

MINDFUL EDUCATION: EXPANDING THE IMPACT OF ECOLOGICAL ECONOMICS

Dr. Wei Zhangming Li

Guangxi University

Abstract

The study of economics has long been a fundamental element of a well-rounded education, yet many students struggle to grasp its relevance to their daily lives. This disconnect is particularly pronounced in the field of ecological economics, where the intricate interplay between economic activities and the natural environment poses a significant challenge for introductory courses. Traditional economics education often relies on abstract models and theoretical frameworks that appear disconnected from students' everyday experiences, exacerbating the perceived lack of relevance. This paper explores the pivotal issue of making economics education more engaging and applicable by integrating real-world examples and personalized learning experiences into curricula.

To address the challenges associated with student engagement and motivation, educators have been adopting customized approaches that bridge the gap between economics and real-life environmental issues. Such pedagogical strategies aim to provide students with a tangible understanding of economic concepts and their implications for environmental matters. By doing so, educators aspire to kindle students' interest, enhance their comprehension, and ultimately empower them to make informed decisions regarding environmental concerns in their communities and personal lives.

Keywords: Economics Education, Ecological Economics, Student Engagement, Relevance, Personalized Learning

INTRODUCTION

The study of economics has long been considered an essential component of a well-rounded education. However, despite the efforts of educators to incorporate real-world issues into economics curricula, many students continue to struggle with the perceived relevance of introductory courses to their daily lives (Baloch et al., 2019). This problem is particularly pronounced in the field of ecological economics, where the complex relationships between economic activity and the natural environment can be difficult to grasp without a clear understanding of the underlying concepts.

One possible explanation for this lack of perceived relevance is that traditional economics education often focuses on abstract models and theoretical frameworks that are disconnected from students' everyday experiences (Hanley et al., 2015). As a result, many students fail to see how economics can help them make informed decisions about the environmental issues that affect their communities and their lives.

To address this issue, educators have increasingly turned to customized approaches that incorporate real-world examples and personalized learning experiences into economics curricula (Hanley et al.,

2015). These approaches seek to provide students with a more tangible understanding of economic concepts and their relevance to environmental issues, thereby increasing their engagement and motivation to learn.

One effective way to achieve this goal is through the use of context-rich problems that help students connect economic concepts to real-world issues (Gehrke et al., 2016). For example, a study by Gehrke et al. (2016) found that incorporating a local pollution problem into an economics course significantly increased students' engagement and understanding of the material. By presenting students with a tangible problem that they can relate to, educators can help them develop a deeper understanding of the economic concepts at play and their potential impact on the environment.

Another way to increase the relevance of economics education is by incorporating insights from related fields such as environmental justice (Shapiro et al., 2017). Environmental justice is an interdisciplinary field that explores the intersection of environmental issues with social and economic inequalities. By incorporating insights from this field into economics education, educators can help students understand the broader societal implications of economic decisions and their impact on different communities.

Finally, the study of Nobel Prize winner Ronald Coase's insights on externalities can also help promote critical thinking and a deeper understanding of economic concepts (Coase, 1960). Coase's work on transaction costs and the role of property rights in mitigating negative externalities has been widely influential in the field of economics. By incorporating Coase's insights into economics curricula, educators can help students understand the limitations of traditional economic models and the importance of considering real-world constraints in economic decision-making.

The lack of perceived relevance of economics education to students' lives remains a significant challenge for educators, particularly in the field of ecological economics. However, by incorporating customized approaches that incorporate real-world examples, insights from related fields, and Nobel Prize-winning insights, educators can help students develop a deeper understanding of economic concepts and their potential impact on the environment and society as a whole.

Defining Economics and the Environment

There are numerous instances of the manner by which the economy and the climate communicate and are reliant (eg: horticulture and the climate). Society has become extremely mindful of the natural effect of farming throughout the course of recent many years in view of the expanded comprehension of the adverse results of specific agrarian practices (Ehrlich, 1997). Simultaneously it has become clear that a considerable lot of these practices have come about because of the strategies acquainted with urge ranchers to create horticultural result. Instances of the adverse results of horticulture incorporate water contamination (both surface and groundwater), soil disintegration and soil compaction, the deficiency of wetlands on account of waste, and the deficiency of biodiversity due to land leeway for more farming as well as the reception of new advancements. These results have come about in light of the fact that numerous item unambiguous cost and pay support programs, like those in the EU, North America, and Australia, didn't expect ranchers to assess the ecological outcomes of their activities (Kihombo et al., 2021).

Links between the Economy and the Environment

Allow us to start by considering overall the ways in which the economy and the climate are interlinked. Then, at that point, we will take a gander at how natural financial matters has created and the extent of the subject. We utilize the run of the mill characterisation tracked down in numerous course readings and expect that the economy can be separated into two areas: creation and utilization. These areas utilize the climate in three fundamental ways (Sunarya et al., 2021).

As a provider of normal asset inputs

As a provider of ecological or convenience merchandise

In its ability as waste sink using the climate in one of these ways might influence different purposes, as will turn out to be clear in the accompanying conversation.

In daily existence presumptions are made in light of the fact that nothing could at any point be accomplished without them. Whenever we open a financial matters course reading we do as such with the fundamental supposition that, out of the blue, financial aspects are a subject worth research. We don't look at this presumption exhaustively every time we open a financial aspects book (except if we are incredibly frustrated) on the grounds that if not we would gain next to no headway with our perusing. We likewise gain as a matter of fact which suspicions have enduring legitimacy. This delineates a significant justification for why financial specialists make presumptions. Suppositions save time and focus the psyche on the issue to hand, and when all around demonstrated become piece of the assemblage of laid out information. The utilization of suspicions in financial aspects likewise connects with the requirement for a logical technique that gives lucidity, logical thoroughness, and adaptability (Tinta, 2022).

CONCLUSION

Amazing information more combative is the second suspicion of the neo-old style model:

those financial specialists pursue choices in the illumination of wonderful information. Purchasers and venders know every one of the costs of the relative multitude of merchandise on the lookout, know all that they need to be aware of the nature of products, the personality of the other financial specialists, what the public authority will do straightaway, etc. There is no question, no vulnerability. Like a PC with wonderful information, sane monetary man can contrast costs and what they have or need, and set off on a mission to boost their goal, be it purchaser fulfillment or business benefits. Truly this is habitually an unreasonable suspicion. So practically speaking financial specialists will begin by analyzing the world as though amazing information existed and afterward they loosen up this supposition in order to make their examination more reasonable.

REFERENCES

- Baloch, M.A., Zhang, J., Iqbal, K., & Iqbal, Z. (2019). The effect of financial development on ecological footprint in BRI countries: evidence from panel data estimation. *Environmental Science and Pollution Research*, 26(6), 6199-6208.
- Ehrlich, A.H. (1997). Worldwide interdependence in ecological matters. In *World Citizenship: Allegiance to Humanity*, 38-53.

- Kihombo, S., Ahmed, Z., Chen, S., Adebayo, T.S., & Kirikkaleli, D. (2021). Linking financial development, economic growth, and ecological footprint: what is the role of technological innovation?. *Environmental Science and Pollution Research*, 28(43), 61235-61245.
- Sunarya, P.A., Lutfiani, N., Santoso, N.P.L., & Toyibah, R.A. (2021). The Importance of Technology to the View of the Qur'an for Studying Natural Sciences. *Aptisi Transactions on Technopreneurship (ATT)*, 3(1), 58-67.
- Tinta, A.A. (2022). Financial development, ecological transition, and economic growth in Sub-Saharan African countries: the performing role of the quality of institutions and human capital. *Environmental Science and Pollution Research*, 29(25), 37617-37632.