1.	Record Nr.	UNISA996208442103316
	Autore	Takashi Mino Keisuke Hanaki
	Titolo	Environmental Leadership Capacity Building in Higher Education [[electronic resource]] : Experience and Lessons from Asian Program for Incubation of Environmental Leaders / / edited by Takashi Mino, Keisuke Hanaki
	Pubbl/distr/stampa	Springer Nature, 2013 Tokyo : , : Springer Japan : , : Imprint : Springer, , 2013
	ISBN	4-431-54340-6
	Edizione	[1st ed. 2013.]
	Descrizione fisica	1 online resource (XI, 140 pages) : 34 illustrations, 24 illustrations in colour
	Disciplina	333.7072
	Soggetti	Environmental management Environmental sciences Science education Business ethics Environmental Management Environmental Science and Engineering Science Education Business Ethics
	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	Asian Program for Incubation of Environmental Leaders -- Concepts of EL -- How to teach EL in a class room - Environmental Challenges and Leadership in Asia -- APIEL resonance -- Leadership Education tackling Water Environmental Issues in Arid Regions -- IPoS: Intensive Program on Sustainability -- Cambodia Considering their sustainable future -- BKK: Sustainable solid waste management in Asian developing countries -- Sustainable urban development toward Green City of the Greater Pearl River Delta, China.
	Sommario/riassunto	The Graduate Program in Sustainability Science under the Department of Urban Engineering of The University of Tokyo has been running an environmental leadership education program at the graduate student level since 2007 called the Asian Program for Incubation of

Environmental Leaders (APIEL). This book describes the University's experiences in establishing and organizing that program and provides some lessons learned for those who are considering starting environmental leadership education programs. APIEL's curriculum includes the classroom topic "Environmental Challenges and Leadership in Asia." As well, the APIEL program has field units to provide experience in problem solving, decision making, and participation, taking into consideration ecological, political, economic, social, aesthetic, and ethical aspects. Another characteristic feature of the program is that it promotes changes in attitudes and behavior that will help to solve existing environmental problems and to avoid a generation of new ones.   Over the four years of study, efforts have been made to bond leadership with field-oriented exercises such as: 1) The Intensive Program on Sustainability; 2) an integral approach focused on sustainable integrated watershed management of arid regions; 3) sustainable development of programs in Cambodia, Vietnam, and Thailand for qualifying students with problem-solving processes to combat issues such as flooding, lack of proper urban environmental infrastructure, and health risks; and 4) the Greater Pearl River Delta program with multicultural diversity to bring about sustainable urban development for a green city. All of those are described in the book. Last but not least, APIEL's resonance throughout international networks and alumni are introduced.

2.	Record Nr.	UNINA9910150332703321
	Titolo	Advancing next-generation teacher education through digital tools and applications / / Mary Grassetti, Framingham State University, USA, Silvy Brookby, Framingham State University, USA
	Pubbl/distr/stampa	Hershey, Pennsylvania : , : IGI Global, , [2017] 2017
	ISBN	9781522509660 9781522509653
	Descrizione fisica	1 online resource (xx, 323 pages) : illustrations
	Collana	Advances in Higher Education and Professional Development (AHEPD) Book Series, , 2327-6991
	Disciplina	370.71/1
	Soggetti	Education, Elementary - United States Common Core State Standards (Education) Elementary school teachers - Training of - United States Educational technology - United States
	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	Strategies to increase technology acceptance / Gary Lee Ackerman -- Sociotechnical and pedagogical barriers to technology integration / Nicholas Wilson -- Universal design for learning: using UDL to make teacher education more accessible and inclusive for all / James Cressey -- Applying learning theories to computer technology supported instruction / Erold K. Bailey -- Technology integration in preservice teacher education programs: research-based recommendations / Joan M. Giovannini -- Developing digital literacy: preparing next-generation elementary education literacy teachers / Carolyn Haviland Obel-Omia -- The effect of technology-enhanced classrooms in middle school education / Ramadan Eyyam -- Preparing next generation elementary teachers for the tools of tomorrow / Oliver Dreon, Jennifer Shettel, Kevin M. Bower -- From 2D thinking to 3D printing: preservice and in-service teacher teams explore a new technology / Torrey Trust, Robert W. Maloy, Suzan Kommers -- The emergence of student-centered teaching in professional learning networks on Twitter: the role of

choice and voice / Anna Noble [and 3 others] -- Implementation of online education for K-12 school children / Charlene Marie Jones -- Teacher, students, and MOOCs: innovating and researching teacher training / Carlos Monge Lopez, Patricia Gomez Hernandez -- Let it go: a journey toward elementary student-driven media production aligned with the CCSS / Yonty Friesem, Brien J. Jennings, Carol Prest -- Elementary library media specialists' roles in the implementation of the Common Core state standards / Kelly Paynter.

Sommario/riassunto	"This book examines the impact of Common Core State Standards on teaching and learning within elementary classrooms, focusing on the influence that Common Core has on teacher education programs and how the implementation of educational technologies is continuously changing the field"--Provided by publisher.