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Nota di contenuto	Recontextualizing Sustainability: Regulative and Instructional Discourse -- Learning culture, Competencies and Consequences for Sustainability -- Dealing with Uncertainty in a Transformative Education for Sustainable Development -- Education for Sustainable Development in a Culture of Digitality -- School Geography as Radical Global Citizen Education -- Sustainable Contradictions? The Prospect for an Eco-socialist School Geography -- Bringing Sustainability into the Classroom -- Subject Matter Knowledge and Sustainability – Implications for Classroom Instruction -- Teaching with Geographical Situations to Practice Sustainability -- Geography Education for Sustainable Development through Problem-based Learning -- Factors Affecting Geography Pre-service Teachers' Perception about Education for Sustainable Development -- Geographical Knowledge and (Education for) Sustainable Development in Geography Curricula -- Preparing Pre-service Teachers for Practicing Sustainable Geographies through Online Technology Integration -- Practicing students SDG

Strategies through Fieldwork – Exploring Student Perspectives on Green Urban Planning Models in a Nature Park -- Opportunities and Challenges in Geography Education to Practice Sustainability Education.

Sommario/riassunto

This book shares with an international audience of teachers, scholars, and policymakers the experience of pedagogical practices to facilitate sustainability in the world. Sustainability is seen here as a journey toward the end state of sustainable development. Therefore, the authors contribute different roads to engage teachers and students with pedagogical discourse. Overall, the book demonstrates the value of powerful knowledge through action-oriented learning based on a bottom-up process. Consequently, pedagogical practices are understood as the instructional approaches based on a social constructivist model in which active learning is performed with student-to-student engagement. Secondary teachers in social sciences and university professors in geography find the study to be a valuable source of stimulation for incorporating new ideas and resolving common problems in their learning and teaching environments. Education policymakers around the world also benefit from the only publication that presents international perspectives on geographical knowledge related to sustainability. The contributing authors are experienced scientists in the field of geography education who are giving special attention to pedagogical practices that promote new directions toward sustainable thinking. This book is the first outcome of an international collaboration officially established in 2023 between the Department of Geography and Environmental Studies at Texas State University and the Department of Geography at the University of Bayreuth.
