

# CONTENTS

<b>1 A Critical Introduction</b>	<b>1</b>
Michael Paulsen, jan jagodzinski, and Shé M. Hawke	
<b>Part I Wild Pedagogies</b>	<b>31</b>
<b>2 Wild Pedagogies: Opportunities and Challenges for Practice</b>	<b>33</b>
Sean Blenkinsop, Marcus Morse, and Bob Jickling	
<b>3 The Epistemological Possibilities of Love: Relearning the Love of Land</b>	<b>53</b>
Estella Carolye Kuchta	
<b>4 How Might Self-guided and Instructor-Led Nature Education Serve as a Gateway to Appreciating Non-human Agency and Values?</b>	<b>71</b>
Joe Gray	
<b>5 Where the Children Are</b>	<b>87</b>
Marianne Presthus Heggen, Bob Jickling, Marcus Morse, and Sean Blenkinsop	



<b>Part II</b>	<b>Dark Pedagogies</b>	<b>105</b>
<b>6</b>	<b>Action Incontinence: Action and Competence in Dark Pedagogy</b>	<b>107</b>
	Jonas Andreassen Lysgaard and Stefan Bengtsson	
<b>7</b>	<b>Dark Labour</b>	<b>129</b>
	Jason J. Wallin	
<b>8</b>	<b>Cosmology and the Anthropocene: Speculative-Educative-Artistic Practices for a Planetary Consciousness</b>	<b>147</b>
	jan jagodzinski	
<b>9</b>	<b>Lying on the Ground: Aesthetic Learning Processes in the Anthropocene</b>	<b>175</b>
	Helene Illeris	
<b>Part III</b>	<b>Interspecies Inclusion and Environmental Literacy</b>	<b>195</b>
<b>10</b>	<b>Embodying the Earth: Environmental Pedagogy, Re-wilding Waterscapes and Human Consciousness</b>	<b>197</b>
	Shé M. Hawke and Reingard Spannring	
<b>11</b>	<b>To Love and Be Loved in Return: Toward a Post-Anthropocene Pedagogy and Humanity</b>	<b>217</b>
	Lennart Nørreklit and Michael Paulsen	
<b>12</b>	<b>Planetarianism Now: On Anticipatory Imagination, Young People's Literature, and Hope for the Planet</b>	<b>241</b>
	Marek Oziewicz	
<b>13</b>	<b>To Learn a World: Human-Machine Entanglements as Pedagogy for the Anthropocene</b>	<b>257</b>
	Alexander Popov	



<b>Part IV</b>	<b>Critical Rethinking and Future Practices</b>	<b>275</b>
<b>14</b>	<b>Ethical Grounding of Critical Place-Based Education in the Anthropocene</b> Ole Andreas Kvamme	<b>277</b>
<b>15</b>	<b>Educating for Sustainability in an Anti-education State: Critical Thinking in a Rural Science Classroom</b> Kerrie Willis and Nick Kleese	<b>295</b>
<b>16</b>	<b>Ecopedagogy in the Anthropocene: A Defence of the Classical <i>Paideia</i></b> Lars Petter Storm Torjussen	<b>313</b>
<b>17</b>	<b>Sowing the Seeds of the Pollination Academy: Exploring Mycelic Pedagogies in the Anthropocene</b> Oleg Koefoed and Thomas Burø	<b>329</b>
<b>18</b>	<b>Outro</b> jan jagodzinski, Michael Paulsen, and Shé M. Hawke	<b>359</b>
<b>Index</b>		<b>369</b>