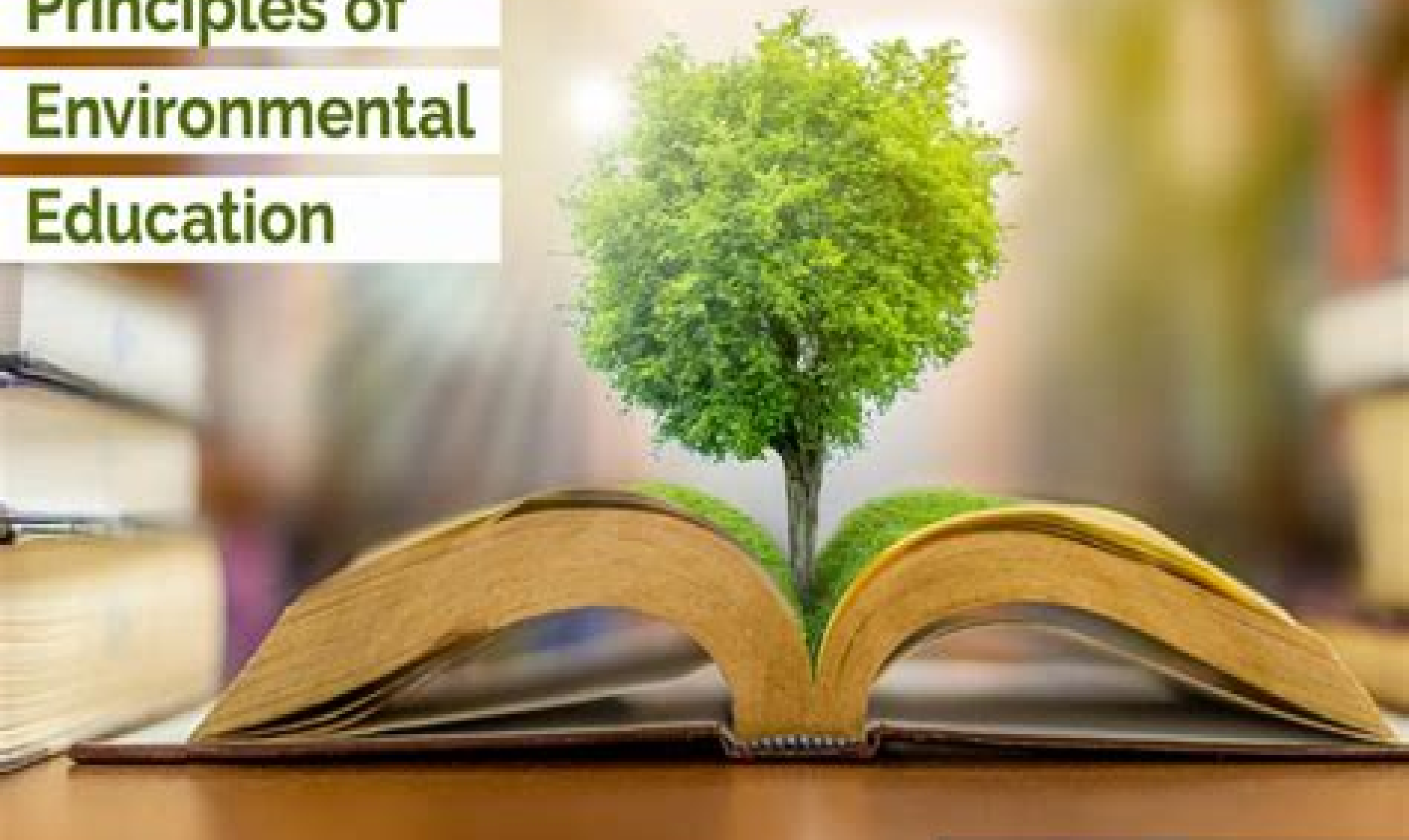


Principles of Environmental Education



Elementary School Teachers Beliefs About Teaching Environmental Education

Tara L. Kuther



Elementary School Teachers Beliefs About Teaching Environmental Education:

Elementary School Teachers' Beliefs about Teaching Environmental Education Susan E. Middlestadt, Rebecca Ledsky, Julie Sanchack, 1999 Beliefs about Teaching Environmental Education Held by Trained Elementary School Teachers Susan E. Middlestadt, Rebecca Ledsky, Julie Sanchack, Academy for Educational Development, North American Association for Environmental Education, 1997* The Science Teaching Efficacy Belief Instruments (STEBI A and B) James Deehan, 2016-07-28 The purpose of this Springer Brief is to provide a comprehensive review of both the STEBI methods and findings through the use of a clearly defined analytic framework A systematic review of literature yielded 107 STEBI A research items and 140 STEBI B research items The STEBI instruments have been used in a wide range of qualitative cross sectional longitudinal and experimental designs Analysis of the findings of the papers reveals that in service and pre service programs that use innovative practices such as cooperative learning inquiry based investigation and nature of science instruction can produce positive growth in participants science teaching efficacy beliefs The personal science teaching efficacy beliefs of pre service and in service teachers showed greater mean scores and higher growth than their outcome expectancies Implications are discussed **Handbook of Research on Science Education** Sandra K. Abell, Norman G. Lederman, 2013-03-07 This state of the art research Handbook provides a comprehensive coherent current synthesis of the empirical and theoretical research concerning teaching and learning in science and lays down a foundation upon which future research can be built The contributors all leading experts in their research areas represent the international and gender diversity that exists in the science education research community As a whole the Handbook of Research on Science Education demonstrates that science education is alive and well and illustrates its vitality It is an essential resource for the entire science education community including veteran and emerging researchers university faculty graduate students practitioners in the schools and science education professionals outside of universities The National Association for Research in Science Teaching NARST endorses the Handbook of Research on Science Education as an important and valuable synthesis of the current knowledge in the field of science education by leading individuals in the field For more information on NARST please visit <http://www.narst.org> The Inclusion of Environmental Education in Science Teacher Education Alec Bodzin, Beth Shiner Klein, Starlin Weaver, 2010-08-13 In the coming decades the general public will be required ever more often to understand complex environmental issues evaluate proposed environmental plans and understand how individual decisions affect the environment at local to global scales Thus it is of fundamental importance to ensure that higher quality education about these ecological issues raises the environmental literacy of the general public In order to achieve this teachers need to be trained as well as classroom practice enhanced This volume focuses on the integration of environmental education into science teacher education The book begins by providing readers with foundational knowledge of environmental education as it applies to the discipline of science education It relates the historical and philosophical

underpinnings of EE as well as current trends in the subject that relate to science teacher education. Later chapters examine the pedagogical practices of environmental education in the context of science teacher education. Case studies of environmental education teaching and learning strategies in science teacher education and instructional practices in K-12 science classrooms are included. This book shares knowledge and ideas about environmental education pedagogy and serves as a reliable guide for both science teacher educators and K-12 science educators who wish to insert environmental education into science teacher education. Coverage includes everything from the methods employed in summer camps to the use of podcasting as a pedagogical aid. Studies have shown that schools that do manage to incorporate EE into their teaching programs demonstrate significant growth in student achievement as well as improved student behavior. This text argues that the multidisciplinary nature of environmental education itself requires problem solving, critical thinking, and literacy skills that benefit students work right across the curriculum.

The Wisconsin Environmental Education Board ... Grant Recipients Wisconsin Environmental Education Board, 2001 *Resources in Education*, 2001 Primary Mathematics: Extending Knowledge in Practice Alice Hansen, 2008-06-09

Still the biggest concern for many on initial teacher training courses is the acquisition of subject knowledge and the ability to translate that into effective teaching. This book addresses this building on the core subject knowledge covered in the Achieving QTS series and relating it to classroom practice. It supports trainees in extending and deepening their knowledge of Maths and demonstrating how to apply it to planning and implementing lessons. Practical and up to date teaching examples are used to clearly contextualize subject knowledge. A clear focus on classroom practice helps trainees to build confidence and develop their own teaching strategies.

Quality Research in Literacy and Science Education Mack C. Shelley, Larry D. Yore, Brian B. Hand, 2008-12-30

Statistical models attempt to describe and quantify relationships between variables. In the models presented in this chapter there is a response variable sometimes called dependent variable and at least one predictor variable sometimes called independent or explanatory variable. When investigating a possible cause and effect type of relationship the response variable is the putative effect and the predictors are the hypothesized causes. Typically there is a main predictor variable of interest; other predictors in the model are called covariates. Unknown covariates or other independent variables not controlled in an experiment or analysis can affect the dependent or outcome variable and mislead the conclusions made from the inquiry.

Bock Velleman given the model p is the probability that a relationship is seen by mere chance. The smaller the p value the more confident we can be that the pattern seen in the data is not random. In the type of models examined here the R measures the proportion of the variation in the response variable that is explained by the predictors specified in the model. If R is close to 1 then almost all the variation in the response variable has been explained. This measure is also known as the multiple correlation coefficient. Statistical studies can be grouped into two types: experimental and observational.

International Handbook of Research on Teachers' Beliefs Helenrose Fives, Michele Gregoire Gill, 2014-08-21

Teacher beliefs play a fundamental role in

the education landscape Nevertheless most educational researchers only allude to teacher beliefs as part of a study on other subjects This book fills a necessary gap by identifying the importance of research on teacher beliefs and providing a comprehensive overview of the topic It provides novices and experts alike a single volume with which to understand a complex research landscape Including a review of the historical foundations of the field this book identifies current research trends and summarizes the current knowledge base regarding teachers specific beliefs about content instruction students and learning For its innumerable applications within the field this handbook is a necessity for anyone interested in educational research

Adolescence in Context Tara L. Kuther, 2025-08-26 Adolescence in Context by award winning author Tara L Kuther is a topically oriented text that connects learners to the science shaping our understanding of today s teenagers and young adults Organized around three core themes the centrality of context the importance of research and the applied value of developmental science the text presents classic and current research along with foundational theories framed in real life intersectional contexts such as sex gender race ethnicity ability and socioeconomic status With the new Second Edition students can expect to gain a deeper understanding of adolescence that they can apply to their personal lives and future careers

TALIS 2013 Results An International Perspective on Teaching and Learning OECD, 2014-06-25 This report presents the results of the second cycle of the TALIS survey conducted in 2013

Gendered Paths into STEM. Disparities Between Females and Males in STEM Over the Life-Span Bernhard Ertl, Silke Luttenberger, M. Gail Jones, Rebecca Lazarides, Manuela Paechter, 2020-01-31

International Handbook of Research on Environmental Education Robert B. Stevenson, Robert Stevenson, 2013 The environment and contested notions of sustainability are increasingly topics of public interest political debate and legislation across the world Environmental education journals now publish research from a wide variety of methodological traditions that show linkages between the environment health development and education The growth in scholarship makes this an opportune time to review and synthesize the knowledge base of the environmental education EE field The purpose of this 51 chapter handbook is not only to illuminate the most important concepts findings and theories that have been developed by EE research but also to critically examine the historical progression of the field its current debates and controversies what is still missing from the EE research agenda and where that agenda might be headed Published for the American Educational Research Association AERA

Environmental Engagement and Cultural Value: Global Perspectives for Protecting the Natural World Fanli Jia, Tobias Krettenauer, 2020-02-04 Environmental issues are a rapidly growing focal point in today s global discussion These issues are becoming increasingly pertinent due to the potentially devastating outcomes of human environmental carelessness As a species humans now have realized the need for worldwide environmental engagement This engagement is intended to heighten awareness about environmental problems build knowledge in education and change human behaviors to improve sustainability Synthesizing the literature on cultural dimensions e g attitudes beliefs values that undergird positive views of

environmental issues and engagement of sustainability practices would significantly contribute to the development of effective approaches to fostering sustainable environmental practices Through the identification of commonalities across cultures and sensitivity to cultural differences we can begin to work toward a global consensus on viable solutions this critical issue

Artificial Intelligence in STEM Education Fan Ouyang,Pengcheng Jiao,Bruce M. McLaren,Amir H. Alavi,2022-12-29 Artificial intelligence AI opens new opportunities for STEM education in K 12 higher education and professional education contexts This book summarizes AI in education AIED with a particular focus on the research practice and technological paradigmatic shifts of AIED in recent years The 23 chapters in this edited collection track the paradigmatic shifts of AIED in STEM education discussing how and why the paradigms have shifted explaining how and in what ways AI techniques have ensured the shifts and envisioning what directions next generation AIED is heading in the new era As a whole the book illuminates the main paradigms of AI in STEM education summarizes the AI enhanced techniques and applications used to enable the paradigms and discusses AI enhanced teaching learning and design in STEM education It provides an adapted educational policy so that practitioners can better facilitate the application of AI in STEM education This book is a must read for researchers educators students designers and engineers who are interested in the opportunities and challenges of AI in STEM education

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

Current Index to Journals in Education ,2001 *Interculturality in Schools* Robyn Moloney,Maria Lobytsyna,John De Nobile,2022-07-26 This book provides a comprehensive study of professional learning courses in intercultural settings exploring how this impacts teachers and brings about change in classrooms culture across

schools as a whole and children's lives. The authors argue that teachers and schools must raise the stakes globally in an intercultural practice grounded in educational equity and anti-racism. Identifying the attributes that make a difference in teacher intercultural learning and change through analysis of both quantitative and qualitative data, the study throws up marked tensions and contradictions between the desire to explore both an abstract personal concept and achieve practical outcomes in schools. As case studies of two primary schools dig deep into teachers' lives, the book proposes a model of personal teacher interculturality which is constructed from the inside out. The potential of neglected spaces in schools for intercultural identity is also highlighted by images of new practice. This book is a supportive resource for schools or educational institutions in any global context that are seeking a fresh approach to intercultural education and holistic change.

Teaching Climate Change in Primary Schools Anne M. Dolan, 2021-07-26. This important and timely book provides an overview of climate change and highlights the importance of including climate change education in primary schools. It emphasises the importance of cross-curricular pedagogical approaches with a focus on climate justice, providing in-depth assistance for teaching children aged 3-13 years. Informed by up-to-date research, the book helps teachers to remain faithful to climate change science whilst not overwhelming children. Accompanied by online resources, this book includes practical and easy-to-follow ideas and lesson plans that will help teachers to include climate change education in their classrooms in a holistic cross-curricular manner. Specific chapters address the following topics: Interdisciplinary approaches to climate change; Early childhood education; Pedagogies of hope; The importance of reflective practice; Ideas for including climate change education in curricular areas such as literacy, geography, science, history and the arts. Designed to promote climate change education in primary schools, this resource will help primary teachers, student teachers, geography specialists and all those interested in climate change education develop their own conceptual knowledge and that of the children in their class.

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