

Schlottmann, Christopher

Conceptual Challenges for Environmental Education

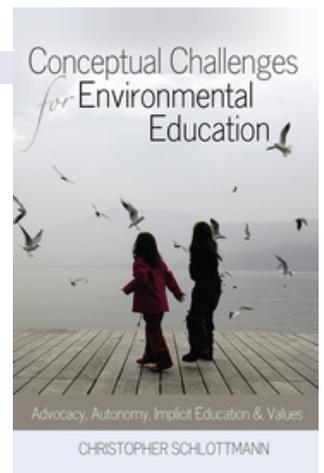
Advocacy, Autonomy, Implicit Education and Values

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Book synopsis

Conceptual Challenges for Environmental Education is a critical analysis of environmental education from the perspective of educational ethics. It spells out elements of the conceptual foundations of an environmental education theory - among them implicit education, advocacy, Decade of Education for Sustainable Development, and climate change - that can both advance our understanding of and improve our responses to modern environmental problems. The book is intended to broaden the types of environmental education practiced, specifically by attempting to draw on the integrative strengths of liberal education. At their core, environmental problems require both ethical and integrative understanding as part of their solutions: this book proposes strategies for incorporating such understanding into our educational theories and programs.

About the author(s)/editor(s)

Christopher Schlottmann is Clinical Assistant Professor of Environmental Studies, Associate Director of Environmental Studies, and Affiliated Professor of Bioethics at New York University. He works primarily in the fields of environmental education, environmental studies, and environmental philosophy.

Reviews

«Environmental education urgently needs a sense of direction responsive to global climate change and other international environmental problems that confront human communities with unprecedented ethical and political challenges. Christopher Schlottmann's focus on the development of understanding and moral agency offers a compelling alternative to the dominant approaches. This is an important contribution to the literature of environmental education.» (Randall Curren, Professor and Chair of Philosophy and Professor of Education, University of Rochester, and Coeditor of 'Theory and Research in Education')

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