

NATURE INCLUSIVE EDUCATION

Nature Inclusive Education addresses the need for more regular, direct nature experience in the daily life of (younger) generations to facilitate development towards responsible changemakers for science and society.

It supports well-being, enriches learning with experiential approaches and facilitates reflection on fundamental human-nature relationships underlying sustainability issues.

Using a myriad of Nature Inclusive Teaching methods, it aims to enliven active hope in the face of global socio-ecological crises.

"When we started our group work, we first went outside and guided each other blindfolded around, touching and smelling the trees and shrubs. This bonded us because we had to rely on each other, and it made me feel more relaxed and present. Later we discussed how the experience was for the students from different cultures.

SKILLS

Collaboration
Boundary crossing
Personal leadership
Social embedness
Diversity and inclusion

"For landscape architecture, we did an exercise to follow and observe an insect outside for 15 minutes and wonder about how it spends the day. This made me so curious and amazed about the life and habitat needs of insects. Later we discussed this in the planning of a new city park".

SKILLS

Researching
Reflection
Creative Thinking
Designing
Perspective taking



PILLARS

Nature Inclusive Education invites a whole-person approach that includes cognitive, emotional, physical, spiritual and action-oriented development. It builds on experiential, embodied and relational teaching methods that give learners the opportunity to practice with knowledge, skills and attitudes for lively, responsible, caring and balanced participation within the greater community of life.

LIVING LAB AT WUR

The coming years we will run Teacher Trainings and form a community of practice with staff and students to experiment with Nature Inclusive Teaching methods in courses and explore how to support Nature Inclusive Education WUR-wide.

"I translated a worldview framework offered during the Nature Inclusive Teaching training into a dilemma game for bioengineering to help my students become aware of (ethical) perspectives on bioengineering technology and its effect on society.

SKILLS

Ethics and dilemmas
Philosophy of science
Perspective taking
Diversity and inclusion



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