1. Record Nr. UNINA9910137194703321

Autore	Hüttl Reinhard F
Titolo	Society - Water - Technology [[electronic resource]] : A Critical Appraisal of Major Water Engineering Projects / / edited by Reinhard F. Hüttl, Oliver Bens, Christine Bismuth, Sebastian Hoechstetter
Pubbl/distr/stampa	Cham, : Springer Nature, 2016 Cham : , : Springer International Publishing : , : Imprint : Springer, , 2016
ISBN	3-319-18971-9
Edizione	[1st ed. 2016.]
Descrizione fisica	1 online resource (xix, 295 pages) : illustrations, charts
Collana	Water Resources Development and Management, , 1614-810X
Disciplina	363.7394 363.73946
Soggetti	Water pollution Water-supply Environmental economics International environmental law Waste Water Technology / Water Pollution Control / Water Management / Aquatic Pollution Water Industry/Water Technologies Environmental Economics International Environmental Law
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Part I: Context and Objective -- Introduction: A Critical Appraisal of Major Water Engineering Projects and the Need for Interdisciplinary Approaches -- Water Ethics – Orientation for Water Conflicts as Part of Inter- and Transdisciplinary Deliberation -- Part II: Major Water Engineering Projects – Challenges, Problems, Opportunities.- Major Water Engineering Projects: Definitions, Framework Conditions, Systemic Effects -- A Global View on Future Major Water Engineering Projects -- Neglected Values of Major Water Engineering Projects: Ecosystem Services, Social Impacts and Economic Valuation -- Water Governance: A Systemic Approach -- Research in two Case Studies: Irrigation and Land Use in the Fergana Valley and Water Management in

the Lower Jordan Valley -- Part III: The Fergana Valley – Uzbekistan's Hydro-Agricultural System between Inertia and Change -- Between Multiple Transformations and Systemic Path Dependencies -- From Upscaling to Rescaling – Transforming the Fergana from Tsarist Irrigation to Water Management for an Independent Uzbekistan -- Irrigation Infrastructure in Fergana Today: Ecological Implications – Economic Necessities -- Where Water Meets Agriculture: The Ambivalent Role of the Water Users Associations -- Theory, the Market and the State: Agricultural Reforms in Post Socialist Uzbekistan between Economic Incentives and Institutional Obstacles -- Part IV: The Lower Jordan Valley – The Red Sea-Dead Sea Conveyance Project and its Complex History -- Water Resources, Cooperation and Power Asymmetries in the Water Management of the Lower Jordan Valley – The Situation Today and the Path that has led there -- Reclaiming the Dead Sea: Alternatives for Action -- Jordan's Shadow State and Water Management: Prospects for Water Security will depend on Politics and Regional Cooperation -- Technologies, Incentives and Cost Recovery: Is there an Israeli Role Model? -- Part V: Outlook and Options for Action -- Lessons Learnt, Open Research Questions and Recommendations.

Sommario/riassunto

This book presents the results of the Interdisciplinary Research Group "Society – Water – Technology" of the Berlin-Brandenburg Academy of Sciences and Humanities. It describes interdisciplinary evaluation criteria for major water engineering projects (MWEPs) and portrays an application to the Lower Jordan Valley (Middle East) and the Fergana Valley (Central Asia). Both areas are characterised by transboundary conflicts, by challenges due to demographic and climate change, and by political and societal pressures. Based on the findings, the book provides recommendations for science and political decisions makers as well as for international financing institutions. In addition, it outlines research gaps from an interdisciplinary perspective. In the past, MWEPs have been used as an instrument to cope with the demands of growing populations and to enhance development progress. Experiences with MWEPs have shown that a purely technical approach has not always brought about the desired results. In many cases, MWEPs have even resulted in negative implications for society and environment. Therefore, improved management strategies and enhanced technologies for a sustainable water resource management system are a prerequisite to meet present and future challenges. And, moreover, the continuous evaluation and optimisation of these measures is, likewise, a must.

2. Record Nr. UNINA9910830255003321

Autore	Rotzer Josef
Titolo	Design and construction of LNG storage tanks / / Josef Rotzer
Pubbl/distr/stampa	Berlin, Germany : , : Ernst & Sohn, , 2020
ISBN	1-5231-2802-X 3-433-60998-5 3-433-60997-7 3-433-60996-9
Descrizione fisica	1 online resource (134 pages)
Collana	Beton-Kalender
Disciplina	333.8233
Soggetti	Liquefied natural gas Liquefied natural gas - Storage
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

3.	Record Nr.	UNINA9910483931303321
	Titolo	Assessing Schools for Generation R (Responsibility) : A Guide for Legislation and School Policy in Science Education / / edited by Michael P. Mueller, Deborah J. Tippins, Arthur J. Stewart
	Pubbl/distr/stampa	Dordrecht : , : Springer Netherlands : , : Imprint : Springer, , 2014
	ISBN	9789400727489 9400727488
	Edizione	[1st ed. 2014.]
	Descrizione fisica	xxi, 449 p
	Collana	Contemporary Trends and Issues in Science Education, , 1878-0784
	Altri autori (Persone)	MuellerMichael P TippinsDeborah J StewartArthur J
	Disciplina	371.26
	Soggetti	Science - Study and teaching Environmental law Education and state Science Education Environmental Law Educational Policy and Politics
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Note generali	Bibliographic Level Mode of Issuance: Monograph
	Nota di bibliografia	Includes bibliographical references and index.
	Nota di contenuto	Chapter 1 Reclaiming Community As We Rethink Assessment By Deborah J. Tippins, Arthur J. Stewart, and Michael P. Mueller -- GENERATION R (RESPONSIBILITY) -- Chapter 2 Introducing Generation R By Michael P. Mueller and Rachel A. Luther -- Chapter 3 Civic Responsibility and Science Education By Paul Theobald and John Siskar -- Chapter 4 Critical Civic Literacy and the Limits of Consumer-Based Citizenship By Cori Jakubiak and Michael P. Mueller -- Chapter 5 Fostering Independence: Assessing Student Development By Danielle V. Dennis -- Chapter 6 Assessing for Interdependent Responsibility By Molly Lawrence and Rosalie Romano -- RESPONSIBILITY WITH SCIENTIFIC LITERACY, ENVIRONMENTAL LITERACY AND EXPERIENTIAL LEARNING -- Chapter 7 Thinking (Scientifically) Responsibly: The Cultivation of Character in a Global Science Education Community By Dana L. Zeidler, Marvin W. Berkowitz and Kory Bennett -- Chapter 8

Assessment of Socio-scientific Reasoning: Linking Progressive Aims of Science Education to the Realities of Modern Education By Troy D. Sadler -- Chapter 9 Assessment Across Boundaries: How High-Quality Student Work Demonstrates Achievement, Shapes Practice, and Improves Communities By Alison Rheingold, Jayson Seaman and Ron Berger -- Chapter 10 The View from the Top of the Plateau By Fred N. Finley, Brad Johnson, and Hallie Kamesch -- Chapter 11 Benefits of Elementary Environmental Education By Ryan J. Brock and David T. Crowther -- Chapter 12 Teaching Earth Smarts: Equipping the Next Generation with the Capacity to Adapt By Bryan H. Nichols -- RESPONSIBILITY WITH DIGITAL TECHNOLOGIES -- Chapter 13 Digital Technologies and Assessment in the 21st Century Schooling By Jing Lei, Ji Shen and Laurene Johnson -- Chapter 14 New Interoperable Web Tools to Facilitate Decision-making to Support Community Sustainability By Elizabeth R. Smith, Anne C. Neale, C. Richard Ziegler, and Laura E. Jackson -- Chapter 15 Is There an App For That? Connecting Local Knowledge with Scientific Literacy By GeorgeE. Glasson -- Chapter 16 Developing Collective Decision-making through Future Learning Environments By Gillian Roehrig, David Groos and S. Selcen Guzey -- Chapter 17 GameWerks Camp: Using Gaming to Foster Learning by Design By Lucas John Jensen, Gregory M. Francom, Deborah J. Tippins and Michael Orey -- Chapter 18 The Power of the Globe and Geospatial Technologies to Empower Teachers and Students in the Digital Age By Rita A. Hagevik -- RESPONSIBILITY WITH DEVELOPING LIFELONG RELATIONSHIPS -- Chapter 19 The Importance of Cultural Studies for Education: For Teachers and Policymakers in America By Barbara J. Thayer-Bacon -- Chapter 20 Culture, Environment, and Education in the Anthropocene By David A. Greenwood -- Chapter 21 Science Education in and for Turbulent Times By Kenneth Tobin -- Chapter 22 Free Choice Science Learning and Generation R By Lynn Dierking -- Chapter 23 Educating for Scientific Literacy, Citizenship, and Sustainability: Learning from Native Hawaiian Perspectives By PaulineW.U. Chinn -- Chapter 24 From Local Observations to Global Relationships By Xavier Fazio and Doug Karrow -- Chapter 25 Our Shared Forests—Ecuador and Southeast US Migratory Bird Partnership By Anne M. Shenk -- RESPONSIBILITY WITH DECISIONS, POLICYMAKING, AND LEGISLATION -- Chapter 26 Frankenstein, Monsters, and Science Education: The Need for Broad-based Educational Policy By Bradley D. Rowe -- Chapter 27 School Policy in Science Education By George E. DeBoer -- Chapter 28 Some Challenges in Planning Educational Programs for Generation R By J Myron Atkin -- Chapter 29 Re-imaging the Goals of Science Education: What Role Should Assessment Play? By Maria Rivera-Maulucci.

Sommario/riassunto

Today’s youth will face global environmental changes, as well as complex personal and social challenges. To address these issues this collection of essays provides vital insights on how science education can be designed to better engage students and help them solve important problems in the world around them. Assessing Schools for Generation R (Responsibility) includes theories, research, and practices for envisioning how science and environmental education can promote personal, social, and civic responsibility. It brings together inspiring stories, creative practices, and theoretical work to make the case that science education can be reformed so that students learn to meaningfully apply the concepts they learn in science classes across America and grow into civically engaged citizens. The book calls for a curriculum that equips students with the knowledge, skills, attitudes and values to confront the complex and often ill-defined socioscientific issues of daily life. The authors are all experienced educators and top

experts in the fields of science and environmental education, ecology, experiential education, educational philosophy, policy and history. They examine what has to happen in the domains of teacher preparation and public education to effect a transition of the youth of America. This exciting, informative, sophisticated and sometimes provocative book will stimulate much debate about the future direction of science education in America, and the rest of the world. It is ideal reading for all school superintendents, deans, faculty, and policymakers looking for a way to implement a curriculum that helps builds students into responsible and engaged citizens.