Simon Catling, 2017-10-02 This book brings together recent papers which make important contributions to

understanding and developing primary geography It considers primary teachers and trainee teachers knowledge of geography how the primary curriculum uses geography teachers planning of geography teaching the way in which aspects of geography are taught what high quality geography might look like and children s geographical understanding and voices Though geography curricula change quite often in countries around the world the core matters noted above remain of constant and vital importance The papers in this book either concern research with primary teachers and children or consider key concerns in primary geography providing important perspectives for thinking about future developments in geography teaching and curriculum initiatives in primary schools This is a stimulating and enticing collection written by leading exponents of and experts in primary geography education This book was originally published as a special issue of Education 3 13

Education and the Growth of Knowledge Ben Kotzee, 2013-10-10 Education and the Growth of Knowledge is a collection of original contributions from a group of eminent philosophers and philosophers of education who sketch the implications of advances in contemporary epistemology for education New papers on education and social and virtue epistemology contributed by a range of eminent philosophers and philosophers of education Reconceives epistemology in the light of notions from social and virtue epistemology Demonstrates that a reconsideration of epistemology in the light of ideas from social and virtue epistemology will in turn re invigorate the links between epistemology and education

Learning for sustainability in times of accelerating change Arjen E.J. Wals, Peter Blaze Corcoran, 2023-09-04 We live in turbulent times our world is changing at accelerating speed Information is everywhere but wisdom appears in short supply when trying to address key inter related challenges of our time such as runaway climate change the loss of biodiversity the depletion of natural resources the on going homogenization of culture and rising inequity Living in such times has implications for education and learning This book explores the possibilities of designing and facilitating learning based change and transitions towards sustainability In 31 chapters contributors from across the world discuss re emerging forms of learning that not only assist in breaking down unsustainable routines forms of governance production and consumption but also can help create ones that are more sustainable The book has been divided into three parts re orienting science and society re connecting people and planet and re imagining education and learning This is essential reading for educators educational designers change agents researchers students policymakers and entrepreneurs alike who are concerned about the well being of the planet and convinced of our ability to do better The content and related issues can be discussed on the blog by editor Arjen Wals Transformative learning We are living in times of incertitude complexity and contestation but also of connectivity responsibility and new opportunities This book analyses the consequences of these times for learning in formal non formal and informal education It explores the possibilities offered by the concept of sustainability as a central category of a holistic paradigm which harmonizes human beings with Earth To change people and to change the world are interdependent processes this book contributes to both Moacir Gadotti Director of Paulo Freire Institute S o Paulo Brazil I hope you share my

excitement about the innovations for sustainability that this book catalogues and analyses While the ecological news is grim the human news is not Even in a time of accelerating change people are showing their enormous capacities to learn adapt restore and protect From the Foreword by Juliet Schor author of True Wealth how and why millions of Americans are creating a time rich ecologically light small scale high satisfaction economy This book implies a culture of critical commitment in educational thinking and practice engaged enough to make a real difference to social ecological resilience and sustainability but reflexively critical enough to learn constantly from experience and to keep options open in working for a sustainability transformation From the Afterword by Stephen Sterling Professor of Sustainability Education Centre for Sustainable Futures Plymouth University United Kingdom

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