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| 1. Record Nr. | UNINA9910793061003321 |
| Titolo | Inter-American relations : past, present, and future trends / / edited by Joshua Hyles |
| Pubbl/distr/stampa | Newcastle upon Tyne, England : , : Cambridge Scholars Publishing, , 2017 |
| ISBN | 1-4438-7390-X |
| Descrizione fisica | 1 online resource (192 pages) |
| Disciplina | 327.8073 |
| Soggetti | Latin America Foreign relations United States Congresses United States Foreign relations Latin America Congresses |
| Lingua di pubblicazione | Inglese |
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| Livello bibliografico | Monografia |

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| 2. Record Nr. | UNINA9910963832403321 |
| Titolo | Issues in teaching and learning of education for sustainability : theory into practice / / edited by Chew-Hung Chang, Gillian Kidman and Andy Wi |
| Pubbl/distr/stampa | London, : Routledge, 2019 |
| ISBN | 0-429-83368-7 0-429-45043-5 0-429-83369-5 |
| Edizione | [1st ed.] |
| Descrizione fisica | 1 online resource (217 pages) |
| Collana | Routledge Research in Education |
| Disciplina | 304.2071 |
| Soggetti | Sustainability - Study and teaching Education and globalization |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Description based upon print version of record. Factors influencing reflection on sustainability |
| Nota di bibliografia | Includes bibliographical references. |
| Nota di contenuto | Cover; Half Title; Series Page; Title Page; Copyright Page; Table of Contents; List of illustrations; Notes on contributors; Preface; List of abbreviations; 1 Defining Education for Sustainability (EfS): a theoretical framework; Introduction; For whom and by whom: who is it for?; Education for sustainability -- theoretical framework; What does a curriculum for EfS look like?; Parts of this book; Summary; References; Part I: EfS for whom?; 2 Sustainability in Primary Geography; Introduction; Education for sustainability in the national curriculum across various countries Agency and capacity for teaching ESD in Primary Geography Discussion and conclusion; References; 3 Learning from Haiyan: translating children's voices into action for resilience; Introduction; What is child-centred disaster risk reduction?; The S3CDRRM Project: context and approach; Working with children, producing results; Key takeaway learnings from the S3CDRRM Project; References; 4 Incorporating sustainability for general education: the challenge for large class teaching; Introduction; Frameworks for the sustainable built-environment; Learning outcome, finding and feedbacks |

Education for sustainability (EfS) challengesFuture planning and development; The next step; References; 5 Can grassroots organisations (GROs) replace government policy towards creating a sustainable climate change education programme in Singapore?; Introduction; Top-down approach; Bottom-up approach; Which approach is more effective?; Where do we go from here?; References; Part II: What does an EfS curriculum look like?; 6 The question of 'knowledge' about disaster risk reduction in sustainability education; Introduction; Policy basis for disaster risk reduction (DRR) education Knowledge and DRRThe place of place-based knowledge; Conclusion; References; 7 Curriculum development on climate change adaptation: pre-service teacher training in Mongolia; The importance of the climate change adaptation (CCA) curriculum in Mongolia; Methodology of needs assessment survey; Curriculum content development; Conclusion; References; 8 Fieldwork as a vehicle for sustainability education: the centrality of geographical inquiry; The Sustainability Curriculum Framework and the Australian Curriculum; Defining sustainability education fieldwork and its benefits; Conclusion; References

9 Emphasising sustainability when learning power system markets in higher educationSustainability in higher education; Sustainability in electrical engineering; Process-based approach and three EfS pillars; Application in power system markets; Changing landscape; Relevant stakeholder review; Test for robustness; Conclusion; Recommendations and future work; References; 10 (How) do students reflect on sustainability? A model to diagnose and foster reflective thinking about sustainability; Introduction; Theoretical background; Method; Selected findings

Sommario/riassunto

In a fast-changing, globalising world, the teaching and implementation of a curriculum for Education for Sustainability (EfS) has been a challenge for many teachers. Issues in Teaching and Learning of Education for Sustainability highlights the issues and challenges educators and academics face in implementing EfS and gives examples of what an EfS curriculum may look like and how some institutions translate the theory into practice. Organised into three parts, the volume looks at: the who (EfS for whom), the what (EfS curriculum) and the how (translating from theory to practice). The concluding chapter provides ideas and directions on where the world can proceed regarding sustainability education and how it can help in the teaching and learning of sustainability. Considering social issues such as poverty, education, health, culture and the use of natural resources, this book proposes a different path towards Education for Sustainability. Providing concrete data on the realisation of sustainable development, Issues in Teaching and Learning of Education for Sustainability will be of interest to geographers, geography educators and professionals concerned with Education for Sustainability.

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