

***International Perspectives on the Theory and Practice of  
Environmental Education: A Reader***  
(Springer Publisher)

(Editors: Giuliano Reis and Jeff Scott)

**Book Abstract:** Overall, environmental education (EE) has been aimed at giving people a wider appreciation of the diversity of cultural and environmental systems around them as well as the urge to overcome existing problems. Indeed, universities, schools, and community-based organizations struggle to promote sustainable environmental education practices geared toward the development of ecologically literate citizens in light of surmountable challenges of hyperconsumerism, environmental depletion and socioeconomic inequality. The extent that individuals within educational systems are expected to effectively respond to—as well as benefit from—the collective demand for a “greener” and more just world becomes paramount with the vision and analysis of different successes and challenges embodied by EE efforts worldwide. These insights and theoretical perspectives expand the creative commons (i.e. shared social imagination) available for educators worldwide when designing and implementing contextually situated (yet globally relevant and innovative) EE initiatives.

In sum, this book shares conceptually and empirically grounded critical perspectives on the conceptualization, implementation, discourses, policies, and alternative practices of environmental education for diverse and unique groups of learners in a variety of international educational settings. Each contribution is organized by the various regions of the planet (i.e. continents) and offers insights on the authors’ own processes of re-imagining an education in/about/for the environment that are realized through their teaching, research and other ways of “doing” EE. In addition, every section provides theoretical and practical scholarship detailing specific frameworks that support and orient research and practices from a multiplicity of angles. This book is intended to foster conversations amongst researchers, teacher educators, schoolteachers, and community leaders in order to promote new international collaborations around current and potential forms of environmental education. It is also a means to envision new teaching and research agendas for an education for sustainable development and sustainability.

Proposals will be accepted for either (i) an entire section or (ii) individual chapters, both of which should focus on practices and theoretical views on/from a specific region of the globe. Interested authors are invited to forward a detailed abstract of their proposals until **May 30<sup>th</sup>, 2014** (500 words maximum).

### **Author’s Guidelines**

1. Please use Times New Roman, **14pt Bold Title**, **12pt Headings**, and 12pt writing, and no indentation with the first paragraph under each heading.

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2. APA Manual Style 6<sup>th</sup> Edition, and citations in paragraphs as follows (Reis 2009) or (Mueller and Reis 2011, p. 53) or (Bartels, Reis and Mueller 2012). Please do not use more than one citation per parenthesis. For definitions, we prefer direct quotes rather than paraphrasing. We encourage the use of **Notes** throughout. References should be in APA. Use DOI numbers for references when possible.
3. Abstracts should be no more than 500 words.
4. At the end of the submission please include a black and white photo of each author and contact address, phone, and email for each author. Finally, please include a 50-word or less biography for each author. In case you submission is accepted, we will use the photo and biography in the book.
5. Use humor where appropriate, photographs, art, poems, and other creative expressions. We encourage narrative and other creative styles of writing. If using photos or artwork, please ensure they are high quality digital images suitable for publication.

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