Integration of Indigenous Knowledge in Addressing Climate Change

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number of outside of Western traditions, and can help them develop a rich cultural competence in their own practice and a new vision of foundational number concepts. The book concludes with a discussion of the implications of this research and ways of catering to diversity in mathematics education. In this volume Kay Owens explores the challenges, costs, and benefits of bridging scales and knowledge systems in assessment processes and in resource management. Case studies look at a variety of indigenous African paradigms, the dominant western paradigms, and the practitioners that represent these practices. The book deals with questions of scale and integration of knowledge systems as they relate to ontological perspectives and the implications for education policy. The volume investigates whether, and how a person can accommodate different epistemologies, and the nature of such accommodation.

The Integration of Indigenous Knowledge Systems Into Modern Education Processes

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Embracing Indigenous Knowledge in Science and Medical Teaching

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Selected Papers Presented at the Integration of Indigenous Knowledge Into the National Education Curriculum Workshop

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Integrated Community-Managed Development

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Socio-scientific Issues-Based Education in Ethiopia

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Theoretical Basis of Indigenous Knowledge in Science Education

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The Inclusion of Indigenous Knowledge in Science and Chemistry Education to Promote Education for Sustainable Development

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The Social Construction of Knowledge and the Understanding of Place in the Negusse et al. Study

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lesson's main activities start from the controversial issues of pesticides use to encourage learners to think critically, express their arguments, and solve chemistry problems in classroom task activities. Feedback from the learners about the lesson and the learning design was collected. This study is described in "Integrating perspectives from indigenous knowledge and Western science in secondary and higher chemistry learning to contribute to sustainability education" (Zidny & Eilks, 2020). The analysis and evaluation of the students' activities is discussed in the third study in chapter 3 (section 3.3). This study attempted to explore the initial level of students' arguments and their ability to link the context with chemistry concepts. Based on the findings, information from the analysis was used to evaluate and improve the learning design. This study is described in "A case study on students' application of chemical concepts and use of arguments in teaching on the sustainability-oriented chemistry issue of pesticides use under the inclusion of different scientific worldviews" (Zidny et al., 2021, under review a). The final study in chapter 3 (section 3.4) focuses on a second teaching intervention on the inclusion of iSc as a starting point to promote green and sustainable chemistry education. The teaching intervention adopted models 1 and 2 of ESD-based approaches suggested by Burmeister et al. (2012), namely adopting green chemistry lab practices and content. The lesson was implemented in an environmental chemistry course (selective course) with second-year undergraduate student teachers in Indonesia. This study is described in "Learning about phytochemical aspects of botanical pesticides adapted from ethnoscience as a contribution to green and sustainable chemistry education" (Zidny & Eilks, under review b). Chapter 5 summarizes all the studies in the research project and outlines the implication of the studies. In chapter 6, the published works of the thesis are presented.

**Participating in Development**

Paul Sillitoe 2002 This volume is a comprehensive collection of critical essays on The Taming of the Shrew, and includes extensive discussions of the play's various printed versions and its theatrical productions. Aspinall has included only those essays that offer the most influential and controversial arguments surrounding the play. The issues discussed include gender, authority, female autonomy and unruliness, courtship and marriage, language and speech, and performance and theatricality.

**Adaptive Co-Management**

Derek Armitage 2010-10-01 In Canada and around the world, new concerns with adaptive processes, feedback learning, and flexible partnerships are reshaping environmental governance. Meanwhile, ideas about collaboration and learning are converging around the idea of adaptive co-management. This book provides a comprehensive synthesis of the core concepts, strategies, and tools in this emerging field, informed by a diverse group of researchers and practitioners with over two decades of experience. It also offers a diverse set of case studies that reveal the challenges and implications of adaptive co-management thinking.

**Recommendations on the Integration of Two Ways of Knowing**

Henry P. Huntington 1997