

Review

International Perspectives on the Theory and Practice of Environmental Education: A Reader. Edited by Giuliano Reis and Jeff Scott. Cham, Switzerland: Springer Nature, 2018, ISBN 978-3-319-67731-6

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“The world changes according to the way people see it, and if you alter, even by a millimeter, the way people look at reality, then you can change it.” – James Baldwin

Reis and Scott, both professors of education at Canadian universities, attempt to change how people see the world through *International Perspectives on the Theory and Practice of Environmental Education: A Reader*. The editors have brought together a group of authors and collection of stories that aim to change the reader, inspiring them to take action and influence others in regard to environmental education (EE). By presenting multiple perspectives, the text challenges readers to explore their own understandings of EE and, potentially, change their own practice.

International Perspectives on the Theory and Practice of Environmental Education: A Reader provides many perspectives from across the globe on the theory and practice of EE. The third volume in a series titled *Environmental Discourses in Science Education*, the text includes 16 chapters written by 37 authors coming from Australia, Brazil, China, North America, and more who have contributed their ideas and passions as experts on subjects ranging from early childhood to higher education, in both formal and non-formal settings. The text is divided into four parts: EE and teacher education, EE outside walls, EE in the context of schools, and EE research and poetry. Each part includes implementation strategies, research, policies, and theory. Discussion questions are provided at the end of each chapter so that the book might be used as a course text.

One way to change how people see the world can be through having a connection to place. Through its mode of inquiry and introduction to cutting-edge issues, the book repeatedly offers readers opportunities to explore new ideas and experience personal growth, particularly regarding their connection to place. From the very start, the authors encourage the reader to have an open mind through the inclusion of the “cantico,” impressing upon the reader that we must all look after each other. Throughout the text, the contributing authors pose questions for the reader to consider about getting closer to the environment, developing compassion, and considering how connection to place might vary by location. This idea of connection to place is woven through the entire book as the authors of each chapter provide suggestions for transferring the ideas presented therein to the reader’s context.

Another route to change can be through taking a critical perspective of EE. The authors encourage the reader to take a critical perspective of environmental

education in several ways. For example, chapter 2 explores how EE can be used as a practice of environmental reconciliation by linking ecojustice education to Indigenous education, while chapter 15 discusses the relationship between the processes of citizenship construction and EE. Considering the current political situation, particularly in the United States, an analysis of EE literature's use of words and ideas related to "citizenship" causes the reader to think critically about their own meaning of the word and understanding of the goals of environmental education. Educators might change their own practice by incorporating critical perspectives of EE into their curriculum in order to address issues of injustice and explore avenues toward inclusivity.

The reader is challenged to reflect on their own thinking—not only does the text present different ideas that might push the reader's comfort zones, but each chapter provides discussion questions that prompt readers to further consider the most important components of each chapter. For example, the questions on page 45 get the reader to think about how they might modify lessons to include art, to consider what challenges they might face integrating more EE in their curriculum, and to examine how one might model sustainable behaviour. Reflecting on their own thinking might cause the reader to further change their own perspective on and practice in EE. Chapter after chapter provides a unique perspective and new ideas for the reader to consider.

While these varied perspectives and global voices provide numerous strategies, research, policies, and theories of EE, they seemed to differ in definitions and meanings. In other words, it could prove beneficial for authors to include definitions in order to allow for clarity by the reader. To further clarify, the editors could compare and contrast the writings through a final chapter. Such a concluding chapter could serve as a final call to action, reinforcing the book's goal of changing people's perspectives.

EE is a diverse field that can lead to change. Originating in nature study and conservation education, EE has evolved in many forms, e.g., sustainability education. This text allows the reader to see even more opportunities for EE, including findings from research, examples from practice and policy, and guiding theories. By pushing the reader to consider their own connection to place and critical perspectives on EE as well as to reflect on their own thinking and practice, this text pushes the edges of the field. It sparks curiosity and challenges the reader to consider what they might do to improve their own practice. It just might alter the way people look at reality.

This book also helps to fill a gap in resources for higher education. Faculty members in higher education could use chapters as readings for undergraduate and graduate level courses for formal and non-formal educators. Its questions for reflection could help guide student reading and discussions. Finally, the book also supports higher education as it aims to foster conversations that promote international collaborations and a way to "envision new teaching and research agendas" (p. v).