

Publisher's Note

Conversation concerned with space, place, environment, earth and the ways humanity must co-exist with all creatures is long overdue in our pedagogical discourse. Underpinning each of the works in this sixth volume of the Wabash Center's *Journal on Teaching* is the premise that all life affects all other life. This simple, but often overlooked truth, calls teachers, learners, and institutions toward a more just, more humane and compassionate reality for doing the business of education. There are few ideas more pressing, and more controversial, than the notion of ecology, especially in critical conversations about reimagining and rethinking educational systems.

The urgency of these discussions can be felt in the nine pieces gathered here. Each author grapples with a wide spectrum of concerns and joys concerning the ecologies of education as well as the societal contexts which shape, or mis-shape, educational paradigms. They share expansive reflections on ecology as it relates to teaching, learning, and the future of pedagogy. At the heart of this volume is a profound regard for relationships and an acknowledgement that reciprocity, mutuality, and compassion must permeate how we live, teach, and learn anew.

We will not solve our problems with the same thinking and methods used to create our problems. Any thoughtful conversation about ecology is a conversation calling for imagination and transformation. We hope that these contributions, individually and collectively, provoke dialogue that acknowledges, rather than reject, the necessity for pluralistic approaches. We hope this work contributes to a collective opening to new possibilities about more effective teaching in theology and religion.



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Editor's Note

In a world marked by beauty and fragility, it is crucial to consider our collective stewardship of this Earth—our responsibility to each other, ourselves, and the generations to follow. In the pages of this sixth volume of the Wabash Center's *Journal on Teaching*, our authors direct attention to the theme of ecology. The pieces collected here feel urgent and poignant, inviting others to consider the challenges, and potential opportunities, of teaching in an age of ecological disruption. Beyond environmental crises facing our planet—climate change, habitat degradation, and species extinction—this volume explores the epistemologies of dominion and creation, and presents new frameworks for reconsidering the pedagogy of theology and religion.

If, as these authors suggest, our relationships with the natural world and other living beings are interconnected, then the act of teaching must also be understood as an act of mutuality—one that requires attentiveness, care and a willingness to learn from those outside the human sphere. How do our classrooms and institutions reflect and reshape the natural world? How does exploring teaching through an ecological lens, redefine our understanding of what it means to live and learn together? These pieces do not provide easy answers. However, we hope that the work gathered in this volume provokes dialogue, within academic communities and beyond, aiding in new ways to instruct, practice, and share the interconnectedness of all life.



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