

1. Record Nr.	UNINA9910823334603321
Autore	Zhao Yong
Titolo	The take-action guide to world class learners . Book 3 How to create a campus without borders // Yong Zhao, Homa Tavangar, Emily McCarren, Gabriel F. Rshaid, Kay Tucker
Pubbl/distr/stampa	Thousand Oaks, California : , : Corwin, , [2016] 2016
ISBN	1-5063-0120-7 1-4833-9460-3 1-4833-3955-6 1-4833-3953-X
Descrizione fisica	1 online resource (ix, 166 pages)
Collana	Gale eBooks
Disciplina	370.116
Soggetti	International education Education and globalization
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Making World Class Learners -- The Global Campus -- The Global School : Others as Resources -- The Global Market : Others as Customers -- The Global Supply Chain : Others as Partners -- Building Sustainable Global Connections -- Global Competencies and Citizenship -- Building a Global Campus : Costs and Infrastructure.
Sommario/riassunto	Your blueprint for nurturing globally connected students The World Class Learners series provides the most complete information available on designing twenty-first century schools poised to leapfrog into the future! These practice-oriented books expand on Dr. Yong Zhao's acclaimed World Class Learners, which presents a new framework for cultivating creative and entrepreneurial students. Now, with this third book in the follow-up three-volume set, Zhao reveals how to help students learn and prepare for a globalized world. The third book in the series outlines how to: Transform students into strong, responsible global citizens Leverage experts, networks, and partner school relationships Implement a glocalized Global Campus or classroom Implement Zhao's new paradigm shift one phase at a time, starting with

any book. Better yet, read all three volumes for a complete blueprint to entrepreneur-minded schooling. The ideal school should provide opportunities and resources to enable students to personalize their educational experiences instead of receiving a uniform standardized, externally prescribed, education diet. --Yong Zhao.

2. Record Nr.	UNINA9910220052003321
Autore	David Sander
Titolo	Understanding the Human Factor of the Energy Transition: Mechanisms Underlying Energy-Relevant Decisions and Behaviors
Pubbl/distr/stampa	Frontiers Media SA, 2016
Descrizione fisica	1 online resource (138 p.)
Collana	Frontiers Research Topics
Soggetti	History of engineering and technology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Sommario/riassunto	<p>An increasing number of countries are shifting toward sustainable energy economies, emphasizing the use of renewable energy sources, increases in energy efficiency and the abatement of greenhouse gas emissions. The success of such an energy transition will depend not only on the development of new energy technologies, but also on major changes in the patterns of individual energy-related decisions and behaviors resulting in substantial reductions in energy demand. Consequently, the behavioral sciences can make important contributions to the energy transition by increasing our understanding of the multiple factors and mechanisms that underlie individual as well as group-based decisions and behaviors in the energy domain and by creating a basis for systematic interventions that reduce energy usage. Many different types of relevant behaviors and decisions need to be considered in this context, including decisions to invest in energy-efficient household equipment, adjustments of energy-critical habits related to heating, eating, or mode of transportation, and participation</p>

in the political discourse related to questions of energy. An integration of the expertise of the different disciplines of the behavioral sciences is thus needed to comprehensively investigate the impact of the different drivers and barriers that may determine energy-related decisions and behaviors, including economic factors such as price level, social factors such as norms, communication patterns and social learning processes, and individual factors such as values, attitudes, beliefs, heuristics, affective biases and emotions. The potential impact of these factors on the success of the energy transition is considerable: for example, a recent projection of the energy demand in Switzerland until 2050 has estimated the reduction potential related to psychological and sociological factors between 0% and 30%, depending on which behavioral changes will be implemented in society. Increased research efforts from the behavioral sciences are required to ensure that the full reduction potential can be achieved. This Research Topic brings together contributions from different disciplines such as psychology, affective science, behavioral economics, economics, sociology, consumer behavior, business science, sociology, and political science, that improve our understanding of the many factors underlying decision-making and behavior in the energy domain, and contribute to the development of targeted interventions that aim at reducing energy demand based on these factors.
