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Autore	Rozzi Ricardo
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Altri autori (Persone)	TauroAlejandra Avriel-AvniNoa WrightT May JrRoy H
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people and nature -- Chapter 7. The Eyes of The Tree: Applying Field Environmental Philosophy to Tackle Conservation Problems at Long Term Socio-Ecological Research Sites -- Chapter 8. Starfishes and Sky Stars: Field Environmental Philosophy Education and Ecotourism Experiences in Baja California, México -- Chapter 9. Biocitizen's Approach to Biotic Wonder, Citizenship, and Field Environmental Philosophy -- Chapter 10. Inter-species and Inter-cultural Encounters: The Education and Biocultural Ethics Program of the Omora Ethnobotanical Park -- Chapter 11. Beyond Field Environmental Philosophy: Integrating Science Education and Technology -- Part II: EDUCATION "ON THE RAZOR'S EDGE" -- Chapter 12. Introduction Part II. Education "On the Razor's Edge" -- Chapter 13. Liberation Philosophy and Biocultural Education. A Latin American Journey -- Chapter 14. Collaborative Action Research for Biocultural Heritage Conservation -- Chapter 15. Education as a Driver of Extinction of Experience or Conservation of Biocultural Heritage -- Chapter 16. Aldo Leopold as Educator: His Legacy for Field Environmental Philosophy -- Chapter 17. Leopold's Cultural Harvest, Biocultural Tourism and Field Environmental Philosophy -- Chapter 18. A Material Ecological Ethic for Biocultural Education: Relations Between Life on Earth and Humanity -- Chapter 19. Challenging the Dominant Grand Narrative in Global Education and Culture -- Part III: BIOCULTURAL RECONNECTION. RECOVERING THE SENSE OF COMMUNITY THROUGH EDUCATION -- Chapter 20. Introduction Part III. Biocultural Reconnection. Recovering the Sense of Community Through Education -- Chapter 21. Small, Silent and (In)Significant: Childhood as a Minoritarian Experience of Education -- Chapter 22. Communities of Philosophical Inquiry for the Empowerment of Ecological Agency -- Chapter 23. Biocultural Resilience Through Educational Tourism in Cholula, Mexico -- Chapter 24. Collaborative Action Research with the Jotí in Venezuela: Experiences in Autoethnography and TEK Vitality Assessment -- Chapter 25. Hand-Print CARE: Intergenerational and Plural Knowledge in Schools -- Chapter 26. The Enviro-Champs Movement: Co-Researching Transformation Through Training Processes in a Post COVID World -- Part IV: INTRODUCTION TO PLATFORMS FOR INTEGRATING THE SCIENCES, ARTS, AND HUMANITIES INTO PARTICIPATORY EDUCATION -- Chapter 27. Introduction Part IV. Introduction to Platforms for Integrating the Sciences, Arts, and Humanities into Participatory Education -- Chapter 28. Bridge the Channel, Enhance the Inclusivity: A Comparison Between Flagship Species-Centered and Moss-Centered Conservation in Chile and China -- Chapter 29. Biocultural Conservation in Biosphere Reserves in Temperate Regions of Chile, Estonia, Germany, and Sweden -- Chapter 30. Mindfulness and Reconnection with Freshwater Ecosystems at the Meadows Center Education Program -- Chapter 31. Nature, Humans, and Education: Ecohumanism as an Integrative Guiding Paradigm for Values Education and Teacher Training in Israel -- Chapter 32. The H.J. Andrews Experimental Forest Long-Term Ecological Research Program, Oregon, USA: A Historical Biocultural Perspective -- Chapter 33. Screens on Trails: Digital Environmental Science, Arts, And Humanities Learning for Biocultural Conservation -- Chapter 34. Reframing Sense of Place: A Goal for Environmental Education and an Indicator Supporting Social-Ecological Resilience.

Sommario/riassunto

This fifth volume in the Ecology and Ethics series integrates key concepts of the previous four volumes by addressing biocultural conservation through novel educational methods. In Field Environmental Philosophy (FEP), the authors undertake two complementary tasks. First, they address a problematic facet of

education as an indirect driver of a global change and biocultural homogenization. Second, they contribute to solve the former problems by introducing the FEP method as well as other educational approaches from around the world that value and foster conservation of biological and cultural diversity. A particular emphasis is therefore on the integration of sciences, arts, humanities, and ethics into educational practices that involve the participation of local communities with their diverse forms of ecological knowledge and practices. The book is divided into four parts. Part I introduces FEP concepts and practices that involve a 4-step cycle of transdisciplinary research, poetic communication through composition of metaphors, design of field activities guided with an ecological and ethical orientation, and participation in biocultural conservation activities. Part II exposes problems as well as solutions in formal education (from preschool to higher education) and non-formal education to respect biocultural diversity. Parts III & IV provide case studies developed at long-term socio-ecological research (LTSER) sites, botanical gardens, and other platforms for non-formal education that contribute to biocultural conservation. This book supports a paradigm shift addressing still understudied indirect drivers of global change to foster the conservation of biological and cultural diversity. It is a valuable asset for scientists and practitioners in science and humanities education.
