

1. Record Nr.	UNINA9910495683203321
Autore	Parmentier Romain
Titolo	Juger en temps de troubles : Justice pénale et criminalité à Namur au temps des « Malheurs » (1650-1700) / Romain Parmentier
Pubbl/distr/stampa	Louvain-la-Neuve, : Presses universitaires de Louvain, 2021
ISBN	2-39061-038-2
Descrizione fisica	1 online resource (258 p.)
Altri autori (Persone)	RousseauxXavier
Soggetti	History Law jugement justice activité pénale infraction
Lingua di pubblicazione	Francese
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Livello bibliografico	Monografia
Sommario/riassunto	Le xvii ^e siècle est un temps de troubles pour les Pays-Bas espagnols. Après l'intermède glorieux des Archiducs, ce territoire est de nouveau ravagé par les luttes incessantes que se livrent les différents souverains d'Europe à l'instar des guerres de Louis XIV. La ville de Namur, place forte stratégique sur le chemin des armées belligérantes au confluent de la Sambre et de la Meuse, n'est pas épargnée par les conflits et subit les conséquences de ce temps de « Malheurs ». Dans ce contexte, cet ouvrage analyse l'activité pénale et la criminalité réprimée par la justice urbaine dans la seconde moitié du xvii ^e siècle. À partir des archives judiciaires de la Haute Cour, l'auteur analyse l'organisation et le fonctionnement complexe de la justice urbaine, l'action répressive de cette dernière et les différents crimes et délits jugés et réprimés à Namur. Ce livre met en lumière les processus de régulation des infractions, les acteurs qui les commettent et les jugent, mais surtout les mentalités face au crime en cette époque troublée.

2. Record Nr.	UNINA9910545197303321
Titolo	Teacher education for sustainable development and global citizenship : critical perspectives on values, curriculum and assessment / / edited by Philip Bamber
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ISBN	9780429762826 0429762828 9780429427053 0429427050 9780429762833 0429762836
Edizione	[First edition.]
Descrizione fisica	1 online resource (259 pages)
Collana	Critical global citizenship education
Classificazione	EDU000000
Disciplina	338.927071
Soggetti	Sustainable development - Study and teaching Education - Aims and objectives Environmental ethics - Study and teaching Teachers - Training of Teachers - Professional relationships
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Cover -- Half Title -- Series -- Title -- Copyright -- Dedication -- Contents -- List of Figures and Tables -- Notes on Contributors -- Series Editor Foreword -- Foreword -- Acknowledgements -- List of Abbreviations -- Introduction: Reconnecting Research, Policy and Practice in Education for Sustainable Development and Global Citizenship -- Part 1 Values -- 1 In Search of Core Values -- 2 How Do Teachers Engage With School Values and Ethos? -- 3 Learning to Unlearn: Moving Educators From a Charity Mentality Towards a Social Justice Mentality -- 4 Understanding Hospitality and Invitation as Dimensions of Decolonising Pedagogies When Working Interculturally -- 5 Restorative Practice: Modelling Key Skills of Peace and Global

Citizenship -- 6 Into the Vortex: Exploring Curriculum Making Possibilities that Challenge Children's Responses to Extreme Climate Events -- Part 2 Curriculum -- 7 Moving Teachers' Experience From the Edge to the Centre -- 8 Bridging 4.7 with Secondary Teachers: Engaging Critical Scholarship in Education for Sustainable Development and Global Citizenship -- 9 Bat Conservation in the Foundation Stage: An Early Start to Education for Sustainability -- 10 Advocating for Democratic, Participatory Approaches to Learning and Research for Sustainability in Early Childhood -- 11 Seeking to Unsettle Student Teachers' Notions of Curriculum: Making Sense of Imaginative Encounters in the Natural World -- 12 Reconceptualising Citizenship Education Towards the Global, the Political and the Critical: Challenges and Perspectives in a Province in Northern Italy -- Part 3 Assessment -- 13 'Zero Is Where the Real Fun Starts'-Evaluation for Value(s) Co-Production -- 14 Rating Education for Sustainable Development in the Early Years: A Necessity or a Challenge?. 15 Results, Results, Results: Seeking Spaces for Learning in a European Global Learning and STEM Project -- 16 Evaluating an International Approach Within Teacher Education to the Refugee Crisis -- 17 Measuring Teachers' Impact on Young Peoples' Attitudes and Actions as Global Citizens -- Conclusion: Empathy, Adaptability, Moderation and Sharing -- Index.

Sommario/riassunto

This book examines how educators internationally can better understand the role of education as a public good designed to nurture peace, tolerance, sustainable livelihoods and human fulfilment. Bringing together empirical and theoretical perspectives, this insightful text develops new understandings of education for sustainable development and global citizenship (ESD/GC) and illustrates how these might impact on educational research, policy and practice. The text recognizes the ESD/GC as pivotal to the universal ambitions of UNESCO's Sustainable Development Goals, and focuses on the role of teachers and teacher educators in delivering the appropriate educational response to promote equity and sustainability. Chapters explore factors including curriculum design, values and assessment in teacher education, and consider how each and every learner can be guaranteed an understanding of their role in promoting a just and sustainable global society. This book will be of great interest to academics, researchers, school leaders, practitioners, policy makers and students in the fields of education, teacher education and sustainability.
