

CONTENT

CHAPTER 1: THE KNOWLEDGE BASIS FOR TEACHING CLIMATE CHANGE AND WATER ISSUES VIA PLACE-BASED EDUCATION WITH GEOSPATIAL TECHNOLOGIES	8
CHAPTER 2: DESIGNING EDUCHANGE	20
CHAPTER 3: FIELD COURSES AND THE “EXTENDED CLASSROOM” AN OVERVIEW OF OUTDOOR ACTIVITIES IN THE EDUCHANGE PROGRAMME	25
CHAPTER 4: TECHNOLOGY AND GAMIFICATION DURING THE EDUCHANGE PROJECT	42
CHAPTER 5: TRANSFORMATIVE PEDAGOGIES - A USEFUL THEORETICAL FRAMEWORK FOR PROMOTING ESD	52
CHAPTER 6: ASSESSMENT AND ESD - WHICH WAY FORWARD?.....	59
CHAPTER 7: POSTERS AS A LEARNING METHOD TO PROMOTE EDUCATIONAL RESEARCH LITERACY A CASE STUDY OF STUDENTS WORKING WITH CLIMATE CHANGE ISSUES: CREATING POSTERS	67
CHAPTER 8: CLIMATE DATA SOURCES FROM A GEOSPATIAL PERSPECTIVE	77
CHAPTER 9: PHOTO STORIES - EFFECTIVENESS THROUGH COLLABORATIVE IMAGE CREATION.....	94
CHAPTER 10: HOW TO DESIGN AND CONDUCT FIELDWORK LESSONS WITH LOW-COST VR	104
CHAPTER 11: PLACE-BASED EDUCATION IN AN INTERNATIONAL ENVIRONMENT: REFLECTIONS ON PARTICIPATING IN THE 2019 EDUCHANGE PROJECT FROM A STUDENT PERSPECTIVE	112
CHAPTER 12: MAKING SENSE OF INTERNATIONAL EXPERIENCES - THE VALUE OF REFLECTION	121
CHAPTER 13: THE EFFECTIVENESS OF THE EDUCHANGE PROJECT IN DEVELOPING KNOWLEDGE, VALUES AND ATTITUDES ABOUT CLIMATE CHANGE	130