THE CONCEPTS OF AESTHETICS IN ENVIRONMENTAL EDUCATION: REFLECTIONS FROM A SYSTEMATIC LITERATURE REVIEW

CONCEPÇÕES DE ESTÉTICA NA EDUCAÇÃO AMBIENTAL: REFLEXÕES A PARTIR DE UMA REVISÃO SISTEMÁTICA DE LITERATURA

CONCEPTOS DE ESTÉTICA EN LA EDUCACIÓN AMBIENTAL: REFLEXIONES A PARTIR DE UNA REVISIÓN BIBLIOGRÁFICA SISTEMÁTICA

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How to reference this paper:


| Submitted: 18/06/2023 |
| Revisions required: 24/08/2023 |
| Approved: 16/10/2023 |
| Published: 12/12/2023 |

Editors: Prof. Dr. Margarete May Berkenbrock Rosito
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ABSTRACT: This paper is the result of a systematic literature review study whose main objective is to investigate the conceptions of Aesthetics in academic production that address Environmental Education. For the research corpus, peer-reviewed papers were selected, with open access, published in Latin America, in Portuguese and Spanish, in the period of 10 complete years: 2013 to 2022. After applying the inclusion and exclusion criteria, 29 articles were selected for analysis. The results highlight some bibliometric information, such as the distribution of articles by country of origin of the journal and the authors’ institution of origin, among others. The paper exposes the methodological procedures and results, briefly analyzes the main themes, referential authors, and theoretical and methodological contributions that underlie the analyzed articles, and concludes with observations about the conceptions of Aesthetics and its importance in Environmental Education.


RESUMO: O presente artigo resulta de um estudo de revisão sistemática de literatura cujo objetivo principal é investigar as concepções de Estética na produção acadêmica que aborda a Educação Ambiental. Para o corpus da pesquisa, foram selecionados artigos revisados por pares, com acesso aberto, publicados na América Latina, em português e/ou espanhol, no período de 10 anos completos: 2013 a 2022. Após aplicação dos critérios de inclusão e de exclusão, 29 artigos foram selecionados para análise. Os resultados destacam algumas informações bibliométricas, tais como a distribuição dos artigos por país de origem do periódico e a instituição de origem dos autores, dentre outras. O artigo expõe os procedimentos metodológicos e resultados, traz uma breve análise dos principais temas, dos autores referenciais e de aportes teóricos e metodológicos que fundamentam os artigos analisados e conclui com observações acerca das concepções de Estética e sua importância na Educação Ambiental.


RESUMEN: Este artículo resulta de un estudio sistemático de revisión bibliográfica cuyo objetivo principal es investigar las concepciones de Estética en la producción académica que aborda la Educación Ambiental. Para el corpus de investigación, se seleccionaron artículos revisados por pares, con acceso abierto, publicados en Latinoamérica, en portugués y/o español, en el período de 10 años completos: 2013 a 2022. Después de aplicar los criterios de inclusión y exclusión, 29 artículos fueron seleccionados para el análisis. Los resultados destacan algunas informaciones bibliométricas, como la distribución de artículos por país de origen de la revista e institución de origen de los autores, entre otras. El trabajo expone los procedimientos metodológicos y resultados, trae un breve análisis de los temas, los autores referenciales y las contribuciones teóricas y metodológicas que subyacen a los artículos analizados y concluye con observaciones sobre las concepciones de la Estética y su importancia en la Educación Ambiental.

Introduction

Exploring Environmental Education, it becomes evident that this is a field of educational action in which various concepts and practices stand out. There has been an effort to establish a universal initial conceptual definition shared by all participants in this educational practice throughout the historical trajectory of Environmental Education in Brazil (LAYRARGUES; LIMA, 2014, p. 4).

However, as the mentioned authors also point out, such an attempt was abandoned due to the realization of the multiplicity of views of the actors who shared the universe of activities and knowledge of Environmental Education. It can also be affirmed, based on Layrargues and Lima (2014, p. 4), that around the relationships between the individual, society, education, and nature, the pedagogical universe of Environmental Education has been composed, which is multidimensional and whose understanding requires more in-depth and increasingly sophisticated theoretical analyses and contributions.

It is worth noting that the approach to this multifaceted universe, which gave rise to this article, occurred within the scope of doctoral research investigating the guiding aesthetic values of Environmental Education activities in a specific educational context. Thus, a systematic literature review was conducted to understand the main themes of Environmental Education better and identify possible trends regarding aesthetic values.

In this context, this article describes the literature review procedures, presents its main results and analyses, and advances the discussion by considering the main reference authors. Additionally, it addresses theoretical aspects that underpin the analyzed academic publication, seeking to understand the conceptions of Aesthetics used and their possible developments in the field of Environmental Education.

Methodological Procedures

Concerning the methodological procedures, a systematic literature review was carried out. To define this type of literature review, we adopted the concept used by Petticrew and Roberts (2006, p. 27), according to which systematic reviews are literature reviews that strictly follow a set of scientific methods, with the explicit objective of limiting systematic error, i.e., bias. Such reviews seek to identify, evaluate, and synthesize studies relevant to answering a specific question.
To carry it out, the following steps, adapted from Okoli (2019), were followed: a) definition of the objective; b) planning the protocol with the definition of selection criteria for inclusion; c) literature search; d) data extraction; e) quality assessment, with an explanation of the criteria for excluding articles that do not sufficiently meet the selection criteria; f) analysis of findings, using quantitative and qualitative techniques; and g) synthesis of analyses with conclusions.

Regarding the objective, the research assumes a descriptive-exploratory character, seeking to situate and deepen knowledge on the topic. To map and better understand the academic production that simultaneously addresses the themes of Aesthetics and Environmental Education, the question guiding this systematic literature review can be defined as follows: How is the issue of Aesthetics conceived, and under what approaches is it addressed in the academic literature on Environmental Education?

In the research protocol planning stage, the scope of interest was refined, and the geographic scope, the range of years, and the necessary search languages, among other aspects, were determined. From this stage, the selection criteria for inclusion were derived, which also impact the filters used, namely: a) articles already peer-reviewed and open access; b) published in the last 10 complete years, therefore, between 2013 and 2022; c) articles linked to institutions located in Latin America; d) search in Portuguese and Spanish languages, with no exclusion of articles in English and/or French.

It is worth clarifying, regarding the geographical delimitation, that in proposing a cartography of currents in Environmental Education, Sauvé (2005, p. 39) acknowledges the difference between North American, European, and Latin American cultural contexts or other contexts, indicating the need for development and/or adaptation of systematization efforts in the field of Environmental Education for these specific cultural contexts. Thus, relating this need for cultural adaptation to the research objective in the doctoral program, the geographic focus of Latin America was chosen.

The Coordination for the Improvement of Higher Education Personnel (CAPES) Journal Portal was used for the initial search for articles. This portal is chosen because this virtual scientific collection gathers and provides, free of charge, content produced in Brazil and several other countries. There are hundreds of related databases, including the multidisciplinary Web of Science and Scopus. In the search mechanism of this portal, articles with the following descriptors were selected, without field restrictions: ‘Environmental Education’ and ‘Aesthetics,’ using ‘AND’ as a Boolean operator for word combination in a cumulative manner. As for the
filters used in the search tool, as indicated earlier, they were peer-reviewed articles, open access, published between 2013 and 2022.

It is relevant to clarify that some questions arising from the very objective of this systematic literature review were assumed, while other inquiries emerged during the process based on the results and analyses conducted. To facilitate the understanding of the analytical process by which the units of the analysis corpus were initially grouped, refer to Table 1.

**Table 1 – Initial composition of the analytical matrix**

<table>
<thead>
<tr>
<th>Key Questions (derived from the objective of the systematic review)</th>
<th>Guiding terms for the analytical matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What type of methodological approach is presented in these articles?</td>
<td>1. Methodology(ies)</td>
</tr>
</tbody>
</table>
| 2. What theories underlie these articles? | 2.1. Reference author(s)  
| | 2.2. Identified Theory(ies) |
| 3. Is it possible to identify any main thematic axis in the articles? | 3. Thematic Axis (Axes) |
| 4. How is the issue of Aesthetics conceived/treated in the analyzed articles? | 4. Concept(s) of Aesthetics |

Source: Developed by the authors, 2023.

Regarding the data treatment, elements of quantitative research for bibliometric data are combined with qualitative research in the analysis of subjectivities based on the development of the analytical matrix and non-quantifiable conceptual framework.

**Results and Discussion**

The searches, conducted in two stages, resulted in 27 articles from Portuguese language descriptors and an additional 13 articles from Spanish language descriptors, totaling 40 initially identified publications. After the screening stage, applying inclusion and exclusion criteria, 29 articles remained for analysis, with 22 articles found in the Portuguese language group and 7 in the Spanish language group, as shown in Table 2.
The concepts of aesthetics in environmental education: Reflections from a systematic literature review

Table 2 – Identified publications, selection criteria, and number of publications

<table>
<thead>
<tr>
<th>Descriptors</th>
<th>Publications identified</th>
<th>Exclusion criteria</th>
<th>Exclusions</th>
<th>Publications analyzed</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Portuguese: “Educação Ambiental” and “Estética”</td>
<td>27</td>
<td>a) The article does not meet the Latin American geographical scope (1 article from a Portuguese institution)</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) The article only mentions Environmental Education but does not focus on this theme</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) The article is duplicated in the extraction</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>In Spanish: “Educación Ambiental” and “Estética”</td>
<td>13</td>
<td>a) The article does not meet the Latin American geographical scope (2 articles from Spanish institutions)</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) The article is duplicated in the extraction</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td></td>
<td><strong>11</strong></td>
<td><strong>29</strong></td>
</tr>
</tbody>
</table>

Source: Developed by the authors, 2023.

From the keywords identified in the selected articles and using the word cloud technique, also known as a tag cloud or word cloud, it was possible to represent the frequency with which each keyword repeats visually. To create a single word cloud, the Spanish keywords were translated into Portuguese to establish a unified basis for analysis.

Similar words and expressions were grouped, while those with overly restricted meanings and not related to the other articles, such as "Parque Estadual Serra do Mar," were excluded. Subsequently, using the online tool available on the Wordclouds.com platform, the word cloud was created. The result is presented in Figure 1, where you can visualize the most recurring keywords and those that, although less frequent, are related among the articles in the research corpus.
Regarding the distribution of the analyzed articles by the country of origin of the journals, it is noteworthy that 22 of them are from Brazil, accounting for 76%. Cuba and Mexico contributed 4 articles, representing 14% of the corpus. This distribution in absolute numbers can be seen in Graph 1.

Graph 1 – Distribution of articles by the country of origin of the journals

From left to right: Brazil; Chile; Colombia; Cuba; Mexico; and Venezuela.

Source: Developed by the authors, 2023.
Of the 29 analyzed articles, 23 journals were identified with Qualis Capes classification in the 2017-2020 quadrennium. Regarding the distribution of these 23 journals, 8 are classified as A1, 4 as A2, 1 as A3, and 6 as A4. In percentage terms, this distribution can be visualized in Graph 2.

**Graph 2** – Qualis Capes classification of journals in the 2017-2020 quadrennium

Source: Developed by the authors, 2023.

The 29 analyzed articles involve a total of 69 authors. Specifically, concerning the geographical macro-region of affiliation of Brazilian authors, it was possible to identify the predominance of institutions in the South, followed by the Southeast macro-region. It is also noteworthy that no authors affiliated with institutions in the Midwest were identified in this research. The distribution of Brazilian authors by macro-region of institutional origin, in percentage terms, can be observed in Graph 3.

**Graph 3** – Macro-region of origin of institutions of Brazilian authors

Source: Developed by the authors, 2023.

Regarding the institutional affiliation of authors, as shown in Table 3, the Federal University of Rio Grande (FURG) had the highest number of affiliated authors. Notably, of the 18 Brazilian Higher Education Institutions (HEIs) identified, 4 are Federal Institutes of
Education, Science, and Technology, and 14 are Universities, with 3 of them being private HEIs. Regarding the institutional affiliation of authors in other countries, the University of Cienfuegos in Cuba stands out with 4 authors. Additionally, in Brazil, authors are affiliated with State Secretariats and a Municipal Prefecture.

Table 3 – Number of authors by institutional affiliation

<table>
<thead>
<tr>
<th>Number of Authors</th>
<th>Institution and Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Federal University of Rio Grande – FURG – Brazil</td>
</tr>
<tr>
<td>14</td>
<td>University of Cienfuegos - UCF – Cuba</td>
</tr>
<tr>
<td>6</td>
<td>Federal Institute of Education, Science and Technology of Rio de Janeiro - IFRJ – Brazil</td>
</tr>
<tr>
<td>6</td>
<td>Sao Paulo State University – UNESP – Brazil</td>
</tr>
<tr>
<td>5</td>
<td>Federal University of Sao Carlos – UFSCar – Brazil</td>
</tr>
<tr>
<td>4</td>
<td>State Secretariats – Brazil</td>
</tr>
<tr>
<td>4</td>
<td>University of Granma - UDG – Cuba</td>
</tr>
<tr>
<td>4</td>
<td>Autonomous University of Nayarit – UAN – México</td>
</tr>
<tr>
<td>4</td>
<td>Autonomous University of Nuevo Leon – UANL – Mexico</td>
</tr>
<tr>
<td>3</td>
<td>Federal University of Paraná – UFPR – Brazil</td>
</tr>
<tr>
<td>3</td>
<td>Lutheran University of Brazil – ULBRA – Brazil</td>
</tr>
<tr>
<td>3</td>
<td>Federal University of Bahia – UFBA – Brazil</td>
</tr>
<tr>
<td>3</td>
<td>Federal University of Sergipe - UFS – Brazil</td>
</tr>
<tr>
<td>2</td>
<td>Federal Institute of Education, Science and Technology of Amapá - IFAP – Brazil</td>
</tr>
<tr>
<td>2</td>
<td>Federal Institute of Education, Science and Technology of Espírito Santo - IFES – Brasil</td>
</tr>
<tr>
<td>2</td>
<td>Federal Institute of Education, Science and Technology of Sul-Rio-Grandense – IFSul – Brazil</td>
</tr>
<tr>
<td>1</td>
<td>City Hall – Brazil</td>
</tr>
<tr>
<td>1</td>
<td>Teresa de la Asunción Educational Unit – Venezuela</td>
</tr>
<tr>
<td>1</td>
<td>Francisco José de Caldas District University - UD - Colombia</td>
</tr>
<tr>
<td>1</td>
<td>University of the Joinville Region – Univille – Brazil</td>
</tr>
<tr>
<td>1</td>
<td>University of Vale do Itajai – Univali – Brazil</td>
</tr>
<tr>
<td>1</td>
<td>Federal University of Pelotas – UFPel – Brazil</td>
</tr>
<tr>
<td>1</td>
<td>Federal University of Pernambuco – UFPE – Brazil</td>
</tr>
<tr>
<td>1</td>
<td>Federal University of Rondônia – UNIR – Brazil</td>
</tr>
<tr>
<td>1</td>
<td>Federal University of Santa Maria – UFSM – Brazil</td>
</tr>
<tr>
<td>1</td>
<td>Regional University of Blumenau - FURB – Brazil</td>
</tr>
</tbody>
</table>

Source: Developed by the authors, 2023.

It's worth noting that the 29 analyzed articles, combined with the received citations, total 125. The two most cited articles received 25 and 14 citations, both published in Brazilian scientific journals, with the first being a theoretical essay and the second a case study. Among the articles published in other Latin American countries, a noteworthy mention is an article published in Chile by authors affiliated with the Federal University of Rio de Janeiro, with 9 citations. Remembering that this data is dynamic and refers to citations received until the end of May 2023 is important.
Regarding the methodological approaches, case studies, and theoretical essays stand out, representing 61% of the research corpus combined. The distribution of articles by type of methodological approach, in absolute numbers, can be seen in Figure 4.

**Graph 4 - Distribution of analyzed articles by methodological approach**

![Graph](image)

Source: Developed by the authors, 2023.

This article is considered necessary to present the main themes, theoretical and methodological aspects, and the main reference authors identified in the analyzed bibliography before moving on to the conclusions, where some observations about Aesthetics and its role in Environmental Education in the analyzed articles will be discussed.

In this context, the so-called "Investigações em Movimento" (Investigations in Movement), also known as walking ethnography, stands out initially. In three analyzed articles, "Investigações em Movimento" emerges as a choice and proposition that, from an epistemological perspective, could evoke aesthetic and affective experiences, enabling the production of meaning and new learning. These articles draw primarily on authors such as Ingold and Vergunst (2008, p. 1-19), emphasizing multisensory perceptions, and Leff, in the pursuit of environmental rationality and epistemology where nature can be seen from another productive logic, ecotechnological productivity developed from a new ecoproduction paradigm (LEFF, 2001, p. 50-56).

In both theoretical essays and some articles presenting action research results, phenomenology-hermeneutics is the basis for explaining the importance of individual experiences in perception and representation, aesthetic-environmental awareness, and constructing an attitude for ecological-scientific valuation. Philosophers such as Merleau-Ponty, Heidegger, and Gadamer are recurrently cited in this specific group of articles. However, the discussions in these articles advance in subtly different directions, including the multisensoriality of experience, performance, and art, based on Beuys (2010) and Oiticica.
(1968), as free instrumentality or as instruments capable of triggering a praxis with transformative potential perception, as in Boal's (2009) Theater of the Oppressed.

Also notable is the identification of a critical attitude in opposition to the idea of hegemonic aesthetics, finding different theoretical supports, such as Félix Guattari, with the concept of a new aesthetic paradigm of ecosophy (GUATTARI, 2015). Emphasis is also placed on the production of different meanings and the search for responsibility for these meanings in environmental conception. This search and meaning production find theoretical references from the perspective of schizoanalysis in Deleuze and Guattari (1997), as well as in the complex and close connection between cognitive, affective, and value dimensions, as proposed by Degasperi and Bonotto (2017).

Regarding the analyzed survey-type surveys, it is worth noting that they blend quantitative analyses, such as the use of the Likert scale, with qualitative approaches, such as discourse analysis, either through the use of semi-structured interviews or the development of conceptual frameworks, such as Kellert's typology (1996). The problematization of socio-environmental issues and proposals for transformation is addressed in some of the articles towards collective and cooperative participation, as well as citizen education and the exercise of citizenship in the political confrontation of socio-environmental conflicts and injustices, drawing support from authors such as Freire (1996), Reigota (2014), Sato (2009), and Layrargues (2000), among others.

The themes of interdisciplinarity and curricular environmentalization stand out in some of the analyzed articles, whether in research on the characteristics of Environmental Education identified in undergraduate courses or in the theoretical discussion about Aesthetic Environmental Education and the role of belonging relationships in the process of curricular environmentalization in higher education. This dialogue incorporates references from authors such as Tavares (2009, p. 177-193) and Tozoni-Reis (2006, p. 93-110).

Elements of Marxist theory also permeate some of the analyzed articles, with the capitalist system, with its logic of production and market, being presented as the main cause of an unsustainable development model. This is evident using analytical categories from dialectical historical materialism, such as capital and labor. The Marxist theory with a Gramscian matrix can also be identified, using categories such as hegemony (GRAMSCI, 2011, p. 263-368) and discussions constructed around the philosophy of praxis in the three aspects characterized by Martelli and cited by Semeraro (2005, p.30): technical-productive, scientific-experimental, and historical-political. In general, the articles present overcoming capitalism as
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a necessity, and the main path indicated for this assumes distinct but not exclusive emphases, such as new productive rationality, democratic participation, or the establishment of new forms of sociability based on the ethics of solidarity.

Another strand of Marxist theory, the Lukacsian tradition, is also identified, serving as the basis for one of the articles written by the Cuban authors (TORRES MAYA et al., 2020, p. 191). This article used the category of totality, derived from the work of the Hungarian philosopher Georg Lukács. It is worth noting that, for Lukács, the function of art (DOS SANTOS PEREIRA; RODRIGUES; CHAGAS, 2021) is to reflect the essential nature of social reality as a totality historically articulated in the dialectical relationship between essence and appearance.

Another part of the article directly addresses the critique of modernity, highlighting the crises of its consumption model, scientific model, and social, identity, and economic organization. In this group of articles, the critique of modernity and its models is mainly grounded in authors such as Bauman (2003), Giddens (2002), Santos (2008), and Santos (2006).

Concepts of Aesthetics in the Articles

It is proposed now to return to the central question in this systematic literature review, reflecting on how the issue of aesthetics is conceived and treated in the analyzed articles and its role in Environmental Education based on this analyzed academic production. It is worth mentioning from the outset that in all the analyzed articles, aesthetics is directly related to the human perception of phenomena in the external world. Based on the guided search and systemic reading in the corpus analysis, there is a relative consensus that aesthetics, as a dimension of sensitivity and sensitive knowledge, is how humans understand things and phenomena.

It can also be asserted that aesthetics is conceived in some of the analyzed texts as a way of feeling the world and perceiving oneself in it, emphasizing the sensations that interactions between humans, the world, and society evoke. Themes such as belonging and identity landscape are some of the direct developments of this conception identified in the articles.

It is important to emphasize that the article that explicitly mentions aesthetics in Marxist and Lukacsian perspectives reflects on the role of aesthetics as a way of affirming human beings in the objective world due to the legacy of all of humanity's history and its practical material activity. Thus, while presenting human action as predatory and destructive from a certain productivist logic, it is also assumed that it can expand the horizon of the senses and elevate
their sensitive consciousness. In this way, the human being, as a historical and social being, transforms nature and also himself. In this approach, aesthetics assumes the role of an essential dimension of man in the face of the environment.

Apparently, articles criticizing the models of exaggerated rationalization of modernity draw attention to the dissociation between reason and senses, brain and body, and the fragmentation of knowledge and wisdom. By seeking excessive simplification or totalitarian explanation, this rationalization often resulted in the misunderstanding of phenomena precisely because it failed to grasp and explain their complexity. Thus, articles on Walking Investigations, for example, propose Aesthetics as an experience and the multisensoriality of the experience and walks as methodological alternatives facilitating affective responses from bodies no longer dissociated but engaged in the world.

Similarly, articles exploring artistic experiences, art and science installations, or the theater of the oppressed, whether to diagnose socio-environmental issues or as drivers of experiences beyond the merely rational aspect, also propose Aesthetics as a sensitive and meaning-producing experience.

It is essential to highlight that the critique of modernity takes other developments concerning the role that Aesthetics can and should play in Environmental Education. Understanding increasingly interdependent and complex phenomena equally requires an expanded perspective on sustainability. In this sense, one of the articles, by presenting and analyzing experiences of Environmental Education in a Basic Education school, suggests that Curricular Environmentalization be integrated with principles of aesthetic-environmental awareness towards a biocosystemic complexity (MOTA et al., 2020), where various other social issues, such as the fight against sexism or the inclusion of people with disabilities, are addressed under the same eco-citizen ethic.

Final considerations

The execution of the systematic literature review allowed for answering the initially proposed question and provided a general overview of the conceptions of Aesthetics in Environmental Education, especially in articles published in Brazilian journals, which comprise 76% of the corpus. Thus, it is concluded that there are multiple conceptions and approaches to Aesthetics in Environmental Education, and when considering the role of Aesthetics in this
field of knowledge and educational action, it is necessary to be clear about the breadth of its philosophical assumptions and its epistemological complexity.

It is also crucial to understand that aesthetics is not innate to human beings. Even the capacity for perception through the senses, which may seem merely biological and innate, is socially and historically constructed. In this sense, considering that one is not born with the Aesthetic dimension ready, aesthetic literacy, as Boal warns (2009, p. 15-18), is necessary. It is also essential to confront what he calls aesthetic castration, an inability constructed from forms of domination that render sensitive and symbolic thought inoperative.

As one recognizes that learning occurs in the interweaving of cognitive, psychic, physical, and emotional dimensions and that they do not unfold dissociated from the Aesthetic dimension, it is essential to acknowledge that this dimension must be, in itself, the subject of Education.

Returning to the complexity of Environmental Education as a field of knowledge and educational practice, it is observed that its multiplicity arises not only from the overlap of concepts developed over time but primarily from different worldviews, dynamics of knowledge construction and power, and various social interests and conflicts that serve as conditioning factors and motivations. Just as there is no single valid worldview for everyone, there would also not be a single correct conception of Aesthetics. This is reflected in the diverse perspectives on Aesthetics in Environmental Education and poses a significant challenge for practical issues, such as curriculum organization.

Finally, as a proposal for further research, since this study on Aesthetics in Environmental Education was limited to the analysis of scientific articles, it is suggested that theses and dissertations in Latin America also be investigated. Similarly, it is suggested that research be extended to other contexts, such as the European context, to allow for comparing results and analyses, verifying whether the same conceptions of Aesthetics are repeated in different cultural contexts.
REFERENCES


**CRediT Author Statement**

**Acknowledgements:** Not applicable.

**Funding:** Not applicable.

**Conflicts of interest:** There are no conflicts of interest.

**Ethical approval:** This work did not require ethical committee approval.

**Data and material availability:** The data and materials used in the study are in the possession of the researchers.

**Authors' contributions:** Jaqueline Ferreira Freitas Cortes de Oliveira contributed to the research planning, data and information extraction, processing, and analysis, as well as the writing of the article. Alexandre Guilherme Motta Sarmento supervised the research that led to this article and contributed to its writing and revision.

**Processing and editing:** Editora Ibero-Americana de Educação.

Proofreading, formatting, normalization and translation.