

1. Record Nr.	UNINA9910616371803321
Autore	Ortega Sanchez Delfin
Titolo	Controversial issues and social problems for an integrated disciplinary teaching // Delfin Ortega-Sanchez
Pubbl/distr/stampa	Cham, Switzerland : , : Springer International Publishing, , [2022] ©2022
ISBN	9783031086977 9783031086960
Descrizione fisica	1 online resource (201 pages)
Collana	Integrated Science
Disciplina	378.199
Soggetti	Interdisciplinary approach in education Interdisciplinarietat en l'ensenyament Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Intro -- Acknowledgment -- Contents -- 1 Teaching Controversial Issues and Social Problems from an Integrated Perspective -- Abstract -- Funding -- References -- 2 On Integrating Mathematics Education and Sustainability in Teacher Training: Why, to What End and How? -- Abstract -- Introduction -- Why is It Necessary to Integrate Mathematics Education and Sustainable Development into Teacher Training? What Purpose Does It Serve? -- Sustainable Development: A Key Strategy for Transformation -- Research into the Integration Between Mathematics Education and Sustainable Development in Teacher Training -- How Can Mathematics Education and Sustainable Development Be Integrated into Teacher Training? -- Conclusion -- References -- 3 Social Sciences Education Based on Social Problems: Traditions and Integrative Tendencies -- Abstract -- Why Do We Propose an Integrated Curriculum Based on Social Sciences Education? -- Traditions and Tendencies of Working with Social Problems: An Integrative Perspective -- Work Based on Social Problems as a Methodology -- Work Based on Social Problems or Controversial Issues -- Socially Acute Questions: The Francophone Tradition -- Why Teach School Disciplines Based on Social Problems? -- An Example of Work

with a Social Problem: The 2020 Pandemic -- Epilogue -- References -- 4 Controversial Heritage, Ecosocial Education and Citizenship. Connections for the Development of Heritage Education in Formal Education -- Abstract -- Background: The EPITEC Project -- Controversial Heritage -- Ecosocial Citizen Education -- Conclusions and Future Prospects -- References -- 5 A New Education for a New Era: Transdisciplinarity, Transversal Competences and an Eclectic Approach to Evaluation -- Abstract -- The Emergence of a New Era -- Winds of Change in Education -- A New Education for a New Era -- Final Remarks -- References.

6 Historical Thinking and Controversial Issues in Social Studies Education -- Abstract -- Introduction. History Teaching for a Critical and Democratic Education -- Historical Thinking Skills -- Thinking and Teaching About Controversial Issues in History and Social Education -- How to Teach Controversial Topics -- Teaching and Learning History and Social Studies Based on the Normalisation of Conflict -- Conclusions: A Different Kind of History and Social Education is Possible -- Acknowledgements -- References -- 7 Education and Controversial Topics in Post-conflict Societies: The Coexistence and Memory Project in Contemporary Teacher Training in the Basque Country -- Abstract -- Controversial Issues in Education -- Controversial Issues in Post-conflict Societies: The Case of the Basque Country -- Public Policies and Treatment of the Conflict in Educational Settings in the Basque Country -- Adi-adian and the Coexistence and Memory Project: The Treatment of Violence During the Initial Teacher Training in the University of the Basque Country -- Conclusion -- References -- 8 History Education and Democratic Memory. An Analysis of the Opinions of Social Sciences Teachers in Initial Training -- Abstract -- Introduction -- Methodology -- Results -- Conclusions -- Implications -- Funding -- References -- 9 The Use of Controversial Issues in Higher Education for Citizenship Learning -- Abstract -- Educating for and in Democracy, also at the University -- Controversial Issues at the University for Citizenship Education -- Method -- Participants -- Research Problems -- Instrument and Analysis Procedures -- Results -- What Do Students Think About the Role of the University in Their Formation as Citizens? -- What Do Students Think About the Role of the Problems and/or Controversial Issues Worked on During CIMA in Their Formation as Citizens?. Discussion and Conclusions -- Acknowledgements -- References -- 10 Perceptions of STEAM+CLIL Integration: Results of a Co-teaching Proposal During Initial Teacher Training -- Abstract -- Introduction -- Theoretical Framework -- Co-teaching as a Tool for Disciplinary Integration -- Combining iSTEAM and CLIL -- Methodology -- Design -- Context and Participants -- Teaching Proposal -- Data Collection -- Data Analysis -- Results -- Discussion and Conclusions -- References -- 11 The Contribution of Interdisciplinary Education to the Development of Students Competences with Intellectual Disabilities. An Analysis from the Social and Rights Model -- Abstract -- Introduction -- A New Paradigm for Interpreting Disability: The Social and Rights Model -- Historical Approach to Interdisciplinarity from the Integrated Approach and Theoretical Foundations -- The Concept of Interdisciplinary Teaching -- Conceptualisation of Intellectual Disability and Educational Problems Faced by People with Different Special Educational Needs -- Contributions of Integrated Education to the Learning Difficulties of People with Intellectual Disabilities -- Conclusion -- References -- 12 COPACUL: An Innovative Didactic Project on Heritage Conservation for High School Students -- Abstract -- Introduction. Why a Didactic Project? -- Outstanding Previous

Experiences -- The Current Spanish Educational Law as a Framework --
Didactic Sequence in the Classroom -- Practical and Experimental
Activities in Workshops and Museums -- Final Activity of Reflection,
Evaluation and Conclusions -- Materials -- Acknowledgements --
References -- 13 Problematizing STEM Integration from an
Epistemological and Identity Perspective -- Abstract -- Why Do We
Need an Epistemic and Identity Perspective in STEM Education? -- An
Epistemological Lens Applied to STEM Education.
Epistemic Challenges of an Integrated STEM Education -- Developing
an Epistemology for STEM -- An Identity Lens Applied to STEM
Education -- Controversies Defining STEM Identities -- "STEM Identity"
as an Umbrella of Different S/T/E/M Identities -- Deepening into
Students' Possible STEM Identity -- How to Include Both an Epistemic
and an Identity Lens in STEM Education? -- Acknowledgements --
References -- Index.
