



教学·课程·学校·社会

- 中国环境教育实践的经验

Teaching, Curriculum, School and Community : Experience from Environmental Education in China

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嵌入社会-生态系统的教育

Education integrated into Social-Ecological System

正式学习
Formal learning

学习方式分类
Classification of
learning styles

非正式学习
Informal learning

01

活动式教学

通过体验型活动，如角色扮演，让学生懂得保护环境、爱护动物的重要性。

02

研究性学习

引导学生自主处理项目，并使之在处理过程中有效把握环境知识。

03

学科渗透

将环境教育通过“学科渗透”有效融入到其他学科。比如，英语课观看环保类电影。

04

信息化教学

利用现代化信息技术，如“形色”APP、VR等，帮助学生高效学习环境知识。

Activity-based teaching

Through experiential activities, such as role-playing, let students understand the importance of protecting the environment and caring for animals.

Inquiry-based teaching

Guide the students to deal with the project independently and make it grasp the environmental knowledge effectively in the process.

Subject-based teaching

Effectively integrate environmental education into other disciplines through "discipline infiltration". Such as, watch environmental movies in English class.

Information-based teaching

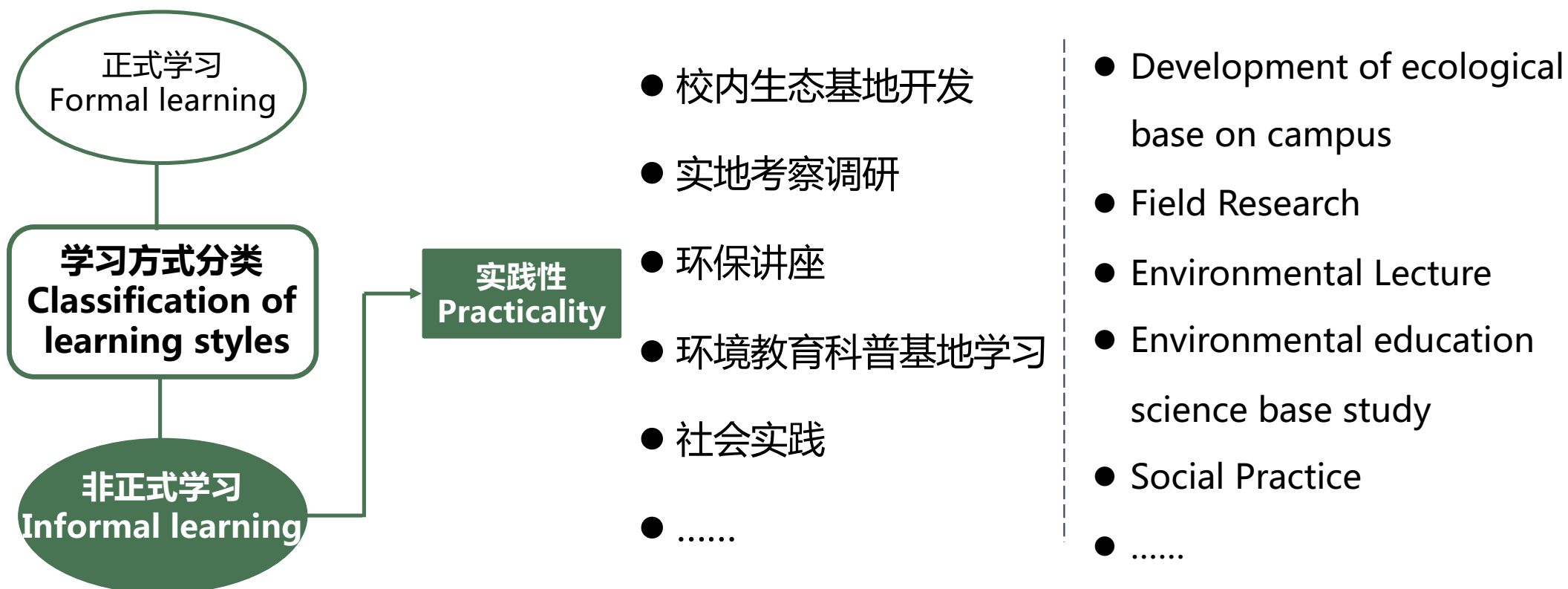
The use of modern information technology, such as "shape" APP, VR, etc., to help students learn environmental knowledge efficiently.

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案例展示/ Case presentation



校内
Development of



实地
Field



环保
Environment



环境
Environmental e



社会实践
Social Practice

01 融合已有课程

Integration
(national and regional curricular)

深入挖掘已有课程中与环境教育相关的内容，并在此基础上加以有效整合或补充。

In-depth exploration of content related to environmental education in existing curricula and effective integration or supplementation on this basis.



02 开发新的课程

Development
(local and school curricular)

“学生特点” + “当地特色” +
“教师自身优势”

“Students' characteristics”
+ “local features” + “teachers’
own strengths”

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案例 1 / Case 1

北京师范大学青岛城阳附属学校各年级分别开发不同的垃圾分类课程，通过垃圾分类切入环境教育。

The Qingdao Chengyang Affiliated School of Beijing Normal University has developed different garbage sorting curricula for each grade level to introduce environmental education through garbage sorting.

案例 2 / Case 2

广州市南沙区岭东职业技术学校成立专门课题组，基于社团和班级活动，从课内和课外两个维度构建环境教育校本课程。

Lingdong Vocational and Technical School in Nansha District, Guangzhou, has set up a special project team to build a school-based curriculum for environmental education based on club and class activities, both in and out of the classroom.

案例 3 / Case 3

浙江省桐乡市实验小学教育集团春晖小学以“纸、水、绿、废”四主题建构“一主题四专题”的课程群，对学生展开环境教育。

Chunhui Primary School of Tongxiang Experimental Primary Education Group in Zhejiang Province uses the four themes of "paper, water, green, and waste" to build a curriculum group of "one theme and four topics" to educate students about the environment.

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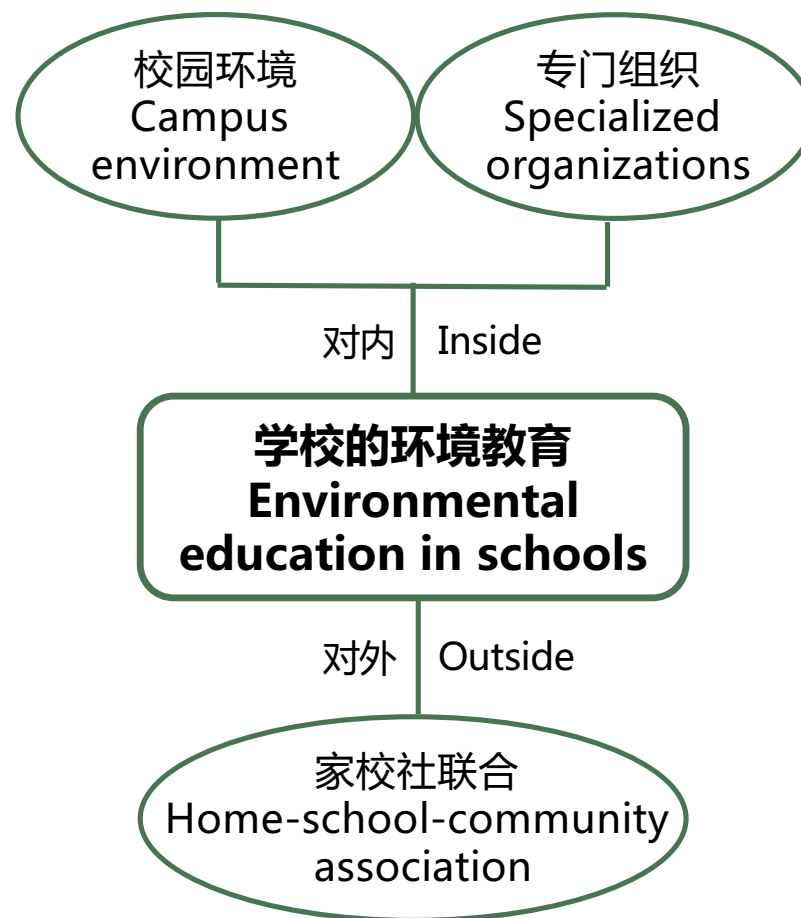
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图为南宁市位子淥小学国际生态学校绿旗授旗仪式

The picture shows the green flag awarding ceremony of the International Eco-School of Nanning City Bitzi Bryan Primary School



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校园环境
Campus
environment

专门组织
Specialized
organizations



Home-school-community
association

① 物质环境

校园绿化突出“绿色共生”，强调多样性、整体性、美观性。

② 文化环境

充分利用教学楼、班级空间，比如设立班级“生态角”。

③ 人际环境

师生共同努力成为与自然、社会、他人、自身都高度和谐的高素质人才。

Physical environment

Campus greening highlights "green symbiosis", emphasizing diversity, wholeness and beauty.

Cultural environment

We make full use of the teaching building and classroom space, such as setting up classroom "ecological corners".

Interpersonal environment

Teachers and students work together to become highly qualified human beings who are in high harmony with nature, society, others, and themselves.

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负责绿色学校的建设与发展
Responsible for the construction and
development of green schools

对内 Inside

学校的环境教育
Environmental
education in schools

对外 Outside

家校社联合
Home-school-community
association

- 综合评估校园环境
- 制定相关教育工作计划
- 组织师生共同参与
- 设立相关生态规章
-

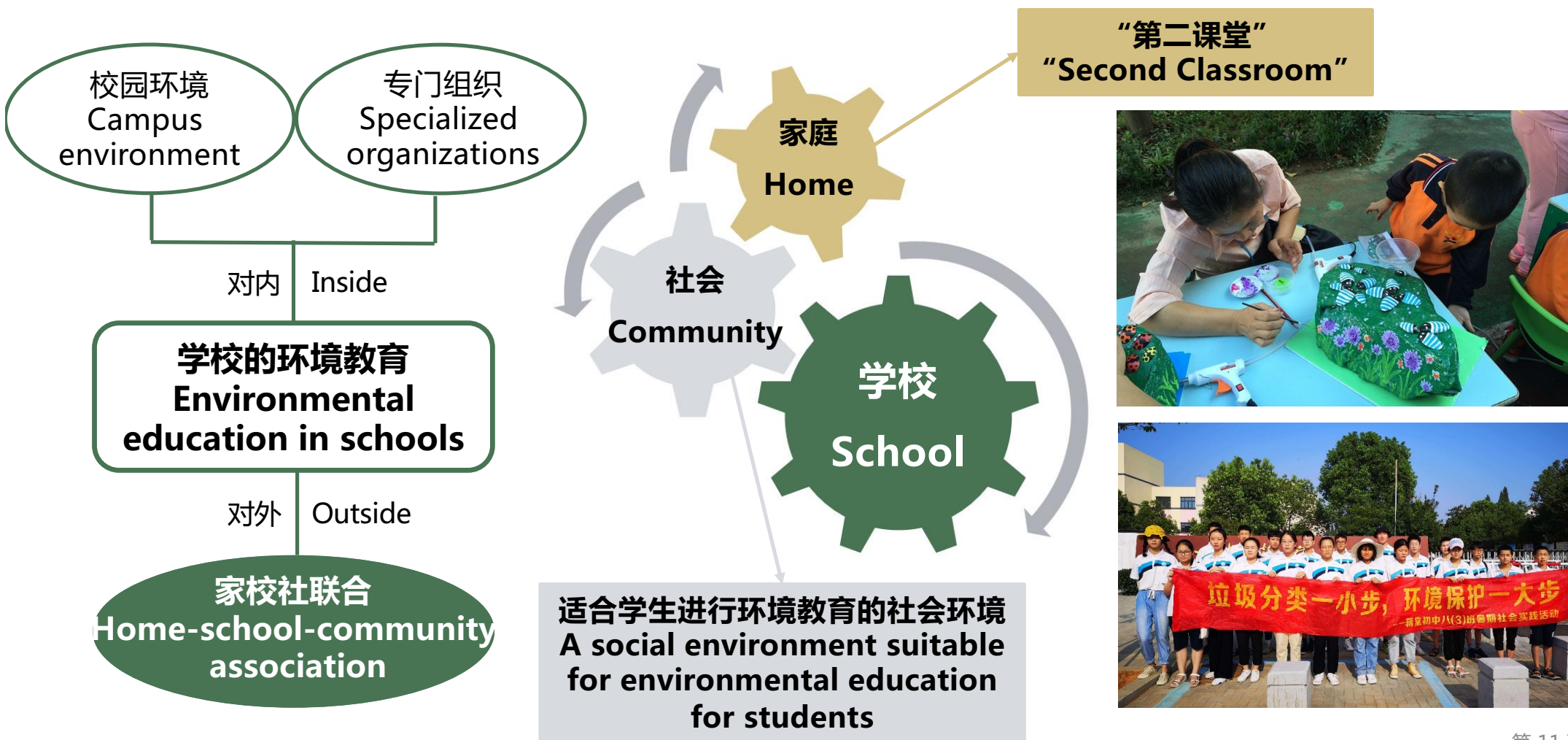
- Comprehensive assessment of the campus environment
- Develop relevant educational work plans
- Organize faculty and students to participate together
- Establishment of relevant ecological regulations
-

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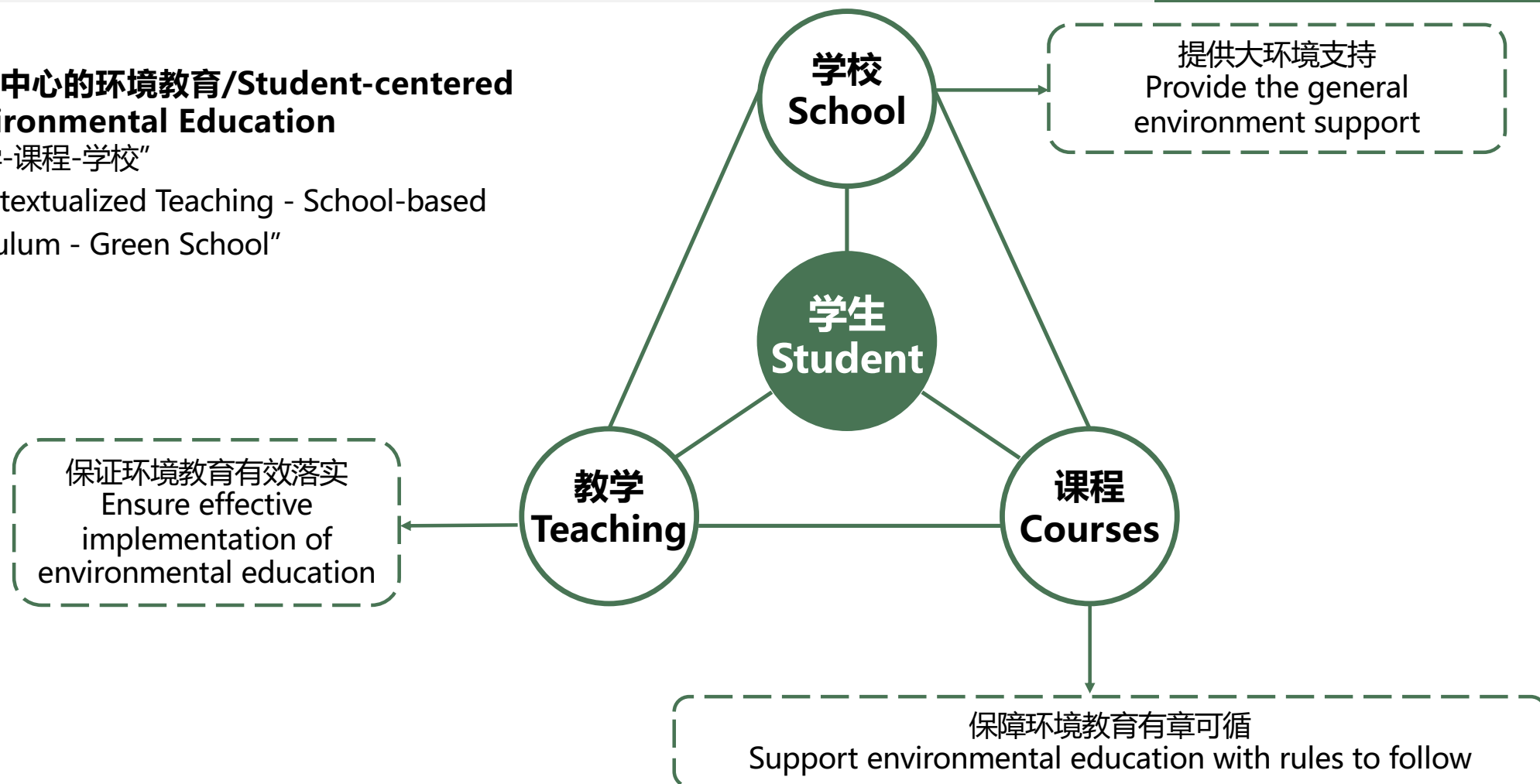
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学生中心的环境教育/Student-centered Environmental Education

“教学-课程-学校”

“Contextualized Teaching - School-based
curriculum - Green School”



人类应当被视为嵌于社区和生态系统的一部分（Wimberley 2009），并且可以通过行动改善，而不是破坏原本健康的生态系统。

Human beings should be seen as part of communities and ecosystems (Wimberley 2009) and can be improved through action rather than destroying otherwise healthy ecosystems.

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尽管全球人口和环境发生了变化，但环境教育的目标、实践和研究很大程度上仍然集中在个体参与者的行为上。我们认为，未来也许可以借鉴生态学家和社会学家的工作，将环境教育视为社会和生态发展过程的一部分，促进环境中社会-生物-物理要素之间的良性循环和反馈，促进生态系统服务，促进人类健康。

这种**嵌入社会-生态系统的环境教育**为人类学习如何应对全球性问题，促进可持续发展提供了可能框架。



Despite global demographic and environmental changes, the goals, practices, and research in environmental education remain largely focused on the behavior of individual participants. We believe that in the future it may be possible to draw on the work of ecologists and sociologists to view environmental education as part of a social and ecological development process that promotes virtuous cycles and feedback between the social-biological-physical elements of the environment, promoting ecosystem services and human health.

Such **environmental education integrated into Social-Ecological System** provides a possible framework for human learning to respond to global problems and promote sustainable development.



谢谢！
Thanks for listening!