

| | |
|-------------------------|---|
| 1. Record Nr. | UNINA9910453174303321 |
| Titolo | Biology education for social and sustainable development [[electronic resource] /] / edited by Mijung Kim and C.H. Diong |
| Pubbl/distr/stampa | Rotterdam, : Sense Publishers, 2012 |
| ISBN | 94-6091-926-X 94-6091-927-8 |
| Edizione | [1st ed. 2012.] |
| Descrizione fisica | 1 online resource (404 p.) |
| Altri autori (Persone) | KimMijung DiongC. H |
| Disciplina | 570.71 |
| Soggetti | Biology - Study and teaching - Pacific Area Biology - Social aspects - Pacific Area Sustainable development - Pacific Area Electronic books. |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | "The papers in this book were first presented at the 23rd Biennial Conference of the Asian Association for Biology Education (AABE) held at the National Institute of Education, Nanyang Technological University, 18-20 Oct 2010"--P. xiii. |
| Nota di bibliografia | Includes bibliographical references and index. |
| Nota di contenuto | Preliminary Material / Mijung Kim and C. H. Diong -- Visions and Challenges of Biology Education for Sustainability: Keynote Papers / Mijung Kim and C. H. Diong -- Linking Education to Socially-Relevant Bioentrepreneurship for Sustainable Development / Paul P.S. Teng -- Promoting Public Understanding of Sustainable Development: Opportunities for Science Education / Merle C. Tan -- Actions and Opportunities: a North American Perspective on Undergraduate Biology Education for Social and Sustainable Development / Margaret Waterman -- From Gene to Education - The ECNG Research Framework: Education, Cognition, Neuroscience, and Gene / Chun-Yen Chang and Ting-Kuang Yeh -- Biology Education in China 2000–2010: Curricular Trends and Teacher Preparation Models for a Changing Society / Enshan Liu -- Biology Education in the Future / Robert L. Wallis -- Biology, Community, and Higher Education / Mijung Kim and C. H. Diong -- A Visualisation Tool for Experiential Learning in |

Environmental Science: Using Football Fields, Agricultural Fields and Waterways to Illustrate the Implication of Different Water Allocation Decisions / Anne Wallis , Michelle Graymore , Ty Matthews and Susan Byrne -- Using Metacognition as a Tool to Advance Reading Comprehension in a Science Class / Jocelyn D. Partosa -- De La Salle-College of Saint Benilde in the Philippines: Making a Difference in Sustainable Development / Maria Cristina A. Bordallo -- Oil Producing Plants as Alternative Source of Energy for Sustainable Development / Vivian S. Tolentino , Milarosa L. Librea , Mark Joseph Sibal , Emmanuel Espineda and Wendel T. Marcelo -- Research as an Integral Component of Biology Education in Philippine Schools / Josefino R. Castillo -- Biology for Non-Majors at the University of the Philippines Diliman Extension Program in Pampanga (UPDEPP): Learning Sexually Transmitted Diseases Minus the Squirms / Nenita M. Dayrit -- An Assessment of the Pantabangan Reforestation, Livelihood and other Community Involvement Projects of La Consolacion College of Manila, Philippines / Rosalinda Mercedes E. Castillo -- Indigenous Knowledge and Taxonomy of Bats in Loboc Watershed Forest Reserve, Bohol, Philippine / Reizl P. Jose , Marina A. Labonite , Rumila C. Bullecer , Agustin B. Ancog , Nida G. Butron and Ricardo P. Bullecer -- Anatomical Characterization of Oil Cells and Oil Cavities in *Jatropha curcas* L. using Light and Electron Microscopy / Milarosa L. Librea and Vivian S. Tolentino -- Extent of *Escherichia coli* Contamination of Cagayan de Oro River and Factors Causing Contamination / Lesley Casas Lubos and Lalevie Casas Lubos -- Biophysico-Chemical and Socioeconomic Study of Two Major Manila Esteros / Glorina P. Orozco and Macrina T. Zafaralla -- Sustainable Intensification of Agricultural Production: The Essential Role of Ecosystem-Literacy Education for Smallholder Farmers in Asia / Jan Willem Ketelaar and Alma Linda Abubakar -- Teaching Practice and Student Learning of Biology and the Environment / Mijung Kim and C. H. Diong -- Improving Science Learning through Writing-to-Learn Strategy: Writing Claim and Evidence in Classroom Teaching / Hang Chuan Teng , Jashanan Kasinathan , Vivianne Low , Mosbergen Irving Brian and Ashri B. Shukri.

Sommario/riassunto

In an era of globalization and urbanization, various social, economic, and environmental challenges surround advances in modern biological sciences. Considering how biological knowledge and practice are intrinsically related to building a sustainable relationship between nature and human society, the roles of biology education need to be rethought to respond to issues and changes to life in this biocentury. This book is a compilation of selected papers from the Twenty Third Biennial Conference of the Asian Association for Biology Education 2010. The title, *Biology Education for Social and Sustainable Development*, demonstrates how rethinking and reconstruction of biology education in the Asia-Pacific region are increasingly grounded in deep understandings of what counts as valuable local knowledge, practices, culture, and ideologies for national and global issues, and education for sustainable development. The 42 papers by eminent science educators from Australia, China, Philippines, Singapore, Taiwan, and the U.S., represent a diversity of views, understandings, and practices in biology education for sustainable development from school to university in diverse education systems and social-cultural settings in the Asia-Pacific region and beyond. The book is an invaluable resource and essential reference for researchers and educators on Asian perspectives and practices on biology education for social and sustainable development.

| | |
|-------------------------|---|
| 2. Record Nr. | UNINA9910463516503321 |
| Autore | Murphy Teresa Anne |
| Titolo | Citizenship and the origins of women's history in the United States [[electronic resource] /] / Teresa Anne Murphy |
| Pubbl/distr/stampa | Philadelphia, : University of Pennsylvania Press, c2013 |
| ISBN | 0-8122-0828-5 |
| Edizione | [1st ed.] |
| Descrizione fisica | 1 online resource (235 p.) |
| Collana | Democracy, Citizenship, and Constitutionalism |
| Disciplina | 323.3/40973 |
| Soggetti | Women - United States - Historiography - 19th century Women historians - United States - History - 19th century Historiography - Social aspects - United States - History - 19th century Citizenship - United States - History - 19th century Electronic books. |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Bibliographic Level Mode of Issuance: Monograph |
| Nota di bibliografia | Includes bibliographical references and index. |
| Nota di contenuto | Front matter -- Contents -- Introduction -- I. Women, History, and Nation -- Chapter 1. Domestic Citizenship and National Progress -- Chapter 2. Revolutionary Responses -- Chapter 3. The Challenges of Radical Reform -- II. Citizenship and Women's History -- Chapter 4. Women's History and Woman's Rights -- Chapter 5. Domestic Histories -- Chapter 6. Caroline Dall's Usable Past: Women and Equal Citizenship -- Epilogue -- Notes -- Index -- Acknowledgments |
| Sommario/riassunto | Women's history emerged as a genre in the waning years of the eighteenth century, a period during which concepts of nationhood and a sense of belonging expanded throughout European nations and the young American republic. Early women's histories had criticized the economic practices, intellectual abilities, and political behavior of women while emphasizing the importance of female domesticity in national development. These histories had created a narrative of exclusion that legitimated the variety of citizenship considered suitable for women, which they argued should be constructed in a very different way from that of men: women's relationship to the nation should be considered in terms of their participation in civil society and the domestic realm. But the throes of the Revolution and the emergence of |

the first woman's rights movement challenged the dominance of that narrative and complicated the history writers' interpretation of women's history and the idea of domestic citizenship. In *Citizenship and the Origins of Women's History in the United States*, Teresa Anne Murphy traces the evolution of women's history from the late eighteenth century to the time of the Civil War, demonstrating that competing ideas of women's citizenship had a central role in the ways those histories were constructed. This intellectual history examines the concept of domestic citizenship that was promoted in the popular writing of Sarah Josepha Hale and Elizabeth Ellet and follows the threads that link them to later history writers, such as Lydia Maria Child and Carolyn Dall, who challenged those narratives and laid the groundwork for advancing a more progressive woman's rights agenda. As woman's rights activists recognized, citizenship encompassed activities that ranged far beyond specific legal rights for women to their broader terms of inclusion in society, the economy, and government. *Citizenship and the Origins of Women's History in the United States* demonstrates that citizenship is at the heart of women's history and, consequently, that women's history is the history of nations.
