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AFZ Der Wald 2005

Verzeichnis lieferbarer Bücher 2002

Methoden informeller Umweltbildung Lars Wohlers 2003 Erst seit wenigen Jahren findet im deutschsprachigen Raum eine verstärkte theoretische Beschäftigung mit informeller Umweltbildung statt. Neben der Erkenntnis der Bedeutsamkeit informeller Lernprozesse bestehen derzeit noch erhebliche Defizite hinsichtlich praxisorientierter Qualifizierungsmöglichkeiten in diesem Bereich. Hier setzt dieses Methodenbuch an. Die vorgestellten Methoden informeller Umweltbildung sind gedacht als Einstieg und übersichtsartiger Beitrag zur Qualifizierung von in diesem Bereich tätigen Mitarbeitern. In Frage kommende Einrichtungen sind Zoos, Schutzgebiete, Botanische Gärten, Planetarien, Museen (u.a. Science Center), Aquarien, etc.

The Circular Economy in the European Union Sepp Eisenriegler 2020-09-23 The implementation of the circular economy will entail a major transformation from a resource-destroying, linear economy to a circular one that operates within the planet's regenerative boundaries. This book presents an interim assessment of the implementation of a circular economy in the EU. It reveals what achievements have been made in various EU institutions, but which are scarcely perceived by the public; which basic scientific principles can be applied in this context; and what NGOs are demanding beyond this progress. It provides convincing arguments for abandoning the "hamster wheel" of material-based satisfaction of our needs, and shows that the primacy of the economy stands in the way of a good life for all. Given its focus, it will appeal to everyone interested in an ecologically sustainable economic system.

Boletin Internacional de Bibliografia Sobre Educacion 2002

Global Education in Europe Revisited Helmuth Hartmeyer 2016 Global Education is an area of policy, practice, research and educational advocacy. It is an umbrella term that encompasses a variety of areas with differing terminologies: development education, human rights education, education for sustainable development, education for global citizenship. Global Education has become increasingly central to education policy and practice. With this book GENE - Global Education Network Europe - marks 15 years of its work, networking policymakers for increased and improved Global Education in

Europe. The book explores key issues in contemporary Global Education in Europe: issues of national strategy, of structure development, of policy learning and engagement within education systems. It outlines challenges in research, practice, policy and conceptual development, through detailed analysis of national and international case studies. The book will be of use to policymakers, educationalists, researchers, and practitioners in the fields of education, international development, human rights and sustainability. GENE intends it as a contribution to the ongoing dialogue in this field, towards the day when all people in Europe - in solidarity with peoples globally - might have access to quality Global Education.

New Directions in Assessing Historical Thinking Kadriye Ercikan 2015-02-20 New technologies have radically transformed our relationship to information in general and to little bits of information in particular. The assessment of history learning, which for a century has valued those little bits as the centerpiece of its practice, now faces not only an unprecedented glut but a disconnect with what is valued in history education. More complex processes—historical thinking, historical consciousness or historical sense making—demand more complex assessments. At the same time, advances in scholarship on assessment open up new possibilities. For this volume, Kadriye Ercikan and Peter Seixas have assembled an international array of experts who have, collectively, moved the fields of history education and assessment forward. Their various approaches negotiate the sometimes-conflicting demands of theoretical sophistication, empirically demonstrated validity and practical efficiency. Key issues include articulating the cognitive goals of history education, the relationship between content and procedural knowledge, the impact of students' language literacy on history assessments, and methods of validation in both large scale and classroom assessments. *New Directions in Assessing Historical Thinking* is a critical, research-oriented resource that will advance the conceptualization, design and validation of the next generation of history assessments.

Healing Places Wilbert M. Gesler 2003 Wil Gesler examines how different environments affect physical, mental, spiritual, social, and emotional components of healing.

Geography Education Promoting Sustainability Eila Jeronen 2020-04-15 Through out the current period of educational change, Geography education has also changed. The innovations may be the starting point to affect conceptual change and paradigm shifts. Geography education assimilates and integrates knowledge, skills and scientific methodologies. The ten articles in this book illuminate a wide range of topics of interest to Geography education. In their article, Skarstein and Wolff discuss how the interplay between the environment, society and economy pillars of sustainability thinking play out on scales of time, space and multitude and how geography teachers can support the students' understanding of sustainability. Yli-Panula et al. analysed used teaching and learning methods to find out good ones for promoting sustainability in geography. The same idea can be found in Duffin's and Perry's article on Place-Based Ecology Education. In their article, Dür and Keller discuss the topics of quality of life, sustainability and global justice based on the goals of Education for Sustainable Development. Evaluation is an important part of learning. It is reviewed by Schauss and Sprenger regarding climate change education. The following two articles deal with students' views of landscapes worth conserving. In both studies, students expressed concern about the state of the environment. Yli-Panula et al. found that the Mexican students seldom considered their own activities in relation to the environment while Yli-Panula et al. stated that only some of the Finnish and Swedish students act as observers while others actively care for their environment. The remaining three articles deal with teaching methods and models. Benninghaus et al. present a benchmark method, which allows statements about the quality of the maps/diagrams in general. Álvarez-Otero and De Lázaro y Torres, on the other hand, describe their Technological Pedagogical Content Knowledge model. Koprina and Saari discusses student assignments

reflecting on the documentary film through critical pedagogy and ecopedagogy.

Qualitative Evaluationsforschung Uwe Flick 2006

Thinking Through Geography David Leat 2001

Berufliche Umweltbildung und Umweltberatung Reinhard Stockmann 2000

Ausserschulische Umweltbildung Veronika Bräse 2004 Umweltbildungseinrichtungen stehen vor einem Erneuerungsprozess. Sie müssen sich in einem hart umkämpften Bildungsmarkt behaupten. Das Ökologische Bildungszentrum in München (ÖBZ) versteht sich als großstädtische Bildungseinrichtung, die Bürger dazu befähigen will, die Zukunft der Stadt mitzugestalten. Das ÖBZ wird im Vergleich zu anderen Anbietern im unmittelbaren Umfeld, in Bayern und in ganz Deutschland betrachtet. Für dessen regionale Verankerung werden hemmende und fördernde Faktoren diskutiert. Im Mittelpunkt des Forschungsinteresses steht die Frage, inwieweit sich das ÖBZ, das seit 2001 besteht, in der Umweltbildungslandschaft etabliert hat.

Sustaining sustainability Ingeborg Niestroy 2005 "Sustaining Sustainability is an inside story on the state of the art of national strategies for sustainable development in nine EU member states, with a particular focus on the role of national councils for sustainable development (SDC) in producing and implementing SD strategies (SDS). Such councils have been created by national governments, stimulated by the Agenda 21, with the purpose of fostering dialogue for SD among stakeholders, and between stakeholders and government, as well as monitoring progress and encouraging initiatives. The study was financed by the participating councils and supported by EEAC, the European network of advisory councils for environment and sustainable development. All 6 countries in the European Union with a well-established SDC participated (B, D, FIN, IRE, P, UK), plus three countries with environment or other councils engaged in the SD agenda (HUN, NL, S). 7 countries have a SDS and one is currently developing one; some have already seen at least one revision phase. With an in-depth approach the study attempts to look behind the curtains of SD processes."--Executive Summary.

Staat und Verbände Wolfgang Streeck 2013-03-13 Der Band soll durch theoretische und empirische Beiträge den Stand der Diskussion in der deutschen Politikwissenschaft seit den siebziger Jahren an aufgetretene neue Bedingungen und Fragestellungen heranführen. Insbesondere werden der Einfluß von Deregulierungspolitiken auf den Status von Interessenverbänden, die Lage verbandlicher Interessenvermittlung bei fortschreitender Internationalisierung von Wirtschaft und Politik sowie die Schwierigkeiten bei der Herausbildung von Verbändesystemen in den nachkommunistischen Transformationsgesellschaften behandelt.

Umweltbildung in Deutschland Katharina D. Giesel 2013-03-11

Flow Learning Joseph Bharat Cornell 2021 In his newest release, *Flow Learning*®, Joseph Bharat Cornell shares a transformative learning process that empowers participants to awaken their higher human qualities through direct experiences in nature. *Flow Learning* provides the essential ingredients for true learning, as well as a recipe for the inner transformation that every educator strives to bring their students. Since the onset of the COVID-19 pandemic, education and the classroom settings are undergoing dramatic changes. *Flow Learning* helps us utilize the one thing accessible to each of us: nature. This book offers living examples, activities, and points of reflection to help the reader understand how to use these concepts for best effect-whether you're a parent, teacher, group

facilitator, or nature enthusiast. Cornell's Sharing Nature® books have "sparked a worldwide revolution in nature education," and have been published in twenty-seven languages and sold over a million copies. After the success of his award-winning books *Sharing Nature* and *Deep Nature Play*, Flow Learning completes his earlier works with an in-depth teaching system that awakens us to our higher potential by experiencing the joy of being in nature.

The Nature Principle Richard Louv 2012-04-17 For many of us, thinking about the future conjures up images of Cormac McCarthy's *The Road*: a post-apocalyptic dystopia stripped of nature. Richard Louv, author of the landmark bestseller *Last Child in the Woods*, urges us to change our vision of the future, suggesting that if we reconceive environmentalism and sustainability, they will evolve into a larger movement that will touch every part of society. This New Nature Movement taps into the restorative powers of the natural world to boost mental acuity and creativity; promote health and wellness; build smarter and more sustainable businesses, communities, and economies; and ultimately strengthen human bonds. Supported by groundbreaking research, anecdotal evidence, and compelling personal stories, Louv offers renewed optimism while challenging us to rethink the way we live.

Umweltpsychologie Jürgen Hellbrück 2012-02-25 Die Umweltpsychologie befasst sich mit sogenannten Mensch-Umwelt-Wechselwirkungen als Beziehungen zwischen der physikalisch-materiellen und soziokulturellen Außenwelt und menschlichem Erleben und Verhalten. Das Buch gibt einen gut strukturierten, klar verständlichen Überblick über die Themen und Entwicklungen dieser noch recht jungen Teildisziplin der Psychologie und macht deutlich, dass die Umweltpsychologie ein sehr relevantes Forschungs- und Anwendungsfeld der Zukunft ist.

Deutsche Nationalbibliographie und Bibliographie der im Ausland erschienenen deutschsprachigen Veröffentlichungen 2002

Sustainability Science Harald Heinrichs 2015-11-26 This textbook provides a comprehensive compilation of conceptual perspectives, methodological approaches and empirical insights of inter- and transdisciplinary sustainability science. Written by an international team of authors from leading sustainability institutions, the textbook covers key perspectives and topics of the scientific discourse on sustainable development. More than two decades after conceptualizing sustainability as societal guiding vision and regulative idea the necessity of concretizing and realizing sustainability in societal praxis is bigger than ever. Sharply improved individual and societal sustainable decision-making and action is necessary for a better future of humankind and the planet. On that account problem- and solution-oriented perspectives and competencies are crucial. The different chapters assemble an encompassing view of essential foundations and specific areas of research and action in sustainability science and practice. The textbook aims at fostering the further establishment of sustainability science in higher education and to enable the next generation of sustainability experts to tackle the challenging and exciting topic of sustainable development.

Curious about Nature Tim Burt 2020-02-20 Notwithstanding the importance of modern technology, fieldwork remains vital, not least through helping to inspire and educate the next generation. Fieldwork has the ingredients of intellectual curiosity, passion, rigour and engagement with the outdoor world - to name just a few. You may be simply noting what you see around you, making detailed records, or carrying out an experiment; all of this and much more amounts to fieldwork. Being curious, you think about the world around you, and through patient observation develop and test ideas. Forty contributors capture the excitement and importance of fieldwork through a wide variety of examples, from urban graffiti to the Great Barrier Reef. Outdoor learning is for life: people have the greatest respect and care

for their world when they have first-hand experience of it.

Wild Urban Woodlands Ingo Kowarik 2005-12-05 This book provides a first overview of the phenomenon of post-industrial urban wilderness: urban landscapes once shaped by heavy industry that are being re-colonized naturally by forests. These new types of urban woodlands are often overlooked by ecologists, foresters and planners. Individual chapters consider urban woodlands from the perspectives of ecology, environmental sociology, forestry, nature conservation and landscape architecture.

The Concept of Education according to Wolfgang Klafki. From educational theory to critical-constructive didactics 2021-10-12 Seminar paper from the year 2015 in the subject Didactics - Common Didactics, Educational Objectives, Methods, grade: 1,3, University of Trier, language: English, abstract: Within the framework of this term paper, it will be explained, according to Wolfgang Klafki, what education-theoretical didactics is and what forms of education exist. The question of the meaning of categorical education and the function of didactic analysis will also be explored. Before theories and models of didactics can be explained and contexts understood, a basic understanding of what didactics is in the first place and which factors play a role here must first be established. The question of the meaning of didactics is not easy to answer. The word has its origins in the Greek "didáskein", which translates as "to teach" and "to instruct" or "to learn" and "to be taught". Already here it becomes clear that two elementary processes are interrelated and complement each other, which has not changed until today. Thus didactics is "the theory and practice of learning and teaching". The focus is on the interaction between teachers and learners. Didactics should therefore be a support for mutual interaction between teachers and learners. It is a science of action that is intended to provide teachers with a practice-oriented way of acting. During the 20th century, educationalists such as Erich Weniger, Paul Heimann and especially Wolfgang Klafki (born 1927), who is considered the "father" of didactics, tried to narrow down and define the term in order to finally develop educational theoretical foundations and didactic theories and models.

Allgemeine Forst und Jagdzeitung 2000

Outdoor Learning Environments Helen Little 2020-07-25 Educators have a key pedagogical role in promoting early years outdoor play in natural environments. Active outdoor play involving risk-taking has been linked to positive effects on social health and behaviour, and encourages physical activity and motor skill development. At the same time, it has been recognised that opportunities for children to experience outdoor learning have been reduced in recent decades due to the impacts of technology, urbanisation and social change. This book brings together renowned authors, with research and professional experience in a range of disciplines, to provide a comprehensive guide to developing positive and engaging outdoor learning environments in the early years. Part 1 looks at pedagogy and outdoor environments, and considers the value of risk-taking and developing a young child's appreciation of the natural world. Part 2 examines the key principles involved in the design and planning of these spaces, such as applying the relevant equipment standards and regulations. Part 3 explores how educators can develop an understanding of children's own perspectives on outdoor spaces, including promoting agency and recognising the importance of private playspaces. Part 4 examines different cultural perspectives on outdoor play, including Indigenous approaches, while Part 5 considers the range of experiences possible beyond purposefully-designed spaces, from visiting nature reserves to exploring urban environments. 'A much needed and comprehensive resource for pre-service teachers and educators of young children that encompasses philosophies, theories, pedagogy and practice for purposeful engagement of children in all kinds of outdoor spaces in Australia.' - Dr Kumara

Ward, Director of Academic Program: Early Childhood Education, Western Sydney University 'This seminal work will provide a shared language and framework for educators, policy developers, community builders and researchers in exploring the justifications for engaging children in well considered outdoor learning places and spaces.' - Leanne Grogan, School of Education, Outdoor and Environmental Studies, La Trobe University.

Education for Sustainable Development in the Postcolonial World Leon Tikly 2019-12-16

Education for Sustainable Development (ESD) lies at the heart of global, regional and national policy agendas, with the goal of achieving socially and environmentally just development through the provision of inclusive, equitable quality education for all. Realising this potential on the African continent, however, calls for radical transformation of policy and practice. Developing a transformative agenda requires taking account of the 'learning crisis' in schools, the inequitable access to a good quality education, the historical role of education and training in supporting unsustainable development, and the enormous challenges involved in complex system change. In the African continent, sustainable development entails eradicating poverty and inequality, supporting economically sustainable livelihoods within planetary boundaries, and averting environmental catastrophe, as well as dealing with health pandemics and security threats. In addressing these challenges, the book: explores the meaning of ESD for Africa in the context of the 'postcolonial condition' critically discusses the Sustainable Development Goals (SDGs) as well as regional development agendas draws on a wealth of research evidence and examples from across the continent engages with contemporary debates about the skills, competencies and capabilities required for sustainable development, including decolonising the curriculum and transforming teaching and learning relationships sets out a transformative agenda for policy-makers, practitioners, NGOs, social movements and other stakeholders based on principles of social and environmental justice. Education for Sustainable Development in the Postcolonial World is an essential read for anyone with an interest in education and socially and environmentally just development in Africa.

New Tools for Environmental Protection National Research Council 2002-07-13 Many people believe that environmental regulation has passed a point of diminishing returns: the quick fixes have been achieved and the main sources of pollution are shifting from large "point sources" to more diffuse sources that are more difficult and expensive to regulate. The political climate has also changed in the United States since the 1970s in ways that provide impetus to seek alternatives to regulation. This book examines the potential of some of these "new tools" that emphasize education, information, and voluntary measures. Contributors summarize what we know about the effectiveness of these tools, both individually and in combination with regulatory and economic policy instruments. They also extract practical lessons from this knowledge and consider what is needed to make these tools more effective. The book will be of interest to environmental policy practitioners and to researchers and students concerned with applying social and behavioral sciences knowledge to improve environmental quality.

One Well Rochelle Strauss 2007-03-01 Every raindrop, lake, underground river and glacier is part of a single global well. Discover the many ways water is used around the world, and what kids can do to protect it.

Jorge Ishizawa

Geogames and Geoplay Ola Ahlqvist 2017-11-10 This book brings together contributions from researchers, GIS professionals and game designers to provide a first overview of this highly interdisciplinary field. Its scope ranges from fundamentals about games and play, geographic

information technologies, game design and culture, to current examples and forward looking analysis. Of interest to anyone interested in creating and using Geogames, this volume serves as a channel for sharing early experiences, discussing technological challenges and solutions, and outlines a future research agenda. Games and play are part of human life, and in many game activities, place, space and geography plays a central role in determining the rules and interactions that are characteristic of each game. Recent developments and widespread access to mobile information, communication, and geospatial technologies have spurred a flurry of developments, including many variations of gaming activities that are situated in, or otherwise connected to the real world.

My Social Stories Book Carol Gray 2002 Takes autistic children step by step through such activities as using the toilet, brushing their teeth, and wearing a safety belt in the car.

EarthEd (State of the World) Worldwatch Institute 2017-04-20 The Worldwatch Institute, in its flagship publication, analyzes how we can equip students with the skills to navigate the turbulent century ahead. With global environmental changes locked into our future, what we teach must evolve. All education will need to be environmental education, teaching students to be ecoliterate, deep-thinking, and deeply moral leaders, ready to face unprecedented challenges. EarthEd explores traditional areas of environmental education such as nature-based learning and systems thinking, as well as new essential topics including social-emotional learning and the importance of play. This latest edition of State of the World examines how, by rethinking education, people worldwide can better adapt to a rapidly changing planet.; Back cover.

Liberty of Conscience Martha Craven Nussbaum 2008-02-05 An analysis of America's commitment to religious liberty uses political history, philosophical ideas, and key constitutional cases to discuss its basis in six principles: equality, respect for conscience, liberty, accommodation of minorities, nonestablishment, and separation of church and state.

Erkennen - Bewerten - (Fair-)Handeln Hannah Gritschke 2011

Compasito Nancy Flowers 2007-01-01 Living among other people, in their families and communities, children become aware from a very early age of questions related to justice, and they search for the meaning of the world. By fostering an understanding of human rights, shaping opinion and developing attitudes, human rights education strongly supports this natural interest and learning process. This is what human rights education is about and this is what 'Compasito manual on human rights education for children' is for. 'Compasito' is a starting point for educators, teachers and trainers who are ready to deal with human rights education with children of 7-13 years. The book covers the key concepts of human rights and children's rights, and provides substantial theoretical background to 13 key human rights issues, such as democracy, citizenship, gender equality, environment, media, poverty, and violence. The 42 practical activities serve to engage and motivate children to recognise human rights issues in their own environment. They help children to develop critical thinking, responsibility and a sense of justice, and help them learn how to take action to contribute to the betterment of their school or community. The manual also gives practical tips on how it can be used in various formal and non-formal educational settings.

Education and Sustainability Daniella Tilbury 2002 A publication from IUCN's Commission on Education and Communication (CEC), this book tells the stories of people who work with communities to motivate them to create a more sustainable future. The accounts range from engaging communities through theatre to a revival of indigenous stories to pass on good environmental practice. The

publication was produced both to share what educators around the world have learnt and to give them a platform to tell their stories."

Understanding Human Rights Wolfgang Benedek 2012 This third edition of Understanding Human Rights has been elaborated by the European Training and Research Center for Human Rights and Democracy (ETC) in Graz, originally for the Human Security Network (HSN) at the initiative of the Austrian Ministry for Foreign Affairs. The objective is to assist human rights education efforts worldwide. The book's thematic modules on selected human rights issues cover topics such as: the prohibition of torture, freedom from poverty, human rights of women and children, human rights in armed conflict, freedom of expression, and democracy. New to this updated edition are chapters reflecting current trends in human rights, including new modules on privacy (such as challenges posed by Internet use), minority rights, and the right to asylum. Translations of the earlier editions already exist in 15 languages, among them all the official United Nations languages. Understanding Human Rights has become a basic text for human rights education and training in different countries, on different levels, and for different audiences, from university lectures in China to NGO training in Mali to police training in Kosovo.

Evaluating Environmental Education Karel Stokking 1999 This book is the English version of "Evaluating Environmental Education" which was developed and financed by the Netherlands Ministry of Agriculture, Nature Management and Fisheries. The book is divided into three chapters. Chapter 1 focuses on the purpose of evaluation, evaluation of environmental education programs, and outlines the 13-step evaluation process. Sample questionnaires are included. Chapter 2 describes how evaluation can be introduced as an activity in organizations. Chapter 3 identifies and instructs how to use the 13-step evaluation process. (YDS)

Atlas of Biodiversity Risk Josef Settele 2010 The Atlas combines the main outcomes of the large European project ALARM (performed by 68 partner organisations from 35 countries from Europe as well as other continents) with some core outputs of numerous further research networks. A total number of 366 authors from 180 institutions in 43 countries provided information and contributed to the Atlas. -- Publisher.