

DIÁLOGOS VIRTUALES

A Lecture-Discussion Series on Diversity, Equity, Inclusion & the Global Dimensions of Education

Ecopedagogy: Freirean Pedagogies for Socio-Environmental Justice, Local-to-Planetary Sustainability, and Decolonizing, Anti-Racist, and De-Anthropocentric development

Monday, April 11, 12:00 – 1:30 p.m. PST • [Zoom Registration](#) 

Ecopedagogical teaching focuses on unveiling the politics of human acts of environmental violence that are inherently connected to social injustices and sustainability within and beyond the anthroposphere (i.e., humans, the world). Ecopedagogies are reinventions of, as well as directly from, Paulo Freire's literacy work on teaching to read the word to read the world. Ecopedagogues widen literacy education for critically reading the World as part of plant Earth – i.e., ecopedagogical literacies. For example, ecopedagogical reading includes critical unpacking of how the language and linguistics of “environmentalism” often justifies dominant forms of ‘development’ and ‘sustainability’ that leads to oppressive othering and dominance. Teaching for such Development* sustains/intensifies socio-historical oppressions (e.g., coloniality, racism, citizen:non-citizen, patriarchy, heteronormativity, Northern epistemological supremacy) and dominance over the rest of Nature (i.e., anthropocentrism). This session will focus on the essence and need for ecopedagogical teaching and learning for authentic socio-environmental praxis by deepening and widening participants’ understandings of the effects and causes for anti-environmental acts, especially those which are systemically hidden. Dr. Misiaszek will discuss why non-critical environmental pedagogies fail to enact needed socio-environmental transformation and frequently lead to opposite results.

*Uppercased ‘D’ signifies dominant, neoliberal development, as opposed to development for globally-all-inclusive justice with environmental sustainability.



Greg William Misiaszek, Ph.D., is an Assistant Professor at Beijing Normal University's (BNU), Faculty of Education, Theories of Education Institute. He also holds various positions, including Associate Director, Paulo Freire Institute, UCLA; one of five Executive Editors of the *Teaching in Higher Education: Critical Perspectives* journal; Book Series Editor of Bloomsbury's Freire in Focus (with Carlos Alberto Torres (UCLA)); and Co-Editor, the WCCES (World Council of Comparative Education Societies) journal *Global Comparative Education*. His current work focuses on critical analysis of environmental pedagogies, with specific emphasis on ecopedagogy, through theories of globalizations, citizenships, race, gender, migration, Indigenous issues, linguistics, epistemological justice, and media, among others. His recently published book *Ecopedagogy: Critical Environmental Teaching for Planetary Justice and Global Sustainable Development* (2020, Bloomsbury) deconstructs critical environmental learning and literacies (i.e., ecopedagogical literacies). His 2018 book, *Educating the Global Environmental Citizen: Understanding Ecopedagogy in Local and Global Contexts* (Routledge), focuses on citizenships and environmental pedagogies. Dr. Misiaszek holds a Ph.D. from UCLA's Graduate School of Education in Social Science and Comparative Education, M.S. in education (USC, Rossier), and B.S. from USC in Environmental Studies. (see www.ecopedagogy.com for more information)



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