# HOW HUMANS CONSTRUCT THEIR ENVIRONMENT pdf

## 1: How Do Humans Affect the Environment ( 6 + Negative Ways)

*People thought they were under foreign attack as the smog burned their eyes and left an odor of bleach in the air. That is when the devastating effect of aerosols was discovered.*

Can Tiny Houses Help the Environment? While greatly improving quality of life, the industrial revolution that began in the 18th century marked the end of sustainable living. As people got used to more comforts, they yearned for still more. Transportation by fuel-guzzling land, water, and air vehicles is rapidly depleting the fossil fuels, in addition to causing air pollution. Air-conditioning that keeps us warm in winter and comfortably cool in summer requires s a lot of energy. Negative Impacts Caused by Humans Unfortunately, humans are the most polluting species. Earth is very good at recycling waste, but people are generating far more than earth can cope with. Soil pollution Pesticides, herbicides, large landfills, waste from food processing industries, and nuclear waste generated from nuclear reactors and weapons deplete our soil of its nutrients and make it virtually lifeless. According to the Environmental Protection Agency, "Usually, contaminants in the soil are physically or chemically attached to soil particles, or, if they are not attached, are trapped in the small spaces between soil particles. According to the Water Project , "Nearly a billion people do not have access to clean and safe water in our world. Air pollution infects the environment and threatens the health of all who inhabit the earth. According to the United Nations , "The estimations we have now tell us there are 3. Greenhouse gases like CO2 and methane are believed to lead to global warming. Chlorofluorocarbons CFCs , used in refrigeration, and aerosols destroy the ozone layer that shields the earth from UV rays. Ways People Are Affecting the Environment Positively Only humans can think and act to make positive changes in the environment. Captive Breeding and Release of Endangered Animals Nearly extinct animals are bred in protected environs. When the numbers are sufficient, they are reintroduced in to the wild. One example is the Arabian Oryx. California condors, Mauritius kestrels, and black-footed ferrets are some of the other species that have been captive bred and released. Selective Removal Invasive Species Some plants and animals deliberately or accidentally introduced into new areas often thrive there. They wind up replacing indigenous plants and the ecosystems that have been supported by them for thousands of years. One example is Australian gum trees, which have become invasive in California. Efforts are being made to replace them with indigenous trees like the coast live oak. Protecting Native Species Chinese giant pandas are notorious for their poor breeding rate in the wild. The Indian tiger is under threat from illegal poaching. Slow-moving, shallow-water-dwelling manatees are also under threat. All of these animals and others are afforded protection by declaring certain areas of their native habitat as protected reserves. This may help increase their numbers. Controlling Wildfires Every year, wildfires that start spontaneously in Australia, California and other dry areas destroy large areas of forest and the animals living in them. Human efforts often help contain the damage to some extent. Replacing Industrial Food Systems With Permaculture According to the Permaculture Institute , "Permaculture is an ecological design system for sustainability in all aspects of human endeavor. It teaches us how to build natural homes, grow our own food, restore diminished landscapes and ecosystems, catch rainwater, and build communities. Cleaning Waterways Waterways get clogged up with the accumulation of natural debris and excessive plant growth, and also by waste dumping. Periodical clearing prevents flooding of the banks and protects many ecosystems. Reforestation Efforts Large areas that underwent deforestation for cultivation, grazing and for human settlements are reforested with native plant species to restore ecological balance. Finding Renewable Energy Sources Bio-fuels made from plant-derived ethanol and oils are used to reduce dependence on fast-depleting oil reserves. Wind turbines and solar energy generators can help meet local electricity needs and take some of the load off the power grid. The Development of Local Food Sources Local food systems rely upon a network of small, usually family-run farms. More people are also growing their own food due to rising costs and a renewed interest in health and sustainability. Using Technology to Reduce Pollution Technological advances are being used to help control and remediate pollution. This includes Nanotechnology filtration systems that purify water, absorbent materials and oil-digesting bacterial cultures to clean up oil spills, and low-sulfur fuels and efficient carbon

filters to reduce air pollution. How You Can Help There are three major ways you can begin lessening your own impact on the environment. Fortunately, none of them are very difficult to do. Water, Electricity and Gas Conservation Tips Think of the little ways in which you can save water, electricity and gas; share your ideas with friends and family. Carpooling is a great way to save fuel. Whether going to work, or for shopping, make it a group affair. There is nothing more relaxing than a hot bath, but it uses up lots of water. Compare the water usage by taking a shower in the tub with the drain hole closed. Limit shower times to 7 minutes or less and you will save considerable water. Take advantage of sunshine and save electricity. Line dry your washing, if you can manage it without the clothesline becoming an eyesore. Dry tomatoes and fruit slices in the sun. Participate in worthwhile campaigns for positive change. Recycle, Reduce and Reuse There are many other ways to reduce your impact on the environment. Use recyclables like newspaper, metal, plastic and glass for crafts. Grow seedlings in milk cartons or old socks. Repurpose household items whenever you can. Make sprouts in old cheese, butter, and yogurt tubs, or use them for storage. Repurpose T-shirts into quilts and rugs. Create a compost pile in your backyard. Make a Conscious Effort The good news is that everyone can affect the environment positively with a bit of conscious effort. Reducing your carbon footprints and food miles are the first steps. When everyone makes a conscious effort to reduce personal waste and think about the impact that their every action has on the world around them, a change is within reach. Was this page useful?

# HOW HUMANS CONSTRUCT THEIR ENVIRONMENT pdf

## 2: Human-Environmental Interactions

*People react to their environment in a variety of ways. The environment sometimes shape these interactions. Sustainability efforts exist to help humans co-exist peacefully with their environment. People react to their environment in many different ways. They may have virtually no impact on the.*

Excess usage of commodities Wastage of resources: Humans pollute a lot and contribute to air pollution, water, sound, radiation, light and even soil pollution. This is due to many of the human activities like travel, power By: This pollution is harmful not only to humans but also to animals and plants around. This pollution decreases the healthy life span. Hence we can see that there is an extinction of many types of birds, plants, marine animals etc. We can even notice many animals die due to consumption of polyethylene covers. This polyethylene cover pollution is the result of litter by human use of poly bags. Also, carbon emission is increased due to growth in vehicles and leading air, water and soil pollution. Humans digestive tract is a long one like that of the herbivorous animal. This indicates that humans are suitable for vegetable diet. Even evolution theory says humans are from monkeys which are herbivores. But interestingly most of the human population relies on the non-veg diet. This reliance on the non-veg diet is expensive in terms of environment. Because to grow a hen of I kilo weight we need many kilos of wheat. Instead, a kilo of wheat is sufficient for a diet of more than two individuals. So we grow animals for food at the cost of many kilos of herbal diet. This requires growing cereals in many acres of land by use of manures, pesticides etc. Similarly, we kill many birds, deer and other mild animals from the forest for sake of diet. This decreases their population drastically and is a cause of extinction. Though technology is making lives of humans easier and comfortable. It poses a great threat to the environment. The threat is due to pollution, radiation hazards, exploitation of natural resources etc. Radiation hazard is increasing day by day due use of mobile phones and Wi-Fi around us. Hence we can notice that many small birds and insects like honey bees are not found around these days. Even governments are promising to give free Wi-Fi without realizing its harmful effects. If you wish to know the harsh effects, sit in a library or conference room with Wi-Fi enabled inside. You will notice to be having stomach acidity or a headache there. Wi-Fi reduces the use of wired internet connectivity. Still, wi fi has untoward effects on the humans and environments. Deforestation and widespread destruction of trees and plants in the name of expansion and urbanization drastically effect the environment around. Even we can see that there are some companies building resorts as a means of holiday trip into the deepest woods in the world. Thus we are exploiting the nature and environment beyond the safe limits. Hence we can see wild animals getting into villages and attacking humans. Deforestation is decreasing the forest area and endangering the lives of wild animals. They have no place to hide, no proper lakes or ponds for drinking water etc. So there is a need to conserve trees and forests See more details one why we need trees for survival. Excess usage of commodities: We use many commodities out of fantasy than really required. We tend to own a hundred pairs of leather shoes, purses, belts etc. All of them are made of skin and hides of animals. Many animals like cows, buffaloes, ox, pig are killed for their skin though not for food. This way the unlimited desire for commodities is, in fact, causing a great pain and suffering to the normal animals. Even the tigers, elephants are killed in large numbers for their hide, nails, and tusks in the name of decorative items. Besides, there is rampant use of plastic every where. The plastic can be recycled, but most of it left into oceans. This has lead to contamination of the oceans floors. Many marine animals like whales die due to this plastic waste. Whenever, we shop, we tend to get some sort of plastic in it. Be it the actual item purchased or the cover which is used to enclose the item is plastic. Besides, when we buy some eatables, we get some sort of disposable plastic. Like the spoon, bottle or cover. Since, we do buy something on daily basis, it adds up to the plastic pollution. We have been exploiting coal, petroleum for our needs by digging the earth crest for decades. Most of the extraction of petroleum is done in the name of storage for future needs. In future, if technology reverts to hydrogen fuels this petroleum stored might go waste. Also instead of natural methods, we use coal for power generation. This coal once dug leaves cavities in the earth surface. These cavities can be troublesome in times of floods and also cause of earthquakes. Also, we have been wasting many resources including soils, water.

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## 3: The Arctic People - Environment / Housing

*Human is the only living being on the earth that is responsible for the destruction of the environment. He does it due to his ability to exploit the natural resources beyond the limits of safety. By the rise in human population, unlimited desire for luxury and heavy dependence on technology.*

Social Science Some of the earliest remains such as bones, tools, butchery marks on animal bones that were left by earlier humans, and other types of evidence have giving anthropologist an idea about how early humans lived, functioned as a group and adapted to their environments. It is believed that the earliest humans have derived from the Miocene hominoids which originated in Africa roughly around 23 to 14 million years ago. Archaeological research and discoveries have estimated that the behavioral aspects of early humans began roughly around 2. The earliest artifact sites are from Gona and Buri which are located in the northeastern part of Ethiopia and from Hadar and the middle awash areas to the south of Ethiopia. Cultural development not only included tool making, but it is also believed that during this time there was social and economic development and what is considered the beginning of the material culture. Excavations at Olduvai have given us a better understanding of our earlier ancestors. The Olduvai site contains three separate areas in which these people functioned. The first area is referred to as the butchering area and contained several sites in which animal remains were found and has been dated to roughly around 1. It is unclear as to whether these animals were hunted and killed by these people or if these animals were already dead before these people took them back to the butchering areas. It is believed that not only did they scrap the meat from the bones, but perhaps even extracted the bone marrow. Another area that was discovered in Olduvai is the Quarry areas. These areas show many small stone fragments which appear to come from only one type of stone. This area dates to about 1. The last area is called the multipurpose sites and several of these areas have been found. Many believe that these areas were used for sleeping, eating and for other activities. It is believed that some of the early humans journeyed out of Africa in search of more game because of the environmental changes which were causing the tropical forests to shrink and cause the extinction of local animals and because of their hunger for animal protein. It is also believed that because of their stone tool technologies they were able to explore and seek out new areas. Some journeyed throughout parts of Europe while others journeyed through parts of Asia and the Near Eastern areas, including parts of India, Pakistan and Turkey. Scientific discoveries such as the study of mitochondrial DNA have indicated that the earliest humans evolved in Africa with the first migration out of Africa roughly around 80, years ago. It is not until the Upper Paleolithic period roughly around 40, to 55, years ago were we see the first modern human beings. This was an age of technological innovation with the invention of new and specialized tools, new materials such as bone, ivory, antlers, stone and wood; and where they ritually buried their dead with body ornaments, beaded clothing, necklaces and bracelets. It is believed that these people now lived in caves and even in small tents. The first modern humans were found in the Cro-Magnan caves in the southwest part of France. Artifacts such as spear throwers, harpoons and even bow and arrows found at this site suggest that these people hunted all sizes of game, including big game. Also found at this site were many sophisticated stone tools, Venus figurines and cave art. It is also believed that they were aware of medicine properties of plants. With the climates temperature slowing rising caused the disappearing of animals and plants, which then affected the early humans and forced them to other means of obtaining food; which included the domestication of plants and animals to grinding hard seeds and roots. Because of the domestication of plants and animals it created a permanent settlement for these people, and with this new technology came a more complex social organization.

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## 4: How Do Humans Affect the Environment? | LoveToKnow

*Since the earliest times, humans have needed to be sensitive to their surroundings to survive, which means that we have an innate awareness of our environment and seek out environments with certain qualities. Retailers and the hospitality industry know this very well and try to provide an atmosphere.*

Examine and discuss the picture on pages 10â€”11 of Green Forest: Identify and label the ways in which human activity contributes to the loss of homes and habitat for turtles and other wildlife. Use your learning from this activity and your own ideas to create a poster about ways people and communities can help to protect wildlife and natural habitats. This activity focuses on the interconnectedness of all the components of an environment or ecosystem. It reinforces the importance of caring for the environment and working to minimise negative impacts of human activities. Preparation a ball of wool The Waterhole by Graeme Base Brainstorm knowledge and ideas about the meaning of ecosystem. You might like to read and discuss an explanation of ecosystems at kidcyber â€" What is an ecosystem? Identify all the components of this ecosystem, including trees, water and rocks. For example, insects and fish â€" remember to include people. Choose one component of the environment each parrots, trees, water and so on. Stand in a circle. Throw the ball of wool to each other, naming the component of the environment you represent when you catch it. Continue until the centre of the circle is crisscrossed with wool. Choose one element of the environment, such as water. That student tugs back and forth on the wool. Observe and talk about the ripples and vibrations created throughout the circle. What happens when one person drops their wool and the other students pull tight? What does this show about the relationships between the different parts of the environment? What happens when water is dropped and all the students who could not survive without water drop their wool too? Imagine another scenario, where different kinds of human activity such as building are included as well as animals, birds, trees and other natural features of the environment. Create a wool web for this environment and repeat the steps above to explore effects of human activity. Discuss what you have learned from this activity and what it makes you think about.

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## 5: Human Impact on the Environment - Sustainable Baby Steps

*Humans gave up razor-sharp claws, fangs, sense and instincts in favor of intelligence. This brain-power has enabled humans to make the ultimate adaptation; that of making the environment adapt to us.*

However, nanotechnology may also present unintended health risks or changes to the environment. It is presumed that some of these chemicals may present new, unexpected challenges to human health, and their safety should be evaluated prior to release. These cross-cutting issues are not yet understood well enough to inform the development of systems for measuring and tracking their impact. Further exploration is warranted. The environmental health landscape will continue to evolve and may present opportunities for additional research, analysis, and monitoring. Blood Lead Levels As of , there are approximately 4 million houses or buildings that have children living in them who are potentially being exposed to lead. Nearly half a million U. Since no safe blood lead level have been identified for children, any exposure should be taken seriously. However, since lead exposure often occurs with no obvious signs or symptoms, it often remains unrecognized. References 1 World Health Organization. Preventing disease through healthy environments. Status and trends through  Impact of regional climate change on human health. Climate change, air quality, and human health. Am J Prev Med. Environmental health, from global to local. Biological interactions of carbon-based nanomaterials: From coronation to degradation. Health and the Built Environment: Am J Public Health.

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## 6: People and the environment | Global Education

*The human response to the characteristics of a physical environment comes with consequences for both the human culture and the physical environment. One such human response is the construction of large dams.*

Summer in the Arctic Settlements and Housing The Inuit were nomadic people, so they rarely stayed in one place for very long. Therefore, their houses had to be quick and easy to build. During the summer, the Inuit built tents out of driftwood or poles covered with animal skins, mostly caribou or sealskin. These tents were not unlike the Plains tipis. A ring of boulders around the base held down the tent skin covering. Since wood was so hard to come by, the wooden poles used to make the tents were jealously guarded. People from different areas would form large villages during the summer. In the winter everyone scatted across the land into small bands again. During the winter, Inuit families would follow the hunt. They needed a shelter that would keep them warm, and protect them from the harsh winter weather. The blocks were cut from the snow, and piled in a spiral shape, leaning in slightly. This gave the igloo its dome shape. Soft snow was used to fill any holes, and add extra insulation. Depending on the size of the igloo, it usually took the Inuit minutes to build. Larger, more permanent igloos could reach 4 metres in diameter and 3 metres in height. Sleeping platforms were made of ice blocks, covered with fur. Building an igloo Putting the finishing touches on an igloo Remains of an Inuvialuit house Inuvialuit House The Inuit of the western arctic Inuvialuit were about half of all Canadian Inuit. They lived in the richest part of the high arctic and had access to trees. They used them to build permanent log-and-sod houses in which they lived mostly in the winter. They excavated a hole into the ground and set up a ring of vertical poles. The poles were tilted inwards at the top so that blocks of sod could be piled up over them and remain in place. The result was a partially subterranean log-and-sod hut with the floor below ground to preserve warmth. A fireplace provided warmth.

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## 7: Environmental Health | Healthy People

*Since the beginning of the Neolithic era, humans have been altering the environment to improve their quality of life. Lesson Summary For a long time, humans moved around, following their food.*

Individual[ edit ] The formalization of constructivism from a within-the-human perspective is generally attributed to Jean Piaget, who articulated mechanisms by which information from the environment and ideas from the individual interact and result in internalized structures developed by learners. He identified processes of assimilation and accommodation that are key in this interaction as individuals construct new knowledge from their experiences. When individuals assimilate new information, they incorporate it into an already existing framework without changing that framework. Accommodation can be understood as the mechanism by which failure leads to learning: It is important to note that constructivism is not a particular pedagogy. In fact, constructivism is a theory describing how learning happens, regardless of whether learners are using their experiences to understand a lecture or following the instructions for building a model airplane. In both cases, the theory of constructivism suggests that learners construct knowledge out of their experiences. However, constructivism is often associated with pedagogic approaches that promote active learning , or learning by doing. There are many critics of "learning by doing" a. Without the social interaction with other more knowledgeable people, it is impossible to acquire social meaning of important symbol systems and learn how to utilize them. Young children develop their thinking abilities by interacting with other children, adults and the physical world. From the social constructivist viewpoint, it is thus important to take into account the background and culture of the learner throughout the learning process, as this background also helps to shape the knowledge and truth that the learner creates, discovers and attains in the learning process. Social constructivism thus emphasizes the importance of the learner being actively involved in the learning process, unlike previous educational viewpoints where the responsibility rested with the instructor to teach and where the learner played a passive, receptive role. Von Glasersfeld emphasized that learners construct their own understanding and that they do not simply mirror and reflect what they read. Learners look for meaning and will try to find regularity and order in the events of the world even in the absence of full or complete information. This is also named after the Harkness table and involves students seated in a circle, motivating and controlling their own discussion. The teacher acts as little as possible. The students get it rolling, direct it, and focus it. They act as a team, cooperatively, to make it work. They all participate, but not in a competitive way. Rather, they all share in the responsibility and the goals, much as any members share in any team sport. Discussion skills are important. Everyone must be aware of how to get this discussion rolling and keep it rolling and interesting. Just as in any sport, a number of skills are necessary to work on and use at appropriate times. Everyone is expected to contribute by using these skills. The motivation for learning[ edit ] Another crucial assumption regarding the nature of the learner concerns the level and source of motivation for learning. By experiencing the successful completion of challenging tasks, learners gain confidence and motivation to embark on more complex challenges. In the former scenario the learner plays a passive role and in the latter scenario the learner plays an active role in the learning process. The emphasis thus turns away from the instructor and the content, and towards the learner. The critical goal is to support the learner in becoming an effective thinker. This can be achieved by assuming multiple roles, such as consultant and coach. A few strategies for cooperative learning include Reciprocal Questioning: Kukla argues that reality is constructed by our own activities and that people, together as members of a society, invent the properties of the world. Other constructivist scholars agree with this and emphasize that individuals make meanings through the interactions with each other and with the environment they live in. Knowledge is thus a product of humans and is socially and culturally constructed. He further states that learning is not a process that only takes place inside our minds, nor is it a passive development of our behaviors that is shaped by external forces and that meaningful learning occurs when individuals are engaged in social activities. Learners compare their version of the truth with that of the instructor and fellow learners to get to a new, socially tested version of truth Kukla  The task or problem is thus the interface between the instructor and the learner. Some learning approaches that could

harbour this interactive learning include reciprocal teaching, peer collaboration, cognitive apprenticeship , problem-based instruction, web quests, Anchored Instruction and other approaches that involve learning with others. Collaboration among learners[ edit ] Main article: Learning by teaching Learners with different skills and backgrounds should collaborate in tasks and discussions to arrive at a shared understanding of the truth in a specific field. The importance of context[ edit ] The social constructivist paradigm views the context in which the learning occurs as central to the learning itself. Here the essentially interactive nature of learning is extended to the process of assessment. Rather than viewing assessment as a process carried out by one person, such as an instructor, it is seen as a two-way process involving interaction between both instructor and learner. The role of the assessor becomes one of entering into dialogue with the persons being assessed to find out their current level of performance on any task and sharing with them possible ways in which that performance might be improved on a subsequent occasion. Thus, assessment and learning are seen as inextricably linked and not separate processes. The feedback created by the assessment process serves as a direct foundation for further development. The selection, scope, and sequencing of the subject matter[ edit ] Knowledge should be discovered as an integrated whole[ edit ] Knowledge should not be divided into different subjects or compartments, but should be discovered as an integrated whole. This captures their motivation and builds on previous successes to enhance learner confidence. Then it awakens and rouses to life an entire set of functions in the stage of maturing, which lie in the zone of proximal development. It is in this way that instruction plays an extremely important role in development. Learners must not only have ownership of the learning or problem-solving process, but of the problem itself. This notion has been extensively used in curricula. It is important for instructors to realize that although a curriculum may be set down for them, it inevitably becomes shaped by them into something personal that reflects their own belief systems, their thoughts and feelings about both the content of their instruction and their learners. The emotions and life contexts of those involved in the learning process must therefore be considered as an integral part of learning. The goal of the learner is central in considering what is learned. Savery contends that the more structured the learning environment, the harder it is for the learners to construct meaning based on their conceptual understandings. A facilitator should structure the learning experience just enough to make sure that the students get clear guidance and parameters within which to achieve the learning objectives, yet the learning experience should be open and free enough to allow for the learners to discover, enjoy, interact and arrive at their own, socially verified version of truth. Current trends in higher education push for more "active learning" teaching approaches which are often based on constructivist views. Approaches based on constructivism stress the importance of mechanisms for mutual planning, diagnosis of learner needs and interests, cooperative learning climate, sequential activities for achieving the objectives, formulation of learning objectives based on the diagnosed needs and interests. While adult learning often stresses the importance of personal relevance of the content, involvement of the learner in the process, and deeper understanding of underlying concepts, all of these are principles that may benefit learners of all ages as even children connect their every day experiences to what they learn. Pedagogies based on constructivism[ edit ] Main article: Constructivist teaching methods Various approaches in pedagogy derive from constructivist theory. They usually suggest that learning is accomplished best using a hands-on approach. Learners learn by experimentation, and not by being told what will happen, and are left to make their own inferences , discoveries and conclusions. For example, they describe a project called GenScope, an inquiry-based science software application. Students using the GenScope software showed significant gains over the control groups, with the largest gains shown in students from basic courses. This study also found that inquiry-based teaching methods greatly reduced the achievement gap for African-American students. The constructivist approach, called CORI Concept-Oriented Reading Instruction , resulted in better student reading comprehension, cognitive strategies, and motivation. This study also found that students preferred constructivist methods over traditional ones. However, Kim did not find any difference in student self-concept or learning strategies between those taught by constructivist or traditional methods. In their initial test of student performance immediately following the lessons, they found no significant difference between traditional and constructivist methods. However, in the follow-up assessment 15 days later, students who learned through constructivist methods showed better retention of knowledge than those who learned through

traditional methods. It is argued that constructivist theories are misleading or contradict known findings. That is, it is maintained that if the requirements of the concept to be understood exceeds the available processing efficiency and working memory resources then the concept is by definition not learnable. This attitude toward learning impedes the learning from understanding essential theoretical concepts or, in other words, reasoning. If this condition is not met, construction goes astray. He describes this inappropriate use of constructivism as the "constructivist teaching fallacy". Slezak states that constructivism "is an example of fashionable but thoroughly problematic doctrines that can have little benefit for practical pedagogy or teacher education. Evidence for learning by studying worked-examples, is known as the worked-example effect and has been found to be useful in many domains e. The reasoning for this grouping is because each learning theory promotes the same constructivist teaching techniqueâ€”"learning by doing. Mayer states that it promotes behavioral activity too early in the learning process, when learners should be cognitively active. This continuum of faded guidance has been tested empirically to produce a series of learning effects: In so far as there is any evidence from controlled studies, it almost uniformly supports direct, strong instructional guidance rather constructivist-based minimal guidance during the instruction of novice to intermediate learners. Even for students with considerable prior knowledge, strong guidance while learning is most often found to be equally effective as unguided approaches. Not only is unguided instruction normally less effective; there is also evidence that it may have negative results when students acquire misconceptions or incomplete or disorganized knowledge â€” Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching by Kirschner, Sweller, Clark [7] Mayer argues against discovery-based teaching techniques and provides an extensive review to support this argument. The main conclusion I draw from the three research literatures I have reviewed is that it would be a mistake to interpret the current constructivist view of learning as a rationale for reviving pure discovery as a method of instruction. He provides empirical research as evidence that discovery-based teaching techniques are inadequate. Here he cites this literature and makes his point "For example, a recent replication is research showing that students learn to become better at solving mathematics problems when they study worked-out examples rather than when they solely engage in hands-on problem solving. Yet a dispassionate review of the relevant research literature shows that discovery-based practice is not as effective as guided discovery. He proposes that the instructional design recommendations of constructivism are too often aimed at discovery-based practice. See the preceding two sections of this article. The math wars and discovery-based teaching techniques[ edit ] Main article: Math Wars The math wars controversy in the United States is an example of the type of heated debate that sometimes follows the implementation of constructivist-inspired curricula in schools. In the s, mathematics textbooks based on new standards largely informed by constructivism were developed and promoted with government support. Although constructivist theory does not require eliminating instruction entirely, some textbooks seemed to recommend this extreme. Some parents and mathematicians protested the design of textbooks that omitted or de-emphasized instruction of standard mathematical methods. Supporters responded that the methods were to be eventually discovered under direction by the teacher, but since this was missing or unclear, many insisted the textbooks were designed to deliberately eliminate instruction of standard methods.

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## 8: Constructivism (philosophy of education) - Wikipedia

*Humans can have a great impact on the environment just being peaceful. This is the best contribution to this existence which one make. By being peaceful we greatly impact the people around us and also our decisions and actions are healthy and make this existence more beautiful.*

Want to learn more about how I do that? Every living thing has an impact on its environment. Therefore a human impact on the environment is inevitable. By simply existing, all species - including ourselves - will imprint their mark on the world around them. What differentiates us from other species is our ability to greatly overburden our environment with very few limits put upon us. The information regarding our human impact is vast and impossible to cover in one article but I will attempt to cover a basic overview. Consider these facts from the United Nations Environment Programme: Of all the water on Earth, only 2. Humans each require up to 13 gallons 50 litres a day of fresh water for drinking, cooking and cleaning. This does NOT take into account the countless gallons of water needed to grow food or care for animals. These chemical compounds contribute to acid rain. Since very little can live in an acidic environment, acid rain has harmful effects on plants, animals, and aquatic life, as well as humans and even buildings, statues or other objects. Acid rain also contaminates our limited freshwater supply, and thus the cycle of water pollution continues. Alan Liefting According to the U. The following reasons and possible sources for this include: Sediments, pathogens and habitat alterations from agricultural activity and hydrologic modifications such as dams Excessive nutrients, metals and organic enrichment from agricultural activity and atmospheric deposition the movement of pollutants from one environment to another, such as from water to air Heavy metals primarily mercury , excess nutrients and "organic enrichment" from industrial and municipal discharges "treated" or untreated waste water released from sewer plants and industrial factories into natural water sources These points listed above lead to a poisoned and uninhabitable environment for plants and aquatic life, as well as affect land animals and humans reliant on these systems for survival and other land-bound plant life in need of clean water for growth. Causes of land pollution and degradation include: Natural habitats are removed to make room for communities, usually with inefficient or irresponsible planning. Urban sprawl generally results in a waste of land area for unused development such as excessive roads, decorative and unused areas, etc. Animal manure runoff from CAFO Confined Animal Feeding Operations , the use of chemical fertilizers, herbicides and pesticides, the practice of growing monocultures only one crop season after season and the deforestation required to expand farm land all contribute to degradation and pollution. The production of chemical-laden plastics, poor quality of products, unethical practices such as illegal dumping , and extreme emissions affect both surrounding and far-reaching areas. None of this takes into account illegal dumping, diminishing landfill space, litter, overproduction of synthetic materials, radioactive waste and more. Photo Source All land pollution is caused by a human impact on the environment and thus can be averted by our actions alone. Two of the necessary actions must be proper planning and proper usage of natural resources. For instances, animals could be taken out of CAFO and allowed to graze on mountainous or wooded areas unsuitable for buildings or crops. Using organic and sustainable farming techniques can eliminate our need for chemical applications. Clean energy, such as wind or solar power, can slowly begin to replace coal or nuclear plants. And as consumers we can lessen our human impact on the environment by demanding better quality products, environmentally ethical practices from industries and a shift toward sustainable energy. Air Pollution One bit of good news about our human impact on the environment is that air pollution is lowering and air quality is increasing. According to the U. Environmental Protection Agency, since to

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## 9: Humans â€“ the real threat to life on Earth | Environment | The Guardian

*These humans were hunter-foragers, changing their tools and culture to adapt to their surroundings. Describe earliest humans' technology & tools. The humans used fire as a main tool everywhere, from hunting and foraging, as well as for defense and warmth.*

Human social systems and ecosystems are complex adaptive systems Marten,  Complex because ecosystems and human social systems have many parts and many connections between these parts. Adaptive because they have feedback structures that promote survival in a constantly changing environment. Human social system In order to analyse Human Environmental Interactions it is important to be aware of specific characteristics of the human social system. The type of society strongly influences peoples attitude towards nature, their behaviour and therefore their impact on ecosystems. Important characteristics of human social systems are population size, social organization, values, technology, wealth, education, knowledge and many more. The choice of possible actions is then limited by the available technology. People modify the environment for their purposes and obtain benefits Ecosystem Services from it. These Ecosystem Services are essential for human well-being and include for example the provision of resources like water, timber, food, energy, information, land for farming and many more. Obviously by using these resources people affect the environment in a lot of ways. Furthermore people often reorganize existing ecosystems to achieve new ones that seem to be more effective in serving their needs. The MA research programme was launched with support from the United Nations in  Coevolution and Coadaptation The terms coevolution and coadaptation describe the never-ending process of mutual adjustment and change between human social systems and the environment. Peoples actions have consequences on the environment. But also the environment influences human activities. Human social systems have to adapt to their specific environment. Natural phenomena like storms, earthquakes force people to react. These natural phenomena can either be directly or not primarily caused by human actions and again influence human behaviour as people have to respond to a new situation. Many national and European institutions adopted this conceptual framework. It identifies the various causal chains of links between human activities and environmental degradation. The model distinguishes several categories of indicators in order to explain how the state of the environment is changed due to human activities. Human activities increase or mitigate pressure on the environment. The driving forces which initiate human activities are mainly socio-economic and socio-cultural forces.

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