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| 1. | Record Nr. | UNINA9910793205803321 |
| | Autore | Lentzner Remy |
| | Titolo | Mieux maitriser Word / / Remy Lentzner |
| | Pubbl/distr/stampa | Paris : , : Editions RemyLent, , 2017 |
| | ISBN | 2-9557694-9-5 |
| | Descrizione fisica | 1 online resource (85 pages) |
| | Collana | Informatique du quotidien |
| | Disciplina | 652.55369 |
| | Lingua di pubblicazione | Francese |
| | Formato | Materiale a stampa |
| | Livello bibliografico | Monografia |
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| 2. | Record Nr. | UNINA9910863176603321 |
| | Autore | Langran Elizabeth |
| | Titolo | Navigating Place-Based Learning : Mapping for a Better World / / by Elizabeth Langran, Janine DeWitt |
| | Pubbl/distr/stampa | Springer International Publishing, 2020
Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2020 |
| | ISBN | 9783030556730
3030556735 |
| | Edizione | [1st ed. 2020.] |
| | Descrizione fisica | 1 online resource (XIX, 163 p. 13 illus., 9 illus. in color.) |
| | Disciplina | 370.115 |
| | Soggetti | Education
Education - Curricula
Education, Higher
Curriculum Studies
Higher Education |
| | Lingua di pubblicazione | Inglese |
| | Formato | Materiale a stampa |
| | Livello bibliografico | Monografia |

Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	1. Place-Based Learning, Geospatial Literacy, and Maps -- 2. How and Why Place-Based Learning Works -- 3. The Design of Critical Place-Based Inquiry -- 4. Facilitating Student Learning -- 5. Place-Based Inquiry in Action -- 6. Mapping for A Better World -- 7. Afterword.-.
Sommario/riassunto	This book explores how educators can realize the potential of critical place-based pedagogy. The authors' model leverages the power of technology through strategies such as mobile mapping so that students can read the world and share spatial narratives. The same complexity that makes spaces outside the classroom ideal for authentic, purposeful learning creates challenges for educators who must minimize students taking wrong turns or reaching dead ends. Instructional design process is key and the authors offer exemplars of this from multiple disciplines. Whether students are exploring a local community or a natural environment, place-based inquires must include recognition of privilege and the social dynamics that reinforce inequalities. Concluding with a discussion of the changing social context, the authors highlight how contemporary events add a sense of urgency to the call for a critical place-based pedagogy—one that is more inclusive for all students.