

1. Record Nr.	UNINA990004335810403321
Titolo	L'association dionysiaque dans les sociétés anciennes : actes de la table ronde organisée par l'École française de Rome : Rome, 24-25 mai 1984
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Nota di contenuto	chapter 1 Introduction / Paula Jones -- chapter 2 More than the Sum of their Parts? Interdisciplinarity and Sustainability / Paula Jones -- chapter 3 'It's Not Just Bits of Paper and Light Bulbs': A Review of Sustainability Pedagogies and their Potential for Use in Higher Education / Debby Cotton -- chapter 4 Third-wave Sustainability in Higher Education: Some (Inter)national Trends and Developments / Arjen E. J.Wals and John Blewitt -- chapter 5 Education for Sustainability in the Business Studies Curriculum: Ideological Struggle / Delyse Springett -- chapter 6 Geography, Earth and Environmental Sciences: A Suitable Home for ESD? / Brian Chalkley -- chapter 7 Climate Change, Sustainability and Health in UK Higher Education: The Challenges for Nursing / Benny Goodman -- chapter 8 Sustainability – Is It Legal? The Benefits and Challenges of Introducing Sustainability into the Law Curriculum / Tracey Varnava -- chapter 9 Staging Sustainability: Making Sense of Sustainability in HE Dance, Drama and Music / Paul Kleiman -- chapter 10 Engineering our World Towards a Sustainable Future / Edited by Simon Steiner -- chapter 11 Developing Critical Faculties: Environmental Sustainability in Media, Communications and

Cultural Studies in Higher Education / Debbie Flint -- chapter 12
Sustainability in the Theology Curriculum / Katja Stuerzenhofecker,
Rebecca O'Loughlin and Simon Smith -- chapter 13 Sustaining
Communities: Sustainability in the Social Work Curriculum: Andrew
Whiteford, Viv Horton, Diane Garrard, Deirdre Ford and Avril Butler /
Andrew Whiteford -- chapter 14 Sustainability and Built Environment
Professionals: A Shifting Paradigm / Judi Farren Bradley -- chapter 15
Costing the Earth: The Economics of Sustainability in the Curriculum /
Anthony Plumridge -- chapter 16 Translating Words into Action and
Actions into Words: Sustainability in Languages, Linguistics and Area
Studies Curricula / John Canning -- chapter 17 If Sustainability Needs
New Values, Whose Values? Initial Teacher Training and the Transition
to Sustainability / Robert Cook.

Sommario/riassunto

How do we equip learners with the values, knowledge, skills, and motivation to help achieve economic, social and ecological well-being? How can universities make a major contribution towards a more sustainable future? Amid rising expectations on HE from professional associations, funders, policy makers, and undergraduates, and increasing interest amongst academics and senior management, a growing number of higher education institutions are taking the lead in embracing sustainability. This response does not only include greening the campus but also transforming curricula and teaching and learning.

3. 'It's not just bits of paper and light bulbs': A review of sustainability pedagogies and their potential for use in higher education

4. Third-wave sustainability in higher education: Some (inter)national trends and developments

5. Education for sustainability in the business studies curriculum: Ideological struggle

6. Geography, earth and environmental sciences: A suitable home for ESD?

7. Climate change, sustainability and health in UK higher education: The challenges for nursing

9. Staging sustainability: Making sense of sustainability in HE dance, drama and music geography, environmental and Earth Sciences, nursing/health, law, dance, drama, music, engineering, media and cultural studies, art and design, theology, social work, economics, languages, education, business and built environment.

Subject areas covered include: The first part of the book provides background on the current status of sustainability within higher education, including chapters discussing interdisciplinarity, international perspectives and pedagogy. The second part features 13 chapter case studies from teachers and lecturers in diverse disciplines, describing what has worked, how and why - and what hasn't. Whilst the book is organised by traditional disciplines, the authors and editors emphasise transferable lessons and interdisciplinarity so that readers can learn from examples outside their own area to embed sustainability within their own curricula and teaching. This book explains why this is necessary and - crucially - how to do it. Bringing together the experience of the HEFCE funded Centre for Sustainable Futures (CSF) at the University of Plymouth and the Higher Education Academy's Education for Sustainable Development Project, the book distills out the curriculum contributions of a wide range of disciplinary areas to sustainability.
