

Grundlagen Geografie Aufgaben Des Fachs Erde Als

Eventually, you will completely discover a new experience and attainment by spending more cash. yet when? do you believe that you require to acquire those every needs with having significantly cash? Why dont you attempt to get something basic in the beginning? Thats something that will lead you to understand even more not far off from the globe, experience, some places, considering history, amusement, and a lot more?

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Key Concepts in Geography Nicholas Clifford 2008-12-12 "This book clearly outlines key concepts that all geographers should readily be able to explain. It does so in a highly accessible way. It is likely to be a text that my students will return to throughout their degree." - Dr Karen Parkhill, Bangor University "The editors have done a fantastic job. This second edition is really accessible to the student and provides the key literature in the key geographical terms of scale, space, time, place and landscape." - Dr Elias Symeonakis, Manchester Metropolitan University "An excellent introductory text for accessible overviews of key concepts across human and physical geography." - Professor Patrick Devine-Wright, Exeter University Including ten new chapters on nature, globalization, development and risk, and a new section on practicing geography, this is a completely revised and updated edition of the best-selling, standard student resource. *Key Concepts in Geography* explains the key terms - space, time, place, scale, landscape - that define the language of geography. It is unique in the reference literature as it provides in one volume concepts from both human geography and physical geography. Four introductory chapters on different intellectual traditions in geography situate and introduce the entries on the key concepts. Each entry then comprises a short definition, a summary of the principal arguments, a substantive 5,000-word discussion, the use of real-life examples, and annotated notes for further reading. Written in an accessible way by established figures in the discipline, the definitions provide thorough explanations of all the core concepts that undergraduates of geography must understand to complete their degree.

The Kingdom of Childhood Rudolf Steiner 1995 These seven intimate, aphoristic talks were presented to a small group on Steiner's final visit to England. Because they were given to "pioneers" dedicated to opening a new Waldorf school, these talks are often considered one of the best introductions to Waldorf education. Steiner shows the necessity for teachers to work on themselves first, in order to transform their own inherent gifts. He explains the need to use humor to keep their teaching lively and imaginative. Above all, he stresses the tremendous importance of doing everything in the knowledge that children are citizens of both the spiritual and the earthly worlds. And, throughout these lectures, he continually returns to the practical value of Waldorf education. These talks are filled with practical illustrations and revolve around certain themes--the

need for observation in teachers; the dangers of stressing the intellect too early; children's need for teaching that is concrete and pictorial; the education of children's souls through wonder and reverence; the importance of first presenting the "whole," then the parts, to the children's imagination. Here is one of the best introductions to Waldorf education, straight from the man who started it all. German source: Die Kunst des Erziehens aus dem Erfassen der Menschenwesenheit (GA 311). SYNOPSIS OF THE LECTURES LECTURE 1: The need for a new art of education. The whole of life must be considered. Process of incarnation as a stupendous task of the spirit. Fundamental changes at seven and fourteen. At seven, the forming of the "new body" out of the "model body" inherited at birth. After birth, the bodily milk as sole nourishment. The teacher's task to give "soul milk" at the change of teeth and "spiritual milk" at puberty. LECTURE 2: In first epoch of life child is wholly sense organ. Nature of child's environment and conduct of surrounding adults of paramount importance. Detailed observation of children and its significance. In second epoch, seven to fourteen, fantasy and imagination as life blood of all education, e.g., in teaching of writing and reading, based on free creative activity of each teacher. The child as integral part of the environment until nine. Teaching about nature must be based on this. The "higher truths" in fairy tales and myths. How the teacher can guide the child through the critical moment of the ninth year. LECTURE 3: How to teach about plants and animals (seven to fourteen). Plants must always be considered, not as specimens, but growing in the soil. The plant belongs to the earth. This is the true picture and gives the child an inward joy. Animals must be spoken of always in connection with humans. All animal qualities and physical characteristics are to be found, in some form, in the human being. Humans as synthesis of the whole animal kingdom. Minerals should not be introduced until twelfth year. History should first be presented in living, imaginative pictures, through legends, myths, and stories. Only at eleven or twelve should any teaching be based on cause and effect, which is foreign to the young child's nature. Some thoughts on punishment, with examples. LECTURE 4: Development of imaginative qualities in the teacher. The story of the violet and the blue sky. Children's questions. Discipline dependent on the right mood of soul. The teacher's own preparation for this. Seating of children according to temperament. Retelling of stories. Importance of imaginative stories that can be recalled in later school life. Drawing of diagrams, from ninth year. Completion and metamorphosis of simple figures, to give children feeling of form and symmetry. Concentration exercises to awaken an active thinking as basis of wisdom for later life. Simple color exercises. A Waldorf school timetable. The "main lesson." LECTURE 5: All teaching matter must be intimately connected with

Darum nerven die Schweizer Virginia Bischof Knutti 2011 Die Schweiz " seit Jahrhunderten Sinnbild f r Unabh ngigkeit, F deralismus, Neutralit t und Humanit t, aber auch f r eine starke Wirtschaft, Fleiss und Pr zision. Mit dem Beginn des 21. Jahrhunderts sieht auch die Schweiz sich mit noch nie da gewesenen Problemen konfrontiert und stellt das Land vor neue Herausforderungen. Virginia Bischof Knutti legt mit ihrer Studie "Darum nerven die Schweizer" erstmalig eine umfassende geopolitische Analyse der Schweiz vor, untersucht die Schweizer Vergangenheit und Gegenwart unter dem Aspekt der besonderen geografischen Gegebenheiten und diskutiert Strategien f r die Zukunft und die Potenziale der Schweizerischen Eidgenossenschaft in der globalisierten Welt.

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.

Deutsche Nationalbibliografie 2004-07

Teaching Primary Geography Simon Catling 2010-07-21 Written with reference to the 2007 Professional Standards for the Award of QTS and initiatives such as the Primary National Strategy, each chapter offers practical guidance on topics such as planning, assessment and the creation of resources. It provides summaries of key topics in primary geography, including the study of places, environmental sustainability, learning beyond the classroom, global issues, citizenship and cross-curricular approaches to promote children's subject knowledge, well-being and learning within primary geography. With research summaries, practical and reflective tasks, and classroom examples, this book helps trainees and NQTs teach primary geography confidently and creatively throughout the primary school.

The Role of interest in Learning and Development K. Ann Renninger 2014-02-04 Interest is just emerging as a critical bridge between cognitive and affective issues in both learning and development. This developing "interest" in interest appears to be linked to an increasing concern for studying the individual in context, examining affective variables as opposed to purely structural features of text, analyzing the interrelationship of cognitive and social development, understanding practical applications of theories of motivation, and recognizing the importance of developmental psychology for the study of learning. This book addresses both how individual interest and interest inherent in stimuli (books, text, toys, etc.) across subjects affect cognitive performance. While the book's particular emphasis is on theory-driven research, each of the contributing authors offers a unique perspective on understanding interest and its effects on learning and development. As such, each has contributed a chapter in which particular questions in interest research are described and linked to a clearly stated theoretical perspective and recent findings. Relevant material from the broader literatures of psychology and education are analyzed in the context of these discussions. In addition, the introductory and concluding chapters build on the contributions to the volume by providing the basis of a coherent view of interest across genres such as stories and expository text, and domains as varied as play, reading, and mathematics.

Loan Modification For Dummies Ralph R. Roberts 2009-08-31 The crucial information you need to secure a reliable loan modification and save your home Behind on your mortgage payments? Worried about losing your home? Don't panic. Loan Modification For Dummies gives you the reliable, authoritative, easy-to-understand guidance you need to apply for and secure a loan modification that lowers your monthly house payment and keeps you in your home. This practical, plain-English guide leads you step by step through the loan modification process, from contacting your lender to applying for a loan modification, evaluating the lender's initial offer, and negotiating a modification that lowers your monthly payment while helping you catch up on any past-due amounts. You'll learn how to communicate with your bank or loan servicer, recognize and avoid loan-modification scams, and find a knowledgeable loan modification specialist, if you choose not to do it yourself. Advice on determining whether you're likely to qualify for your lender's loan modification program Guidance on preparing and submitting a loan modification application that improves your chances of success Helps you figure out a monthly payment you really can afford Tips on modifying your loan even when you owe more than your home's current market value Negotiation advice for securing the best possible terms and lowest monthly payment Resources for contacting your lender, obtaining free or affordable third-party assistance, and getting government agencies on your side Read Loan Modification For Dummies and start saving your home today.

The Power of Geographical Thinking Clare Brooks 2017-03-02 In this book geography educators from around the globe discuss their research into the power of geographical thinking and consider successful strategies to implement, improve and advance geography education in research and practice. It addresses key topics in geography education, such as multicultural competence, the role of teachers, the geography curriculum, spatial thinking, geographic information systems, geocapabilities, and climate change. At a global level the contributors and editors bring together the most advanced collection of research and discussion surrounding issues in geography education. The book will be of interest to geography education researchers worldwide, including academics at university and teachers in schools, as well as professional geographers with an interest in education.

On the Economics of Intra-industry Trade Herbert Giersch 1979

School Leadership that Works Robert J. Marzano 2005 Describes a variety of leadership responsibilities that have an effect on student achievement.

Grundlagen Geografie: Aufgaben des Fachs, Erde als Himmelskörper und Kartographie : Lerntext, Aufgaben mit Lösungen, Glossar und Zusammenfassungen Markus-Hermann Schertenleib 2013

International Handbook of Research on Conceptual Change Stella Vosniadou 2013-07-18 Conceptual change research investigates the processes through which learners substantially revise prior knowledge and acquire new concepts. Tracing its heritage to paradigms and paradigm shifts made famous by Thomas Kuhn, conceptual change research focuses on understanding and explaining learning of the most the most difficult and counter-intuitive concepts. Now in its second edition, the International Handbook of Research on Conceptual

Change provides a comprehensive review of the conceptual change movement and of the impressive research it has spawned on students' difficulties in learning. In thirty-one new and updated chapters, organized thematically and introduced by Stella Vosniadou, this volume brings together detailed discussions of key theoretical and methodological issues, the roots of conceptual change research, and mechanisms of conceptual change and learner characteristics. Combined with chapters that describe conceptual change research in the fields of physics, astronomy, biology, medicine and health, and history, this handbook presents writings on interdisciplinary topics written for researchers and students across fields.

Atlas of Science Literacy 2001 An oversized book with ambitious goals: That's the Atlas of Science Literacy. Asking -- then answering -- such vital questions as: -- What should students learn? -- When should they learn it -- and in what order? -- How does each strand of knowledge connect to other vital threads? This new educational tool from AAAS's Project 2061 graphically depicts connections among the learning goals established in Benchmarks for Science Literacy and Science for All Americans. The Atlas is a collection of 50 linked maps that show exactly how students from kindergarten through 12th grade can expand their understanding and skills toward specific science-literacy goals. But the maps don't just show the sequence of Benchmark ideas that lead to a goal. They also show the connections across different areas of mathematics, technology, and (of course) science -- including gravity, evolution and natural selection, the structure of matter, and the flow of matter and energy in ecosystems. This groundbreaking book is every school's road map to helping children learn science systematically. Using the Atlas of Science Literacy as your guide, trace the prerequisites for learning in each grade, make the connections to support science content, and show the way to the next steps to learning for your students.

General Education in Science I. Bernard Cohen 1952 Chiefly concerned with higher education.

CLIL Activities with CD-ROM Liz Dale 2012-02-22 'CLIL Activities' is organised into five chapters: activating, guiding understanding, focus on language, focus on speaking, and focus on writing. A further chapter provides practical ideas for assessment, review and feedback.

Thinking Through Geography David Leat 2001

Entwicklung von Kartenkompetenz im Geographieunterricht der Grundschule als Voraussetzung für die Sekundarstufe I Michael Wornest 2015-02-01 Der Autor betrachtet zu Beginn der Studie den entwicklungspsychologischen Aspekt der Schüler der Primarstufe und der Sekundarstufe 1 durch das Entwicklungsstufenmodell von Piaget. Danach wird erläutert, was man gemeinhin unter Kartenkompetenz in Bezug auf die PISA-Studie versteht und wie das Spektrum dieser im Unterricht aussieht. Es wird zudem die Karte als Medium genauer betrachtet und der Frage nachgegangen, welche Schwierigkeit diese für den Schulalltag mit sich bringt. Welche Techniken der Kartenarbeit sind letztendlich ausschlaggebend und wie schauen, kritisch betrachtet, die methodischen Wege hin zum Kartenverständnis aus? Abschließend erfolgen eine Zusammenfassung der Ergebnisse und eine kritische Bewertung des Überganges von Grundschule zur Sekundarstufe I.

Nigeria International Monetary Fund 2005-12-19 This Poverty Reduction Strategy Paper for Nigeria highlights the National Economic Empowerment and Development Strategy (NEEDS). NEEDS gives special support to agriculture, industry, small and medium-scale enterprises, and oil and gas. Under the plan, the government will seek long-term capital for investment. Trade policy will be modified to unburden business of the red tape and complex procedures that hinder it from flourishing. NEEDS envisages forging stronger links between educational institutions and industry to stimulate rapid industrial growth and efficient exploitation of resources.

The Beginnings of Greek Mathematics A. Szabó 2013-03-09 When this book was first published, more than five years ago, I added an appendix on How the Pythagoreans discovered Proposition 11.5 of the 'Elements'. I hoped that this appendix, although different in some ways from the rest of the book, would serve to illustrate the kind of research which needs to be undertaken, if we are to acquire a new understanding of the historical development of Greek mathematics. It should perhaps be mentioned that this book is not intended to be an introduction to Greek mathematics for the general reader; its aim is to bring the problems associated with the early history of deductive science to the attention of classical scholars, and historians and philosophers of science. I should like to conclude by thanking my translator, Mr. A. M. Ungar, who worked hard to produce something more than a mechanical translation. Much of his work was carried out during the year which I spent at Stanford as a fellow of the Center for Advanced Study in the Behavioral Sciences. This enabled me to supervise the work of translation as it progressed. I am happy to express my gratitude to the Center for providing me with this opportunity. Arpad Szabo

NOTE ON REFERENCES The following books are frequently referred to in the notes. Unless otherwise stated, the editions are those given below. Burkert, W. Weisheit und Wissenschaft, Studien zu Pythagoras, Philolaos und Platon, Nuremberg 1962.

Deutsche Nationalbibliographie und Bibliographie der im Ausland erschienenen deutschsprachigen Veröffentlichungen 2009

Landscape and Power in Geographical Space as a Social-Aesthetic Construct Olaf Kühne 2018-02-13 This book examines the power definiteness of landscape from a social constructivist perspective with a particular focus on the importance of aesthetic concepts of landscape in development. It seeks to answer the question of how societal notions of landscape emerge, how they are individually updated and how these ideas affect the use and design of physical space. It also analyzes how physical manifestations of societal activity impact on understandings of individual and societal landscapes and addresses the essential aspect of the social construction of landscape, cultural specificity, which in turn is discussed in the context of the expansion of a western landscape concept. The book offers an unprecedented, comprehensive and detailed examination of societal power relations in the context of landscape development. The numerous case studies from the physical manifestation of modern spatial planning in the United States, the power discourses concerning the design of model railway landscapes, and the medial production of stereotypical landscape notions shed light on the complex and multilayered interactions of collective and individual landscape references. It is a valuable resource for geographers, sociologists, landscape architects, landscape planners and philosophers.

Cognitive Activation in the Mathematics Classroom and Professional Competence of Teachers Mareike Kunter 2013-03-29 This work reports the findings of the Professional Competence of Teachers, Cognitively Activating Instruction, and Development of Students' Mathematical Literacy project (COACTIV). COACTIV applies a broad, innovative conceptualization of teacher competence to examine how mathematics teachers' knowledge, beliefs, motivational orientations, and self-regulation skills influence their instructional practice and teaching outcomes. In this project data was collected on various aspects of teacher competence and classroom instruction from the perspective of both the teachers themselves and their students. Moreover, it gauges the effects of these teacher characteristics on student learning, as indexed by the progress students in each class. Questions addressed in the study which are reported in this volume include: What are the characteristics of successful teaching? What distinguishes teachers who succeed in their profession? How can the quality of instruction be improved?

Jorge Ishizawa

Die Philosophie Im Beginn Des Zwanzigsten Jahrhunderts: Festschrift Für Kuno Fischer Wilhelm Windelbaum 2019-02-27 This work has been selected by scholars as being culturally important, and is part of the knowledge base of civilization as we know it. This work was reproduced from the original artifact, and remains as true to the original work as possible. Therefore, you will see the original copyright references, library stamps (as most of these works have been housed in our most important libraries around the world), and other notations in the work. This work is in the public domain in the United States of America, and possibly other nations. Within the United States, you may freely copy and distribute this work, as no entity (individual or corporate) has a copyright on the body of the work. As a reproduction of a historical artifact, this work may contain missing or blurred pages, poor pictures, errant marks, etc. Scholars believe, and we concur, that this work is important enough to be preserved, reproduced, and made generally available to the public. We appreciate your support of the preservation process, and thank you for being an important part of keeping this knowledge alive and relevant.

Understanding Geographical and Environmental Education Michael C. Williams 1995-12-07 These papers aim to provide a substantial review of the literature pertaining to a comprehensive range of traditional and contemporary research paradigms and research methods. The book is designed as a reference work for novice researchers in the fields of geographical and environmental education.

Geography: Physical And Human Phani Deka 2007-01-01 Dynamism In Geography Is One Of The Most Important Aspects Of Study Of The Subject. The Changing Nature Of The Subject Is Aptly Reflected In The Frequent Changes In The Syllabi At The School And College Levels. The Plus Two Stage Of Secondary Education Is Considered To Be The Turning Point For Career Development. The Topics Of Study Need To Be Analysed With A New Perspective To Cope With The Changing Nature Of The Subject. The Number Of Standard Geography Textbook At The Plus Two Stage Of Secondary Education Not Many In The North East India. The Present Volume Is Written According To The New Syllabus Of The Secondary Education Adopted By The Higher Secondary Councils/Boards Of North Eastern States From 2005-06 Session. Topics On Physical

And Human Geography Have Been Incorporated In This Volume. Hope That The Book Will Cater To The Needs Of The Students And Teachers Of Geography Of The North Eastern States In Particular And India At Large.

Seven Blind Mice Ed Young 2012 In this retelling of the Indian fable, seven blind mice discover different parts of an elephant and argue about its appearance. This Caldecott Honor book is in a board book format for the first time. Full color.

The Seashell on the Mountaintop Alan Cutler 2003 Documents the work of a seventeenth-century scientist and priest who was the first to conduct geological studies of the earth's layers, revealing in the process the planet's significant age as compared to biblical beliefs. 22,500 first printing.

A Cultural History of the Modern Age Egon Friedell 2017-07-12 Volume three of A Cultural History of the Modern Age finishes a journey that begins with Descartes in the first volume and ends with Freud and the psychoanalytical movement in the third volume. Friedell describes the contents of these books as a series of performances, starting with the birth of the man of the Modern Age, followed by flowering of this epoch, and concludes with the death of the Modern Age. This huge landscape provides an intertwining of the material and the cultural, the civil and the military, from the high points of creative flowering in Europe to death and emptiness. The themes convey multiple messages: romanticism and liberalism opens the cultural scene, encased in a movement from The Congress of Vienna and its claims of peaceful co-existence to the Franco-German War. The final segment covers the period from Bismarck's generation to World War I. In each instance, the quotidian life of struggle, racial, religious, and social class is seen through the lens of the mighty figures of the period. The works of the period's great figures are shown in the new light of the human search for symbolism, the search for superman, the rise of individualism and decline of history as a source for knowledge. This third volume is painted in dark colors, a foreboding of the world that was to come, of political extremes, and intellectual exaggerations. The author looks forward to a postmodern Europe in which there is a faint gleam of light from the other side. What actually appeared was the glare of Nazism and Communism, each claiming the future.

Geography Peter Haggett 2001 The fourth edition of this classic in the discipline presents readers with a broad introduction to the field in all of its diversity. The book promotes synthesis, both by stressing the different themes and traditions within the field of geography, and by stressing the synthesizing role of geography as a whole in relation to other fields. Covers the synthesizing role of geography; physical and human geography; globalization; population geography; medical geography. Emphasizes the relationships between humans and the environment, their spatial consequences, and the resulting regional structures that have emerged on Earth's surface. Includes International division of labor; The electronic revolution and its geographic impact; New directions in geography, including plural traditions, gender, and social theory; New coverage of environmental hazards, including the greenhouse effect, ozone layer, and accelerated deforestation; and Added and updated material on remote sensing, GIS, GPS, and the role of microcomputers in geography. Appropriate as an Introduction to Geography, World Regional Geography, and Human Geography.

Discourse in Content and Language Integrated Learning (CLIL) Classrooms Christiane Dalton-Puffer 2007-09-27

The label CLIL stands for classrooms where a foreign language (English) is used as a medium of instruction in content subjects. This book provides a first in-depth analysis of the kind of communicative abilities which are embodied in such CLIL classrooms. It examines teacher and student talk at secondary school level from different discourse-analytic angles, taking into account the interpersonal pragmatics of classroom discourse and how school subjects are talked into being during lessons. The analysis shows how CLIL classroom interaction is strongly shaped by its institutional context, which in turn conditions the ways in which students experience, use and learn the target language. The research presented here suggests that CLIL programmes require more explicit language learning goals in order to fully exploit their potential for furthering the learners' appropriation of a foreign language as a medium of learning.

The Nature of Geography a Critical Survey of Current Thought in the Light of the Past Richard Hartshorne 2018-11-11 This work has been selected by scholars as being culturally important and is part of the knowledge base of civilization as we know it. This work is in the public domain in the United States of America, and possibly other nations. Within the United States, you may freely copy and distribute this work, as no entity (individual or corporate) has a copyright on the body of the work. Scholars believe, and we concur, that this work is important enough to be preserved, reproduced, and made generally available to the public. To ensure a quality reading experience, this work has been proofread and republished using a format that seamlessly blends the original graphical elements with text in an easy-to-read typeface. We appreciate your support of the preservation process, and thank you for being an important part of keeping this knowledge alive and relevant.

The Position of the German Language in the World Ulrich Ammon 2019-08-08 The Position of the German Language in the World focuses on the global position of German and the factors which work towards sustaining its use and utility for international communication. From the perspective of the global language constellation, the detailed data analysis of this substantial research project depicts German as an example of a second-rank language. The book also provides a model for analysis and description of international languages other than English. It offers a framework for strengthening the position of languages such as Arabic, Chinese, French, Portuguese, Spanish and others and for countering exaggerated claims about the global monopoly position of English. This comprehensive handbook of the state of the German language in the world was originally published in 2015 by Walter de Gruyter in German and has been critically acclaimed. Suitable for scholars and researchers of the German language, the handbook shows in detail how intricately and thoroughly German and other second-rank languages are tied up with a great number of societies and how these statistics support or weaken the languages' functions and maintenance.

Bereitstellung von Umweltdaten im Baubereich auf der Grundlage statistischer Zusammenhänge zwischen den Wirkungsindikatoren einer Oekobilanz Stroebel, Benjamin 2017-09-19

Das Schweizer Buch 2005

Content and Language Integrated Learning (CLIL) in Europe Stephan Breidbach 2013 Content and Language

Integrated Learning has received a strong tailwind in European educational and language policies. It is on the verge of becoming a mainstream phenomenon. However, an overly speedy implementation of -CLIL for all- might bear a number of risks for all groups of stakeholders. The purpose of this book is to link the growing empirical knowledge about the full complexity of CLIL to the current European educational and language policies. The articles collected in this volume contribute to a more systematic evidence base of CLIL that has frequently been called for at a European level. This bi-lingual volume (English/German) brings together authors from several European countries to present significant findings from recent CLIL research in the light of the developments in education policy. The four parts of the book focus on the reconstruction of learning processes, learner achievement, theory-driven investigations of the concept of CLIL itself, and critical reflections on the current -CLIL boom-."

Natürliche Ressourcen und ländliche Entwicklungsprobleme der Tropen Rüdiger Mäckel 1988

Grundlagen Geografie: Aufgaben des Fachs, Erde als Himmelskörper und Kartografie Markus-Hermann Schertenleib 2004 Ziel dieses Lehrmittels ist das Bereitstellen der Grundlagen für das Verständnis der Geografie. Vorgestellt werden die Themen, mit denen sich die moderne Geografie auseinander setzt und zur Lösung von Problemen unserer Zeit beiträgt. Betrachtet werden ausserdem die Erdgestalt, die Orientierung auf der Erde, die Entwicklung des Weltbildes und das Sonnensystem mit Schwerpunkt Erde und Mond. Im Teil Kartografie wird zudem das Kartenlesen vermittelt -- eine grundlegende Fertigkeit der Geografie. Das Buch orientiert sich an den Lerninhalten der Geografie als Grundlagenfach der schweizerischen Maturität nach MAR und richtet sich deshalb in erster Linie an die Absolvierenden einer Maturitätsschule. Dank zahlreichen Abbildungen, detaillierten Lernzielen und einer Fülle von Aufgaben mit kommentierten Lösungen sowie einem umfassenden Glossar und einer lernfreundlichen Kurztheorie am Schluss eignet sich das Lehrmittel auch für das Selbststudium, etwa als fundierte Vorbereitung für die Universität oder Fachhochschule.

PISA Assessing Scientific, Reading and Mathematical Literacy A Framework for PISA 2006 OECD 2006-09-11 Presents the conceptual framework underlying the PISA 2006 survey.