



Education as Co-Responding to the More-than-Human World: Towards Thoughtful Practices in Place-Engaged Sustainability Education

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Message from the Guest Editors

Dear Colleagues,

With this Special Issue, we aim to contribute to a recent focus on Education for Sustainability (ESD) literature. We invite scholars to elaborate on one or more of the following topics and questions and in doing so discuss the outspoken educational dynamic of these initiatives:

- what kind of educational activities, tools, and dynamics can foster this sensitivity to the human and non-human entanglements in particular places or establish a learning milieu in which humans learn to think in the presence of these entanglements.
- how, through these activities, tools, and dynamics, do specific abilities of, for example, noticing, corresponding, regenerating, commoning, valuing, and imagining become possible and how do these differ from activities, tools, and dynamics that abstract, represent, clarify, make visible, etc.
- how can this pedagogy intensify the experience that something is at stake in inhabiting the world in the here-and-now (rather than in a globally projected future) and make possible an attentiveness to the ways in which humans and things (can) hold together?

