

1. Record Nr.	UNINA9910960274803321
Titolo	Assessing the relationship between propagule pressure and invasion risk in ballast water / / National Research Council of the National Academies
Pubbl/distr/stampa	Washington, D.C., : National Academies Press, 2011
ISBN	9786613278791 9780309215657 030921565X 9781283278799 1283278790 9780309215633 0309215633
Edizione	[1st ed.]
Descrizione fisica	1 online resource (156 p.)
Disciplina	578.62
Soggetti	Ballast water - Research Ballast water - Environmental aspects - United States Introduced organisms - Environmental aspects - United States Marine biological invasions
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"Committee on Assessing Numeric Limits for Living Organisms in Ballast Water, Water Science and Technology Board, Division on Earth and Life Studies."
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	""Front matter""; ""Preface""; ""Contents""; ""Summary""; ""1 Setting the Invasive Species Management Stage""; ""2 Policy Context for Regulating Live Organisms in Ballast Discharge""; ""3 Sources of Variation Influencing the Probability of Invasion and Establishment""; ""4 Relationship between Propagule Pressure and Establishment Risk""; ""5 Other Approaches to Setting a Ballast Water Discharge Standard""; ""6 The Path Forward""; ""Glossary""; ""Appendix A Committee Biographical Information""
Sommario/riassunto	"The human-mediated introduction of species to regions of the world they could never reach by natural means has had great impacts on the

environment, the economy, and society. In the ocean, these invasions have long been mediated by the uptake and subsequent release of ballast water in ocean-going vessels. Increasing world trade and a concomitantly growing global shipping fleet composed of larger and faster vessels, combined with a series of prominent ballast-mediated invasions over the past two decades, have prompted active national and international interest in ballast water management. Assessing the relationship between propagule pressure and invasion risk in ballast water informs the regulation of ballast water by helping the Environmental Protection Agency (EPA) and the U.S. Coast Guard (USCG) better understand the relationship between the concentration of living organisms in ballast water discharges and the probability of nonindigenous organisms successfully establishing populations in U.S. waters. The report evaluates the risk-release relationship in the context of differing environmental and ecological conditions, including estuarine and freshwater systems as well as the waters of the three-mile territorial sea. It recommends how various approaches can be used by regulatory agencies to best inform risk management decisions on the allowable concentrations of living organisms in discharged ballast water in order to safeguard against the establishment of new aquatic nonindigenous species, and to protect and preserve existing indigenous populations of fish, shellfish, and wildlife and other beneficial uses of the nation's waters. Assessing the relationship between propagule pressure and invasion risk in ballast water provides valuable information that can be used by federal agencies, such as the EPA, policy makers, environmental scientists, and researchers."-- Publisher's description.

2. Record Nr.	UNINA9910476846203321
Autore	Sefton-Green Julian
Titolo	Learning at not-school : a review of study, theory, and advocacy for education in non-formal settings / / Julian Sefton-Green
Pubbl/distr/stampa	Cambridge, Mass., : MIT Press, 2013
ISBN	9780262311984 0262311984
Descrizione fisica	1 online resource (100 p.)
Collana	The John D. and Catherine T. MacArthur Foundation reports on digital media and learning
Disciplina	371.19
Soggetti	After-school programs Learning Comparative education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Contents -- Series Foreword -- Chapter 1. Introduction -- The Field of "Not-School" -- Focus of the Report -- Why Is This Important? -- Outline of the Report -- Chapter 2. Understanding Learning in Not-School Environments -- Hyphens and Plurals -- Summary -- Chapter 3. Researching Not-School -- Do Reviews of Work in the Sector Offer Us a Typology of Learning? -- Summary -- Chapter 4. Culture and Identity: Creative Media Production -- England in the 1980s: Youth, Culture, and Photography -- Oakland in the Twenty-First Century: Youth Radio -- Summary -- Chapter 5. Language and Technology: Learning to Learn and Metalearning -- The Fifth Dimension and the Computer Clubhouse -- Language in and through the Arts -- Summary -- Chapter 6. In-Formal Learning: Traversing Boundaries -- Amateur Musicians, Young Filmmakers, and Symbolic Creativity -- Tracing Biographies: Life Histories and Pathways -- Summary -- Chapter 7. Conclusion -- Historical and International Perspectives -- Identity, Metalearning, and Embedded Practices -- Implication for Further Study -- Notes -- References.
Sommario/riassunto	Schools do not define education, and they are not the only institutions in which learning takes place. After-school programs, music lessons, Scouts, summer camps, on-the-job training, and home activities all

offer out-of-school educational experiences. In "Learning at Not-School," Julian Sefton-Green explores studies and scholarly research on out-of-school learning, investigating just what it is that is distinctive about the quality of learning in these "not-school" settings. Sefton-Green focuses on those organizations and institutions that have developed parallel to public schooling and have emerged as complements, supplements, or attempts to remediate the alleged failures of schools. He reviews salient principles, landmark studies, and theoretical approaches to learning in not-school environments, reporting on the latest scholarship in the field. He examines studies of creative media production and considers ideas of "learning-to learn"--That relate to analyses of language and technology. And he considers other forms of in-formal learning--in the home and in leisure activities--in terms of not-school experiences. Where possible, he compares the findings of US-based studies with those of non-US-based studies, highlighting core conceptual issues and identifying what we often take for granted. Many not-school organizations and institutions set out to be different from schools, embodying different conceptions of community and educational values. Sefton-Green's careful consideration of these learning environments in pedagogical terms offers a crucial way to understand how they work. (Contains 17 notes.).
