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Altri autori (Persone)	Wessell
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Nota di contenuto	Part 1. Domestic Experiences -- 1. Hands-On Geography Activities Leading to Community Based Learning (Lisa DeChano, Cynthia Bloom, and Adam J. Matthews) -- 2. Experiential Education Lessons for Instructors and Students: From a Nebraskan Ski Resort Zombie Subdivision to Zion's Angels Landing (Rebecca Buller) -- 3. Fostering a Sense of Place and Partnership in Geoscience Field Education with Indigenous and Other Communities (Nina Hewitt, Silvia Mazabel, Laura Lukes, Brett Eaton, and Jenna cnúk Bower) -- 4. Community-based Learning as Experiential Learning in Geography (Amy Rock) -- 5. Mapping Social Impact: Experiential Learning in an Introductory GIS Classroom through Collaboration with Nonprofits (Mark Sciuchetti and Jianping Huang) -- 6. Applied Scientific Research and Action in Experiential Learning: The Indian River Lagoon, Florida (Heather Moody) -- 7. GIS in the Community: Giving Students Practical Experiences While Making Meaningful Community Connections (Mayra Roman-Rivera) -- 8. Experiencing Campus as a Playful Everyday Field Site Using DIY Methods (Jamie Strickland) -- Part 2. International Experiences -- 9.

Experiential Learning on the Antarctic Peninsula: Student Reflections on a Scientific Study Abroad Program (Lynn Resler and Mary Ogburn) -- 10. Connecting Landscapes of Extraction: Sustainable Educational Tourism and Experiential Learning in the Yucatán (Kathryn L. Hannum and Mark A. Rhodes II) -- 11. Integrative Geography as Experiential Learning: Resilient Landscapes of Munster, Ireland (Jeffrey L. Brewer and Kevin Raleigh) -- 12. Community-based Field Research and Intercultural Student Experiences: Tropical Rainforest Experiential Learning in the Peruvian Amazon (James Penn) -- 13. Experiential Learning opportunities of a Geographical Expedition to Norway (Jane Bevan and Derek France).

Sommario/riassunto

This book provides insight into the importance and impacts that experiential learning has in geographic education. Like the first book on experiential learning in geography, this volume uses the same three areas, experience, evaluation and encounters, as a guide, but broadens the examination by looking at many different types of experiential learning. There are inherent differences in planning such experiences both domestically and internationally that become evident throughout the text. The book stresses the importance of reflection by the student in the learning process and can be used as a guide to planning. As such, this book is an essential read for students and faculty studying geography education.
