

A B S T R A C T S

**Nature in the poetic voice
An exercise with young
university students**

ELBA CASTRO ROSALES
AND JAVIER REYES RUIZ

The article refers to an interpretation exercise between poets, environmental educators, and Bachelor (Licenciatura) and master's degree students from the University of Guadalajara. In working with students of environmental education and biology, it is possible to appreciate how much scientific knowledge they already have is enriched and how it expands to a deeper subjective and intersubjective one that allows them to fully look at the links with the immediate social and ecological environment. The exercise reveals a transformative pedagogy whose engine is the relationship between the experience of nature and the understanding of reality.

**Transform the classroom for
poetry, dance, and music
An experience in the Bachelor
(Licenciatura) of Environmental
Sciences at UNAM**

ATHENA BULLEN AGUIAR
AND ALICIA CASTILLO

The text narrates the development of an activity called "Café Literario", which is part of the Communication and Environmental Education course in the Bachelor (Licenciatura) in Environmental Sciences at UNAM *campus* Morelia (Mexico). In "Café Literario" the participants share their ideas and feelings through different formats, artistic proposals, and reflections on environmental education. The aim is that they enjoy an aesthetic experience through which they can question beliefs around education, particularly about environmental education.

**Literature, art and
environmental conservation
in the islands of Mexico**

ALFONSO AGUIRRE MUÑOZ,
MARIAM LATOFSKI ROBLES,
ITZEL YAZMÍN MALDONADO FLORES
AND ANA ESPERANZA MARICHAL GONZÁLEZ

An educational experience with adolescents from Isla Guadalupe (Mexico) implemented by "Grupo de Ecología y Conservación de Islas, A.C.". This group carries out conservation projects on islands and simultaneously carries out projects to promote valuation and appreciation of native biodiversity of the islands through artistic expression. Educational-cultural work carried out by the association includes activities from different artistic disciplines (including literature), which take place over several days on islands or coastal communities linked to them. Artists, biologists, environmental educators, and technicians join the work with adolescents. These pedagogical experiences generate multiple learning in all the participants.

**Teaching and literature:
educational itinerary towards
understanding the human
environment**

RAFAEL TONATIUH RAMÍREZ BELTRÁN
AND ARMANDO MEIXUEIRO HERNÁNDEZ

This article gives an account of the authors' trajectory over more than 30 years of teaching at the intermediate and higher level, particularly in teacher training, with the use of literary elements. *El maestro equivocado* (The wrong teacher), one of their projects, is a collective novel whose central character embodies a university teacher who works in a difficult context like most of university educators in Mexico. This work has been a trigger for reflection and written production of various generations of teachers in training. Other literary projects developed in teacher training are also described, which give students a voice and generate intense literary exchanges among all participants.

Poetry as a didactic tool to raise awareness about nature

LORENA MARTÍNEZ GONZÁLEZ AND
JOSÉ ALBERTO MARTÍNEZ CRUZ

The article tells us about the “Poetic Rally” in Tepetzotlán, Mexico, an educational experience developed by the Environmental Education Center of Xochitla Parque Ecológico (CEAX). Students of various educational levels and residents of the north-western part of Mexico City participate. It is an environmental non-formal education program for sustainability, which objective is to promote in a playful way subjects’ awareness, reflection, and consciousness on their relationship with nature. Accordingly, the intention to promote participants’ value of nature’s beauty and importance, making them to become aware of the main socio-environmental problems and threats that we suffer and the importance of becoming agents of change to face them.

The classroom as a space for construction of critical thinking through environmental poetry

GLORIA MARCELA FLÓREZ ESPINOSA

Based on her experience as a teacher in the subject of Environment and Development of the Bachelor (Licenciatura) of Natural Sciences and Environmental Education from the University of Tolima (Ibagué, Colombia) the author maintains that it is possible to use the classroom as a space to develop students’ critical environmental thinking. The author refers to the need to “remove the veil”, in the sense of awakening, realizing and being more sensitive to the *other*. To do this, she makes use of readings by Latin American authors and to dialogue with other latitudes and perspectives. Sensitivity is awakened in the encounter with nature, in the recognition that we are nature, and in the understanding of culture as a way of living and as a possibility of adaptation.

Paulo Freire’s reading of the world and narratives in the training of EJA educators in southern Brazil

VILMAR ALVES PEREIRA

The author shares a training experience for youth and adult education teachers that took place in the context of “Proyecto de Extensión Olhares Sul-Rio-grandenses” carried out with 180 public school teachers, from May 2013 to January 2015. The text refers to part of the work that referred to Paulo Freire’s “world reading” (lectura de mundo). It is argued that narratives about world reading contribute to the formative and emancipatory processes of youth and adult education (YAE). The experience confirmed that narratives in conversation favour awareness of what has been experienced and create possibilities for the subject, when narrating from a position of belonging, to assume greater authorship in their own life.

Tell me Poetry, a space for expression where community is built

MARIA GUADALUPE LIRA BELTRÁN

The Tell me Poetry project is developed at the Western Institute of Technology and Higher Studies (ITESO) in Guadalajara, Mexico. It is proposed to promote poetry as a living artistic manifestation, involving not only the creator, but also the readers or listeners, and generate a space for reflection, exchange, and freedom of expression through poetry and other genres and literary expressions. The sessions are attended by an average of 70 people, most of them young people (ITESO students, professors and staff, graduates, and people outside the university). One of the results is the conviction of the power that words, reading and writing have as vehicles for building ties between people and as promoters of creativity and expression.

The environmental pedagogy of the novel

JAVIER REYES RUIZ

This article has the purpose of linking theoretical body of environmental education with some novels, trying to identify how in these works are old ideas that today, rejuvenated by the environmental crisis, are part of what we propose and believe as educators. Educator and novelist aspire to move between knowledge and imagination. The premises of this approach to environmental education based on narrative are: 1) understanding of nature as a complex entity, and of human being as nature; 2) educate to understand the possibilities of an environmental catastrophe, and how to mitigate or adapt to it; 3) love of life as a whole and recognition of the indispensable interdependence of all forms of life.

I am going to tell you a story Narrative as a didactic strategy

MARGARITA HURTADO BADIOLA

The last 30 years of the author's professional practice have been focused on the field of environmental popular education, schooled and non-formal. Under the pedagogical principle that learning is more effective when a greater number of our senses participate in it, the author wrote a story entitled "An orange with a history", which she uses in various workshops where not just reading, but all the other senses involved in observing, peeling, and eating an orange. The story, as a didactic narrative, favours the construction of a memory in which the participants little by little become part of it. The approach to environmental problems is carried out from a playful and hopeful approach.

Traducción: Lilian Alemany Rojas

