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Nota di contenuto	Foreword: Arjen Wals and Justin Dillon -- Preface: Susan Stratton, Rita Hagevik, Allan Feldman, Mark Bloom -- Section I: Introduction -- Theorizing Sustainability: An Introduction to Science Teacher Education for Sustainability (Allan Feldman) -- Section II: Preparing Science Teachers to Teach for Sustainability -- 2. A Phenomenographical Study of Beginning Elementary Science Teachers' Conceptions of Sustainability (Rita Hagevik, Corinne Jordan, David Wimert) -- 3. Sense of Place: Is it More than a Connection to a Physical Place? (Christine Moseley, Blanche Desjean-Perrotta, & Deepti Kharrod) -- 4. Building Sustainability Literacy Among Preservice Teachers: An Initial Evaluation of Sustainability Course Designed for K-8 Educators (Rider Foley, Leanna Archambault & Annie Warren) -- 5. A Fork in the Road: Reclaiming a Conversation on Sustainability for Science Teacher Education in the Anthropocene (Deborah Tippins, Elizabeth Pate, Stacey Britton, & James Ammons) -- 6. Ecology Disrupted: Using Sustainability as a Unifying Principle for an Environmental Science Course (Yael Wyner) -- 7. Transforming Science Teachers into Scientist Teachers:

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Sommario/riassunto

This volume contains a unique compilation of research and reflections representing multiple vantage points stemming from different parts of the world that can help science educators and teacher educators in finding ways to meaningfully and purposefully embed sustainability into teaching and learning. It is a rich resource for exploring and contextualizing sustainability-oriented science education. At this time we find ourselves in a situation in which the earth's ecological system is under significant strain as a result of human activity. In the developed world people are asking "How can we maintain our current standard of living?" while those in the developing world are asking "How can we increase the quality of our lives?" all while trying to do what is necessary to mitigate the environmental problems. This volume responds to these questions with a focus on educating for sustainability, including historical and philosophical analyses, and pedagogical and practical applications in the context of science teacher

preparation. Included are many examples of ways to educate science teachers for sustainability from authors across the globe. This text argues that issues of sustainability are increasingly important to our natural world, built world, national and international economics, and of course the political world. The ideas presented in the book provide examples for original, effective and necessary changes for envisioning educating science teachers for sustainability that will inform policy makers.
