

Acknowledgements

Foreword

Juliet Schor

INTRODUCTION

Re-orienting, re-connecting and re-imagining

Arjen E.J. Wals and Peter Blaze Corcoran

PART ONE – RE-ORIENTING SCIENCE AND SOCIETY

1 Towards greater realism in learning for sustainability

John Huckle

2 Participation and sustainable development: a matter of public concern

Joke Vandenabeele and Katrien Van Poeck

3 Pedagogy for survival: an educational response to the ecological crisis

Thomas Nelson and John A. Cassell

4 Weaving pedagogies of possibility

Marcus Bussey, Ase Eliason Bjurström, Miriam Sannum, Shambhushivananda Avadhuta, Bernard Nadhomu-Mukisa, Leonel Ceruto, Muwanguzi Denis, Ananta Kumar Giri, Asha Mukherjee, Gennady Pervyi and Maria Victoria Pineda

5 Harnessing time travel narratives for environmental sustainability education

Eric C. Otto and Andrew Wilkinson

6 Ethical deliberations in environmental education workplaces

Lausanne L. Olvitt

7 Queering ecology: interrogating ‘seductions to organic wholeness’ in popular environmental rhetoric

Joseph P. Weakland

8 Building resilient communities

Karen Elisabeth Engel and Paul Gerard Hendrik Engel

9 Towards successful joint knowledge production for global change and sustainability

Dries Hegger, Annemarie van Zeijl-Rozema and Carel Dieperink

10 Getting active at the interface

Jayne H. Glass, Alister Scott and Martin F. Price

PART TWO – RE-CONNECTING PEOPLE AND PLANET

11 Finding hope in a world of environmental catastrophe

Elin Kelsey and Carly Armstrong

12 Inviting the unforeseen: a dialogue about art, learning and sustainability

Natalia Ernstman, Jan van Boeckel, Shelley Sacks and Misha Myers

13 Relationship-based experiential learning in practical outdoor tasks

Erling Krogh and Linda Jolly

14 Transformative learning

Sylvia Catharina van Dijk and Eduardo Ernesto van Dijk

15 Re-connecting with traditional knowledge

Yunhua Liu and Alicia Constable

16 Sustainability as meaningful relatedness: lessons from Grandmother Bear

Johanna M. Beyers

17 Spirited practice of transformative education for sustainability

Alison Neilson, Doug Blomberg and Rosalina Gabriel

18 How reflective practice can enhance learning for sustainability

Katherine Davies

PART THREE – RE-IMAGINING EDUCATION AND LEARNING

19 How to handle knowledge uncertainty

Rebekah L. Tauritz

20 Enhancing environmental learning through controversy

David Zandvliet

21 The role of knowledge, learning and mental models in public perceptions of climate change related risks

Jennifer Helgeson, Sander van der Linden and Ilan Chabay

22 Designing and developing learning systems for managing systemic change in a climate change world

Chris Blackmore and Ray Ison

23 Challenges for educators of building people’s capacity for mitigating and adapting to climate change

Robert B. Stevenson, Jennifer Nicholls and Hilary Whitehouse

24 Living systems, sustainability education, and institutional change

Michael K. Stone and Zenobia Barlow

25 Balancing the whole: a dialogue around a frameworks-based education programme

Ken Webster and Paul Vare

26 By their practice you will recognise them

Johannes Tschapka

27 Learning for sustainability in science education in Africa

Overson Shumba

28 Exploring possibilities of organisational learning-based change and transition towards sustainability

Abel Barasa Atiti

29 We know how they feel: Global Storylines as transformative, ecological learning

Marie Jeanne McNaughton

30 Engaging youth in developing urban plans using geographic information systems and computer visualization

Dennis J. DeBay, James Haley, Sheron Mark, Michael Barnett, Amy Anderson, Eric Strauss, Lindsey Cotter-Hayes, David Blustein and Catherine Wong

31 Active learning about energy and sustainability: the SIEU experience

Lieke Dreijerink and Geja Roosjen

EPILOGUE

Afterword

Stephen Sterling

Biographies



**Wageningen Academic
Publishers**

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.

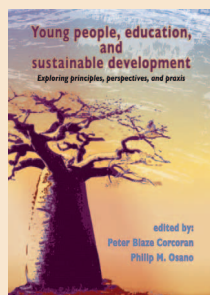
Moacir Gadotti, Director of Paulo Freire Institute, São Paulo, Brazil

How can education, teaching and learning play a (better) role in creating a more sustainable world? If you have any ideas then please join the discussion with editor Arjen Wals and other contributors at: transformativelearning.nl

This publication is supported by kind contributions from the Netherlands' national education for sustainable development program 'Learning for Sustainable Development'.



RELATED TITLES

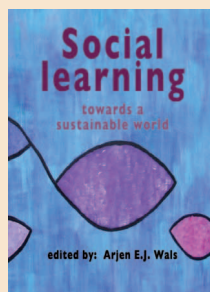


Young people, education, and sustainable development Exploring principles, perspectives, and praxis

edited by: Peter Blaze Corcoran and Philip M. Osano

2009 – 416 pages – € 61 – US\$ 92
hardback ISBN: 978-90-8686-093-7
e-book ISBN: 978-90-8686-691-5

Buy now: www.WageningenAcademic.com/youngpeople



Social learning towards a sustainable world Principles, perspectives, and praxis

edited by: Arjen E.J. Wals

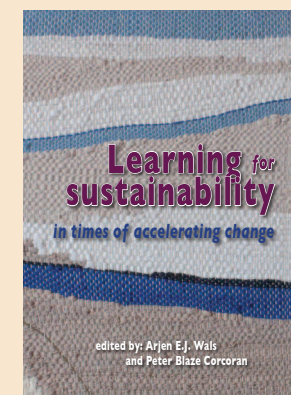
2007 – 538 pages – € 51 – US\$ 77
hardback ISBN: 978-90-8686-031-9
e-book ISBN: 978-90-8686-594-9

Buy now: www.WageningenAcademic.com/sociallearning

Learning for sustainability in times of accelerating change

edited by: Arjen E.J. Wals and Peter Blaze Corcoran

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.



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**

2012 – 548 pages – € 65 – US\$ 97
hardback ISBN: 978-90-8686-203-0
e-book ISBN: 978-90-8686-757-8
Buy now: www.WageningenAcademic.com/learn4