

DOWNLOAD PDF THE FAILURE OF ENVIRONMENTAL EDUCATION (AND HOW WE CAN FIX IT)

Chapter 1 : the failure of environmental education and how we can fix it | Download eBook PDF/EPUB

Design environmental education programs that can be properly evaluated, for example, with before-after, treatment-control designs. Such approaches represent a sea change from programs today, and we expect considerable resistance from environmental educators.

Environmental education has failed. But we can fix it. Despite more than 40 years of Earth Day events and more environmental awareness now than ever, humanity continues to degrade the Earth. Fortunately, there are easy ways to cut back our consumption. Despite more than 40 years of organized Earth Day events, and the heightened awareness of environmental issues that they create, humanity collectively continues to degrade the Earth. Since Earth Day began, we humans have fished down the seas, scoured the Earth for fossil fuels and rare earth elements, pumped more and more CO₂ into the atmosphere, and created dead zones and Texas-sized garbage patches in our oceans and bays. How can this be? The problem is that environmental education has failed to translate awareness into action. To be effective, it must go beyond creating awareness to creating measurable changes in our behavior. Where traditional environmental education went wrong Everyone learns about pollution, either in school or from TV. Many of our K schools teach children about the environment “and how to respect it. Some schools even take kids outside to learn about nature first hand. But somehow, environmental education has uniformly failed to teach us how to change our unsustainable behavior. Whatever action this education has produced has proven grossly insufficient to keep pace with environmental degradation. Environmentalism is not a political or lifestyle choice. Unlike religion or political affiliation, environmentalism is not a choice we make. It is a civic responsibility and fundamental aspect of any cohesive society, like respecting the law. If we breathe, if we consume anything, then we are each responsible for our part in that consumption, like it or not. Are you saving the planet or just showing off? Not only students, but all of us must understand the consequences of consumption. Environmental educators must now develop ways to practically empower us to reduce it. Unbridled growth simply is not sustainable. Not recycling, but real conservation. Reusing and repurposing things. We can learn a lot from the generations who survived the Great Depression. Frivolous consumption was unfathomable to them. This simple lesson is one way to reduce our consumption. But there are many more. Simple ways to reduce our consumption Simply cutting back ten percent of our consumption could be done virtually overnight and would not only make significant short-term reductions in greenhouse gas emissions, such a reduction would buy us all some time to develop and implement the long-term solutions we desperately need. Cutting back our consumption is easier than we think. Keeping houses a little colder in wintertime and a little warmer in summer would make significant impacts on energy usage if we all just did it “starting tomorrow. Eventually, our lifestyles will likely need to undergo some real changes, but we can all make big differences in the short run by simply doing what we already know will work. And we can do it with minimal impact to our comfort. Charles Saylan is executive director of the Ocean Conservation Society.

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Chapter 2 : The Failure of Environmental Education (and How We Can Fix It)

Arguing for a paradigm shift in the way we view education as a whole, The Failure of Environmental Education demonstrates how our education system can create new levels of awareness and work toward a sustainable future.

Read Chapter 1 The Problem s Environmental education has failed to bring about the changes in attitude and behavior necessary to stave off the detrimental effects of climate change, biodiversity loss, and environmental degradation that our planet is experiencing at an alarmingly accelerating rate. A conservative approach would dictate that our societies act expediently to mitigate these potential threats. But that is not happening. Instead, we are all paralyzed by indecision, argument, misplaced politicization of the issues, and a widespread lack of commitment to change. The pace of environmental degradation, however, is not slowing. This collective inability to act is brought about in part by educational institutions that generally do not provide the tools necessary for critical thinking and for understanding the modern world. Nor do they teach individual responsibility and social engagement, two fundamental tenets of free and democratic societies. So what exactly is it that is failing? Is it environmental education or education as a whole? We believe they may, in fact, be one and the same. Although many consider environmental education to be a subheading of science education, it must be more than that. Not only must environmental education teach people about their physical environment, it must go further to teach how to live and flourish in sustainable ways. Environmental education has failed in part because of its limitations. Who can be held responsible for this inefficacy? In fairness, the blame must be borne by everyone, as we are all responsible citizens of earth, whether or not we choose to acknowledge it. Each of us bears a moral responsibility to protect the resources that support life on our planet, not only for those we share the planet with, but also for those who will come after us. If our societies fail to do this, they fail humanity. People have the collective power to effect change on local and national levels alike. But that power must be realized and acted on by individuals, and we believe that education has a role in providing the skills to do so. As parents, we must work to assure a safe and healthy future for our children. A future that includes time spent exploring wild places and learning about the creatures that inhabit them. A future that helps children learn who they are by connecting them to where they live. As teachers, we should work toward providing students with the creative and analytical skills they will need to live good lives within whatever communities they choose. We should also strive to instill a creative curiosity about the world and an interest in learning that will remain with students throughout their lives. Just as important, we need to stay focused on improving the institutions in which we teach and our personal skills and abilities as well. As students, we must hunger for more exposure to new and broader concepts. We must understand that we are authors of the future of our communities and nations, and that we possess the power to make ourselves heard and to effect change. And as policy makers, we must listen carefully for the voice of the people and encourage participatory good citizenry at every opportunity. What is needed is a modern, practical redefinition of environmental education. One that encompasses multidisciplinary teaching approaches. One that seeks to cultivate scientific and civic literacy. One that stimulates community engagement, fosters an understanding of moral systems, and reinforces the appreciation of aesthetics. We believe it is time for a full integration of environmental education in a form that inspires practical and critical reevaluation of education as a whole. We believe this reevaluation will lead to synergistic action and real impact. The obstacles to such an educational approach are many and diverse. Understanding the complexity of the environmental problems facing our world requires a working knowledge of politics, consumption, the nature and state of educational and legislative institutions, effective metrics for measuring successes and failures, and a healthy dose of background information. Together, these ideas and disciplines will create a new vision of environmental education and environmental literacy. Our societies increasingly seem to hunger for information in the form of distilled snippets and simple solutions, quickly expressed and easily digested. Perhaps, because of the barrage of information that confronts us all daily, the trend seems to be toward a synoptic world of bullet points and

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"elevator speeches. If the solutions were simple, the problems would have been solved by now, and this book would not be necessary. The arguments we will develop require some short-term faith on the part of the reader. We will, at times, go against the typical definitions and responsibilities of education. We may sometimes sound utopian as we offer diverse ideas on our duties as parents, educators, scientists, and citizens. Nevertheless, we strongly believe these things must be said and that a new approach for environmental education must emerge. We believe a comprehensive, integrated, revitalized, and revised environmental education is essential for the survival of us all. We hope that humanity will flourish in increasing harmony with its surroundings. Humans are creatures of remarkable capacity and, without question, have the ability to find a sustainable place in this world. People need only the collective will to do it. So, how can this metamorphosis come about? We think environmental education is a logical and essential step in the process. But we must qualify this statement by emphasizing that the education of which we speak must be responsive, self-critical, flexible, and focused on the common goal of immediately reducing our destructive human impact on the ecological systems that support us. We want to provide a sort of manifesto for addressing how people think about environmental education, rather than a fix-it list for troubled, politicized, and overly bureaucratic educational systems. Readers need to understand why education is not providing the tools and skills that people need in order to mitigate or circumvent the grave environmental problems our societies now face. Has environmental education really failed? Imagine a graph on which the horizontal axis represents all the effort and resources expended toward making the public aware of the degradation of the environment, and the vertical axis represents the progress of the degradation itself. It would be great if efforts tended to decrease degradation, such that the line on the graph sloped down and to the right. We do not believe that is happening. This is not to say that there has not been tremendous public awareness derived from the efforts to date. Without environmental education, the planet would likely be in an even bigger, more incomprehensible mess. Even so, we believe environmental education is simply not effective enough or sufficiently available to change individual and collective behavior enough to affect the problems at hand. And we are firmly convinced that time is running out. The problems with education are systemic, and we aim to offer a new perspective and synthesis to people at all levels of the educational process: We hope that the "people in the trenches"-the educators our societies rely on to teach responsible stewardship-will find our ideas useful in shaping their own approach to an uncertain future. They make up a talented, passionate, and committed group of people, many of whom have been the groundbreakers for helping to establish the levels of public awareness that make a book like this one possible. In writing this book we wished to put forth a positive and proactive message. There is increasing sentiment both within and outside the environmental-education community that taking a "doom and gloom" approach turns people off to any message that actions can make positive impacts on the world around us. Perhaps there is some truth to that, and we attempt herein to frame our argument in terms we hope will inspire thought and action, rather than leaving readers feeling helpless and overwhelmed. There are, however, some emerging discoveries and data about the problems we are likely to face in the near future that warrant elucidation. They are neither pleasant nor positive. Yet they set the context in which we write this book, and we believe that readers must understand what the world may look like if humanity continues its business as usual. This realization should help readers understand why we believe environmental education, as it presently stands, does not serve the purposes for which it is intended, and that this is a most urgent matter worthy of collective attention. There is little doubt our planet is getting warmer. In its most recent report, released in , the Nobel Prize-winning Intergovernmental Panel on Climate Change IPCC wrote that "warming of the climate system is unequivocal," and, quite notably, that "most of the observed increase in global average temperatures since the mid-th century is very likely due to the observed increase in anthropogenic greenhouse gas concentrations. That is what the IPCC seeks to understand. The IPCC is an organization made up of contributors from countries that work under strict consensus. This means that any country has veto power over statements and conclusions made in the final report. Stop and think about that for a moment. Or, consider a rapidly developing country that views the prediction of sea level rise tied directly to greenhouse gas emissions

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as a threat to the development that is helping reduce poverty and disease and increase longevity within its borders. Practically speaking, that means the IPCC consensus report is a very conservative estimate of the likely consequences of rising atmospheric greenhouse gasses. In the documentary *An Inconvenient Truth*, former U.S. Vice President Al Gore became the fourth-highest-grossing U.S. film. The film helped lift the veil of misinformation surrounding global warming issues perpetrated on the public by political naysayers and special interest lobbyists. It also brought new acceptance and discussion of the problems associated with climate change into the international limelight. The report a report focused on the assessment of future impacts of global warming on world economies. Essentially, the report states that the benefits of concise and early action, on the part of world governments, to reduce the effects of global warming far outweigh the costs. Lord Stern went on to say that an immediate and continued investment of 1 percent per annum of the global gross domestic product GDP is necessary to offset the worst effects of climate change, which include a "major disruption of economic and social activities" on a scale that could rival the effects of both world wars or the Great Depression. In 2006, Stern emended his recommendation to a 2 percent investment of GDP, based on data that showed global warming trends were increasing at levels greater than previously estimated. As a result of increasing media coverage, we all know that carbon dioxide emissions are a major cause of climate change. Although there is still a good amount of debate and discussion as to how much is too much and whether and where the tipping points—that is, the atmospheric CO₂ levels beyond which there will be massive and irreversible changes in the global temperature—might be, considerable effort is being expended to find new sources of sustainable energy, ways to reduce automobile and industrial emissions, and scenarios by which carbon emissions can be capped and traded commercially. These are positive steps, but because they are based on a consensus view that is intrinsically biased toward underestimating the severity of the problem, they are just not enough. Indeed, if one believes the political rhetoric and mainstream media, it might seem we have turned the corner on global warming and are taking the necessary steps to mitigate its effects. This is especially true if one holds an unshakeable faith in human ingenuity or subscribes to the "humanity can fix anything with technology" school. Despite increased public awareness, most people still believe the effects of climate change will appear sometime in the vague future, when in actuality the effects are visible today. It seems when things deteriorate gradually, people tend not to notice them. The image of shifting baselines is a compelling one: Thus, people do not see the potential for catastrophe unless something dramatic and immediate occurs. In the time frame of global warming issues, it would probably be too late to do much about the effects or causes of such an event. The major public focus has been on industrial carbon emissions and sources of efficient energy, but some other serious issues associated with climate change require attention as well. Scientists are learning more every day, and some of what we have been reading in the primary scientific literature indicates potential negative impacts of a magnitude far greater than previously thought.

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Chapter 3 : Environmental education has failed and must be revamped, new book argues | UCLA

The Problem(s) Environmental education has failed to bring about the changes in attitude and behavior necessary to stave off the detrimental effects of climate change, biodiversity loss, and environmental degradation that our planet is experiencing at an alarmingly accelerating rate.

Conservation Of The Environment Flap copy "The hope for the future depends on teaching current and future students the analytical and critical thinking skills for dealing with the most critical problems. My own hope is for this book to be read by everyone, even those outside the field of environmental education. Read this book, read it again, share it widely, and do something - anything - to help our needy and wounded planet. Six Reasons For Expanding Our Compassion Footprint "Saylan and Blumstein provide a compelling vision of what can be, and what should be, if we have the courage to open our eyes and the boldness to act. After all, if we can teach schoolchildren that vandalism is wrong, why can we not teach them that environmental destruction is wrong? This book is a haunting call to action. A beautifully written manifesto that gets it right. The sound prescriptions in this book need to be read now. We are running out of time. James Hansen, world-renowned climatologist and author of Storms of My Grandchildren: The Truth About the Coming Climate Catastrophe and Our Last Chance to Save Humanity "Environmental education is a disaster and educating the public on environmental issues is the greatest challenge facing humanity today. This book will help us understand why we are headed toward the collapse of civilization, and more important, how to fix it. Packed with sound science, useful information, and brilliant ideas, it is a book we must read, and give, to our local school boards and principals nationwide. Our children will thank us. The Problem s 2. What Went Wrong 4. Accountability and Institutional Mind-Set 5. The Needs of Environmentally Active Citizens 6. Between Awareness and Action 7. A Political Primer 8. Consumption, Conservation, and Change 9. An Evolving Metric Provokes the reader to envision a different reality for our schools that might lead to a better reality for the environment and future generations who depend on its health. His previous books include A Primer of Conservation Behavior.

Chapter 4 : The Failure of Environmental Education (And How We Can Fix It) : Charles Saylan :

The authors argue that environmental education curricula have failed to create an ecologically literate and environmentally sensitive populace, and suggest seven ways that an "evidence-based" approach can help.

Chapter 5 : CiteSeerX " Essay The Failure of Environmental Education (and How We Can Fix It)

The Failure Of Environmental Education And How We Can Fix It Amazoncom: environmental education in the 21st century, environmental education is a field characterised by a paradox few would doubt the urgency and importance of.

Chapter 6 : Earth Day: Environmental education has failed. But we can fix it. - calendrierdelascience.com

The Failure of Environmental Education (And How We Can Fix It) At a time when wild places everywhere are vanishing before our eyes, Charles Saylan and Daniel T. Blumstein offer this passionate indictment of environmental education-along with a new vision for the future.

Chapter 7 : calendrierdelascience.com: Customer reviews: The Failure of Environmental Education (And H

countries develop, their environmental footprint may expand, and consumption control may become more important. For instance, the recent rapid growth in China has increased the demand for wood.

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Chapter 8 : THE FAILURE OF ENVIRONMENTAL EDUCATION (And How We Can Fix It).

Anthony J. Dellureficio, "The Failure of Environmental Education (And How We Can Fix It) by Charles Saylan and Daniel T. Blumstein," The Quarterly Review of Biology 88, no. 1 (March):