Book Review Section

Introduction

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In different and unique ways several of the books reviewed in this issue take up hermeneutical approaches to elucidate and foreground the roles that complex phenomena and nonlinear systems play in learning. As a hermeneutical inquiry, the authors and reviewers take up and challenge linear and causal explanations to examine how human interaction and behaviour, both inside and outside of the classroom, can be considered a complex adaptive system. Accordingly, the six reviews presented address a wide range of topics ranging from ecopedagogy, curricular dynamics, action theory, curricular instruction, educational change, and chaotic systems.

Joan Chambers reviews Mitchell Thomashow's cacophony of metaphor, imagery, and emotion in *Bringing the Biosphere Home: Learning to Perceive Global Environmental Change*. As Chambers highlights, Thomashow's book is designed as a starting place for those educators wanting to explore a variety of approaches to learning about global environmental change and the creation of a biospheric curriculum.

Pearl Gregor's review of Jayne Fleener's *Curriculum Dynamics: Recreating Heart* focuses on prompting generative discourses steeped within recursions, relationships, and rigor, which form the basis for the development of an organic, self-organizing curriculum based on relationships, systems, and meaning.

Gary Hoban's book *Teaching Learning for Educational Change* is reviewed by Stewart Hase from Australia. In his review Hase offers a critique of Hoban's attempts to bring together systems thinking and complexity theory to develop a model for teacher learning for educational change.

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Charles Nelson tackles a formidable challenge in reviewing philosopher Alicia Juarrero's treatise, *Dynamics in Action: Intentional Behavior as a Complex System*. As Nelson suggests, this is a difficult book, but worthy of several re-readings for the ways in which it engages complex adaptive systems as a theory-constitutive metaphor for understanding intentional causality embedded within top down constraints and bottom-up emergence.

Jérôme Proulx accepted the novel task of reviewing a unique text book for *Compilicty*. In *Crossing the River with Dogs: Problem Solving for College Students*, Proulx engages a complexivist lens to analyze the text's content and to discuss how this wealth of problem solving information can be utilized to help prompt diverse and novel solutions to mathematical problems.

In our featured extended book review, Immaculate Namukasa provides an in-depth review of *Complex Systems: Chaos and Beyond, A Constructive Approach with Applications in Life Sciences* by Kunihiko Kaneko and Ichiro Tsuda. In this book the authors explore the different types and features of chaos with a key focus on biological systems. Namukasa highlights how the authors engage storytelling, theory, experiment, and application as a methodology to understand chaotic phenomena and complex systems.