ICT tools in environmental education: reviewing two newcomers to schools

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## Topics

## Sample

(The article is a literature review summarizing research that has sought to integrate ICT and digital tools in environmental education.)

## Implications For Educators About

* School innovation
* Professional development
* Other

## Implications For Stakeholders About

Researchers

# Abstract

United Nations of Education Scientific and Cultural Organisation’s (UNESCO’s) founding statements about environmental education (EE) in the 1970s positioned it as a multidisciplinary field of inquiry. When enacted as such, it challenges traditional ways of organising secondary school education by academic subject areas. Equally, according to UNESCO, EE requires various forms of integrated and project-based teaching and learning approaches. These can involve hands-on experimentation alongside the retrieval and critical analysis of information from diverse sources and perspectives, and with different qualities and statuses. Multidisciplinary and knowledge engagement challenges are key considerations for an EE curriculum designed to harness information and communication technologies (ICT) to support and enhance student learning, which also challenge traditional instructional priorities that for example are largely based on textbooks. This review summarises research that has sought to integrate ICT and digital tools in EE. A key finding is that while there is a rich variety of such tools and applications available, there is far less research on their fit with and implications for student learning. The review calls for further studies that will provide models of productive forms of teaching and learning that harness ICT resources, particularly in developing the goals and methodologies of EE in the twenty-first century.

# Outcome

"A key finding is that while there is a rich variety of such tools and applications available, there is far less research on their fit with and implications for student learning." (Authors, in Abstract)