

Study Guide For Introducing Christian Doctrine 2nd Ed By Millard J

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global initiatives regarding environmental change have increasingly become part of political agendas and of our collective imagination in order to form sustainable societies education is considered crucial by organizations such as the united nations and the european union but how is the notion of sustainability imagined and formed in educational practices what does sustainability make possible and whom does it involve these critical questions are not often asked in educational research on sustainability this study suggests that the absence of critical questions in sustainability education is part of a contemporary post political framing of environmental issues in order to re politicize sustainability in education this study critically explores how education as an institution and a practice that is supposed to foster humans responds to environmental change the aim is to explore how sustainability is formed in education and to discuss how these formations relate to ideas of what education is and whom it is for this interdisciplinary study uses theories and concepts from cultural studies feminist theory political theory and philosophy of education to study imaginaries of the unknown nonhuman world in the context of education the focus of the empirical investigation is on teacher education in sweden and more precisely on those responsible for teaching the future generations of teachers the teacher instructors with help from empirical findings from focus groups the study asks questions about the ontological political and ethical potential and risk of bringing the unknown other into education utbildning har globalt fått en central roll i strävanden efter att skapa hållbar utveckling initiativ tagna av såväl förenta nationerna som europeiska unionen där utbildning och hållbarhet kopplas samman vittnar om att frågor som rör miljöförändringar har blivit allt viktigare både på de politiska agendorna och i våra kollektiva kulturella föreställningsvärldar men hur formas begreppet hållbar utveckling när det ska göras undervisningsbart vilka framtider möjliggör hållbar utveckling i utbildningssammanhang och vem inkluderas i begreppet frågor av kritisk karaktär är ofta frånvarande i tidigare utbildningsforskning som rör hållbar utveckling denna avhandling tar sin utgångspunkt i att frånvaron av kritiska frågor kan ses som del i en samtida postpolitisk inramning av miljöfrågor i såväl utbildningssammanhang som i samhället i stort studien undersöker hur utbildningsväsendet som är en central institution i fostrandet av framtidens medborgare tar sig an frågor som rör miljöförändringar syftet med studien är att undersöka hur hållbar utveckling formas genom utbildning samt att diskutera hur dessa formationer relateras till idéer om vad utbildning är och vem som ska utbildas på så vis söker studien också efter sätt att re politisera hållbar utveckling i utbildningssammanhang avhandlingen är tvärvetenskaplig och använder teorier och begrepp från kulturstudier feministisk teori politisk teori och utbildningsfilosofi för att studera vad utbildning som relaterar till natur och miljöfrågor möjliggör empiriskt undersöks svenska lärarutbildare som ansvarar för att utbilda framtidens lärare studien ställer frågor om ontologiska politiska och etiska aspekter av att öppna upp utbildningen för det som ligger bortom mänsklig kontroll och kunskap

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Introduction

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