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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Chapter 1: A critical Introduction -- Part I: Wild Pedagogies -- Chapter 2: Wild Pedagogies: Opportunities and Challenges for Practice -- Chapter 3: The Epistemological Possibilities of Love: Relearning the Love of Land -- Chapter 4: How might self-guided and instructor-led nature education serve as a gateway to appreciating non-human agency and values -- Chapter 5: Where the children are -- Part II: Dark Pedagogies -- Chapter 6: Action Incontinence - Action and Competence in Dark Pedagogy -- Chapter 7: Dark Labour -- Chapter 8: Cosmology and the Anthropocene: Speculative-Educative-Artistic Practices for a Planetary Consciousness -- Chapter 9: Lying on the Ground: Aesthetic Learning Processes in the Anthropocene -- Part III: Interspecies Inclusion and Environmental Literacy -- Chapter 10: Embodying the Earth: Environmental Pedagogy, Re-wilding Waterscapes and Human Consciousness -- Chapter 11: To Love and Be Loved in

Return - Towards a Post-Anthropocene Pedagogy and Humanity --
Chapter 12: Planetarianism Now: On Anticipatory Imagination, Young
People's Literature, and Hope for the Planet -- Chapter 13: To Learn a
World: Human-machine Entanglements as Pedagogy for the
Anthropocene -- Part IV: Critical Rethinking and Future Practices --
Chapter 14: Ethical Grounding of Critical Place-Based Education in the
Anthropocene -- Chapter 15: Educating for Sustainability in an Anti-
Education State: Critical Thinking in a Rural Science Classroom --
Chapter 16: Ecopedagogy in the Anthropocene - a Defense of the
Classical Paideia -- Chapter 17: Sowing the Seeds of the Pollination
Academy: Exploring Mycelic pedagogies in the Anthropocene --
Chapter 18: Outro.

Sommario/riassunto

"Much has been written about the Anthropocene but surprising little about its implications for education. This book tackles that fundamental issue head-on. The definitions and interpretations of the Anthropocene are vast, but they all point towards the same formidable challenge - we need to examine who we are and what relationship we should have with the rest of the planet. The next generations will feel the full force of the Anthropocene, so there is nothing more important than preparing them for the uncertain future of the human epoch." - Will Steffen, Emeritus Professor, The Australian National University, Canberra "This book charts critical pedagogical pathways for an unknown future. Its offerings range from those who believe the future is dark yet holds a flickering torch of hope for the future, and others that believe that the hope for the future lies in our ability to re-wild and re-pair the extraordinary damage we have done to the planet, through re-vitalized consciousness and connections. -Makere StewartHarawira, Professor, University of Alberta, Canada This book confronts new pedagogical challenges of the Anthropocene era. The authors argue that this new epoch, with an unstable climate and new varieties of globally spreading viruses, calls for a re-invigoration in education and an alertness to new philosophies of education, pedagogical imaginations, thoughts and practices. Addressing the linkages between the Anthropocene and Pedagogy across a broad pedagogical and cultural spectrum that is both formal and informal, the editors and their contributors emphasize a re-imagining of education that is alive, and serves to deepen our understandings of the capacities and values of all planetary life. Michael Paulsen is Associate Professor and Head of Intercultural Pedagogy Studies at the University of Southern Denmark. jan jagodzinski is Professor of Visual Art and Media Education at the University of Alberta, Canada. Shé M. Hawke is Assistant Professor and Head of the Mediterranean Institute for Environmental Studies (2019-2021), Science and Research Centre, Koper, Slovenia. She is also an Honorary Associate in the Department of Gender and Cultural Studies, University of Sydney, Australia.
