



Philosophical Cognition of Social Studies Teachers on Sustainable Development and Social Values Transmission

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Abstract. Teachers' philosophical cognition regarding social studies learning still considers it the same as other social studies disciplines. One of them is reflected in the theme of sustainable development. This research was carried out on social studies teachers in Semarang, using a qualitative approach with a phenomenological design, showing that teachers' philosophical understanding determines the direction of their learning. The different learning paradigms between social studies and its subject are not understood, which is one reason why the packaging of social studies learning is difficult to fulfill aspects of integration, even though teachers have experienced an adaptation process in packaging learning from monodisciplinary to interdisciplinary. The next impact is that the value transmission process in social studies learning does not achieve maximum results.

Keywords: Teachers, Social Studies, Sustainable Development, Transmission

1 Introduction

Social studies education is a core subject offered at both the elementary and junior high school levels. At the elementary level, social studies are integrated into thematic learning, where they are taught as part of broader "lesson content." In this multidisciplinary approach, social studies contribute to the development of students' competencies within specific themes, working in conjunction with other subjects such as the Indonesian language, natural sciences, mathematics, civic education, and arts. This integration not only enhances students' understanding of social studies concepts but also fosters a holistic educational experience by connecting knowledge across different domains. By participating in this integrated learning process, students develop critical thinking skills and a deeper appreciation for the interconnectedness of various fields of study.

At junior high school level, social studies are taught as one subject matter. Learning is carried out in an integrated manner, including elements of history, geography, economics, sociology, anthropology and politics. Meanwhile, the scope of social studies material is social symptoms and problems that exist within the scope of

social relations in society, nation, state and between countries, which are processed for educational purposes, namely preparing students to become democratic citizens who understand their rights and obligations in the global era. In Phuangphae [1] perspective, this is an investment in knowledge for students who will become members of society, as well as citizens.

At the practical level of learning, social studies are different from learning in other social studies [2, 3]. Social studies learning is not theoretical but is directed at the themes of social problems that exist in society to be analyzed, to find solutions, so that step by step, critical thinking will emerge from students. The approach used in discussing social problem themes is an interdisciplinary or multidisciplinary approach using various social studies concepts. It is not surprising, then, that for this purpose, social studies learning is constructed using a thematic and integrated model. Meanwhile, learning in social studies tends to be theoretical. This field of study is held at secondary school level and is implemented using a monodisciplinary approach [4, 5]. This is in line with the thinking of Ocal [3] argue that social studies are a subject with a multidisciplinary perspective because it combines several points of view in social studies.

Theoretically and juridically, social studies are carried out in an integrated manner. However, in practice, it is not uncommon for teachers to think that the social studies curriculum should still be a combination of social studies material presented in lessons. Not infrequently, the social studies material presented has historical, economic, geographic or sociological dimensions. Teachers experience difficulties in trying to build a critical thinking paradigm through creating a contextual and integrated learning arena. This is what was indicated by Barr [6] which states that social studies material is still filled with theoretical or conceptual discussions, while the contextuality of the material still needs to be developed.

A problem that often arises in social studies is the way teachers connect social studies material in thematic learning, so that its integration is visible. Not infrequently, what happens in social studies is learning with a tendency towards one topic. The teacher's ability to arouse students' curiosity in social studies classes is also classified as not yet optimized, to obtain maximum results. Social studies, which should touch on discussions about social problems, only stops at theoretical discussions that lack axiological value in students' daily lives. Referring to Barr [7], social studies is a useful subject for discussing social problems and ongoing phenomena in society. The aim is to give students experience about social life. In the learning process, teachers transmit knowledge and students dialogue with their environment, both social and physical, to seek the truth.

One of the interesting topics studied in social studies is sustainable development. One of the learning objectives in this theme is to equip students with a commitment to harmonizing environmental issues with development. Development must pay attention to the continuity of the ecosystem, where humans exist within it. In this context there is also environmental ethics [8, 9].

In delivering material, teacher insight greatly influences the process of internalizing knowledge to students. The impact of a teacher's broad insight is that the ability to think critically as an ability that must be trained in students in social studies

learning will increase. With this ability, students will be able to solve social problems in their environment. This article discusses teachers' philosophical understanding of the concept of sustainable development, as one of the materials taught in schools, which includes understanding ontology, epistemology and axiology. The first research focus was directed at teachers' understanding of the social studies learning paradigm, and then on teachers' understanding of sustainable development and the transmission of social values to students.

2 Method

The research method uses a qualitative approach, referring to phenomenological design [10]. The research target was 185 Public and Private Junior High Schools in the Semarang area. Meanwhile, schools under the guidance of the Regional Office of the Ministry of Religion, we call *Madrasah Tsanawiyah*, totaling 36, consisting of 2 public schools and 34 private schools, were not the target of the research. The research subjects were social studies teachers at several schools determined purposively, representing certain criteria, namely the location of the teacher's school, the characteristics and perceptions of the community towards the school, and the teaching experience of social studies teachers. The case is described based on the teacher learning praxis. Research informants were taken purposively so that they represented all existing school characteristics. Of the 411 social studies teachers, 9 informants were taken who represented school characteristics, namely schools in urban centers and suburbs, and schools with state and private status. Data sources were obtained through observations and interviews with teachers and students. Based on research data, problems in social studies learning carried out by teachers in the social studies group are grouped.

Data analysis in this study followed several steps to ensure a comprehensive understanding of the phenomena being investigated: Firstly, conducted in classrooms to observe teaching practices, classroom interactions, and the general learning environment. These observations were recorded in detailed field notes. Semi-structured interviews with teachers and students provided in-depth insights into their experiences and perspectives on social studies learning. These interviews were audio-recorded and transcribed verbatim for analysis. Secondly, themes were identified and developed from the coded data. This involved grouping similar codes together to form overarching themes that captured the essence of the teachers' and students' experiences. Themes were continually refined and adjusted as more data were analyzed, ensuring that they accurately reflected the data. Thirdly, thematic analysis led to the identification of key issues and challenges in social studies learning as experienced by teachers and students. Data were interpreted to understand the implications of these findings for social studies teaching practices, focusing on how teachers' learning praxis could be improved. Fourthly, the findings were reported in a way that provides a rich, detailed description of the phenomena, including direct quotes from participants to illustrate key points. The results were grouped into

categories reflecting the identified themes, providing a structured and comprehensive overview of the challenges and dynamics in social studies learning.

3 Results and Discussion

3.1 Understanding Social Studies Education Paradigm

Social studies subjects lead to efforts to strengthen the identity and identity of a nation. To achieve this, learning is carried out which leads to coaching students to develop and apply the values of the knowledge they have in social life. From learning habits like this, students can represent themselves as citizens who are involved in the development of society. This is in line with Freire [11] thinking that efforts to educate a person are aimed at creating people who are democratic and able to critically analyze the situations they face. Therefore, the strength of social studies lies in the construction of the material, the competence of educators, and the practical learning carried out [12-14].

The values and competencies that will be developed in social studies learning refer to the curriculum. When analyzed in terms of curriculum content, social studies have not been designed in its entirety as a subject with integrated principles. The social studies curriculum still does not apply an interdisciplinary perspective as a reference in compiling material [15]. Apart from making it easy for teachers to get trapped in their respective disciplines, this also means that the discussion of social studies material is still far from ideal. Referring to Purnomo and Kurniawan [16] opinion that the social studies curriculum should pay attention to aspects of social problems that exist in society, so that learning using the problem-solving model can work well in the classroom.

Currently, the development of social studies is experiencing major obstacles in the form of a structural lack of understanding about the nature and paradigm of this subject. This subject is often identified with a combination of social studies, so the composition of the material is also divided into social studies disciplines. Analysis of social studies material does not yet reflect the ideal conditions in which social studies learning should be [17]. Bahri, et al. [18] believes that the social studies curriculum must cover all aspects of society's life, especially those related to social problems within it. Responding to this, Almazroui [4] explains that before a teacher teaches social studies, he must first master the social studies paradigm, so that learning will take place in accordance with the curriculum content.

The development of social studies material needs to be structured within the framework of social studies thinking, not within the idealism of social studies disciplines that dwarf social studies. Even though there are still nuances of disciplinary division in social studies, the teacher comments that social studies in the independent curriculum have undergone a slight transformation, the teacher explains that: "social studies is a study of social concepts, which studies geography, history, anthropology, sociology and economics" [19]. Social studies teachers from different

schools stated that "Social studies is a subject that includes economics, history and geography" [20], and "social studies is learning which includes several aspects of economic life, sociology, history and also geography" [21]. The explanation about the nature of social studies put forward by the teacher does not yet represent the ontological aspect of social studies. Teachers understand social studies in a pragmatic context and do not consider the philosophical aspects inherent in the social studies discipline. In fact, Zhao [22] stated that social studies education in schools is an integration of various social studies and humanities disciplines, as well as basic human activities that are organized, presented scientifically and pedagogically to achieve educational and national goals.

The integrated aspect is not simply a combination of material, but rather the process of accommodating material in one discussion [23], so that the function of these scientific disciplines is not to create material but as a perspective in discussing the material. The construction of social studies material should be based on the social studies philosophy contained in three major traditions, namely, problem solving (solving social problems), reflective inquiry (reflection and discovery of knowledge), and citizenship transmission (transmission of civic values). These three traditions have not yet been applied totally in the preparation of social studies material so that social studies learning that is carried out encounter's problems [24], such as discussions that lead to certain scientific disciplines (not social studies) and teachers as the dominant actor in learning because of the background. behind teachers from disciplines that are not social studies.

The teacher's single point of view makes social studies learning turn into a study of geography, history or economics. It is not surprising that social studies learning lost its soul as a subject that creates an interdisciplinary discussion arena to discuss social phenomena in society.

The scope of social studies provides the basis for how teachers analyze learning material to be discussed in class. If the understanding of the scope is still biased and not yet established, it is certain that learning will be far from contextual. Learning that does not touch aspects of reality will hinder the transmission of values in social studies, because teachers will become lecturers who explain theories, not the other way around, namely teaching students how to think critically. Furthermore, without linking learning to social reality, the values in social studies will subliminate and cannot be operationalized by students. In fact, if we refer to Adler [20], the scope of social studies is important as a teacher's guide to students regarding the application of values and knowledge in certain areas. The application of values and knowledge starts from the smallest scope, for example within the family to the global scope. Each environment will influence the formation of students' personalities.

3.2 Understanding the Sustainable Development Paradigm

Like understanding social studies education concepts, teachers' philosophical understanding of sustainable development is very partial. Some understand this concept in relation to continuous development, others understand it as a requirement

to become a developed country. In a philosophical context, teachers' understanding of sustainable development must be at the ontology, epistemology and axiology levels. In terms of empirical phenomenology, the ontological context that teachers understand does not yet reflect the themes that must be developed in the context of sustainable development. Teachers' understanding is more about the axiological aspect. Teachers understand preserving the natural resources they own. The axiological level is understood by teachers in the context of the benefits of maintaining the environmental ecosystem and its balance with development. At an epistemological level, teachers' understanding is limited to cognitive elements regarding the management of renewable and non-renewable natural resources.

Malikow [25] view is that a teacher's literacy competency greatly influences the understanding that will be formed in learning, including the formation of understanding in sustainable development material. The teacher is a catalyst whose function is to connect the knowledge possessed by students and combine it with knowledge originating from various sources, so that the understanding that will be constructed within students will be more optimal. Sari and Rosidah [26] argue that to teach material that is contextual to the social conditions of society, teachers must have adequate knowledge. This knowledge is the basic capital in building a dialogical space between the theoretical world and the world of reality, so that teachers are not trapped in definitive understandings which are basically rote and do not have the tendency to build critical thinking in students. Harahap, et al. [27] provided a review that inspired many social studies education circles to be more creative in their learning, that social studies educators must have social studies competence, understand the nature of social studies, and master pedagogy. Social studies are essentially critical and analytical learning. In the ongoing process, teachers are challenged and tested to be able to provide a set of learning that explores students' critical and analytical thinking abilities. In line with that, Kurniawan [15] explains that efforts to build critical and analytical thinking skills should be based on individual encouragement, not rules made by rigid guidelines. So that the learning that takes place will feel natural, and students can be controlled to be actively involved in dialogue activities in class.

The specificity of social studies learning lies in the contextuality between the world of theory and social practice in society. This contextual aspect is fundamental and very principled in the implementation of social studies learning. Teachers cannot explain material or theory broadly and in detail without relating it to the social conditions of society, or without a practical synthesis of knowledge about this theory.

3.3 Sustainable Development and Transmission of Social Value

Social studies learning has the principle of social knowledge transmission, therefore the activities carried out try to transfer knowledge and values that exist in society to students. Barr [6] explains that knowledge and values taught contextually must pay attention to their usefulness in society, therefore social studies is learning that teaches students wisdom, from that wisdom the students' attitudes and character are then

formed. This opinion is supported by Malikow [25] that social studies learning has the main use of forming students' capacity to behave and think, both of which are formed because of positive values that develop in society. Based on this, social studies learning must base its thinking on wise views. One of the informants, a teacher, argued that: "Yes, because through social studies education and through its studies it can equip students to develop values and attitudes in their daily lives, it also makes it easier for students to live in society because they are equipped with knowledge about the diversity of traditions where each region has its own values, so it makes students better master the values and attitudes. "Through learning, students are also expected to be able to adapt to their environment."

This opinion is quite contextual, if studied more deeply, social studies learning must try to accommodate the traditions and culture that exist in society, so that the learning carried out can teach the experiences of the community itself. Through culture and tradition, Azizah, et al. [28] explains that values and behavior can be taught that students can emulate in relation to forming strong attitudes and character to be directly involved in community activities. This opinion is in line with the view that: "So many social studies materials study things related to values and attitudes. Apart from social problems, what is more important than social studies learning is the process of regenerating values in that tradition." In this regard, more contextually by looking at the facts at school, the teacher believes that: "yes it must be instilled, because now we are in a modern era, foreign culture enters us very quickly, so it is necessary to instill values and attitude in the child." From this discussion it can be understood that social studies learning needs to pay attention to the knowledge that exists in society, in fact it is very necessary to turn knowledge in society into an understanding that is transmitted to students. This is so that students can have an identity that remains bound by their traditions and culture.

Social studies learning as social transmission means learning that prioritizes social aspects as learning material. According to Almazroui [4], Rodríguez and Swalwell [17], a social studies teacher must have a sense of his social environment. More importantly, a teacher must have mature knowledge regarding the relationship between theories in social studies and the reality of society. The specifications of understanding will form thoughts that can be taught as social transmission to students. The point of view of social transmission is learning that can make students have the skills to self-reflect on everything they experience. With this reflective ability, students will have sensitivity to every event experienced as a life experience. In this context, the teacher believes that: "a social studies teacher not only teaches theories, but what is more important is to teach students about self-reflection so that they have sensitivity."

The process of social transmission for students in social studies subjects is a necessity. However, the learning carried out has not fully addressed this problem. In fact, educating students through social studies learning is one of the strategic steps to make students have personalities in line with the character of 21st century society.

The construction of social studies material developed by teachers must be based on the social studies philosophy contained in three major traditions, namely, problem solving, reflective inquiry, and citizenship transmission. These three traditions have

not yet been applied totally in the preparation of social studies material so that social studies learning that is carried out often encounters problems [5, 29], such as discussions that fall into non-social studies disciplines.

The theme of sustainable development is an interesting theme for the social transmission process. The balance between ecology and development is an interesting theme so that students understand balance, harmony and conservation. In this context, the competence of social studies teachers is needed to teach critical material, one of which is sustainable development material, namely skills in contextualizing discussions, the ability to create conversations in class, and the formation of objectivity of knowledge since strong data base. So that learning is scientifically directed, not just a coachman debate that takes place between class members. If seen from a reality perspective, this is a problem currently being faced by social studies education teachers in schools.

Finally, social studies learning as a means of social transmission emphasizes the importance of integrating social aspects into educational material. Teachers play a crucial role in this process, not only by imparting theoretical knowledge but also by fostering students' ability to reflect on their own experiences. As Almazroui [4] and Rodríguez and Swalwell [17] suggest, a deep understanding of the relationship between social theories and societal realities is essential for teachers. This knowledge enables them to guide students in developing reflective skills, which in turn cultivate sensitivity to various life experiences. The goal of social studies education, therefore, is not only to teach content but also to equip students with the tools for self-reflection and critical thinking.

However, the implementation of social transmission in social studies education has not been fully realized. There is a need for a more comprehensive approach that aligns with the character of 21st-century society. The development of social studies materials must be rooted in the core traditions of problem-solving, reflective inquiry, and citizenship transmission. Unfortunately, these elements are not always adequately addressed, leading to challenges in delivering relevant and impactful education. The inclusion of themes such as sustainable development offers a valuable opportunity for social studies teachers to engage students in meaningful discussions about ecological balance and conservation. For this to be effective, teachers must be equipped with the skills to contextualize these topics and facilitate objective, data-driven conversations. Addressing these challenges is vital for the evolution of social studies education, ensuring it remains relevant and impactful for students.

4 Conclusion

The different learning paradigms between social studies and the social studies are one reason why the packaging of social studies is difficult to fulfill aspects of integration, even though teachers have experienced an adaptation process in packaging learning from monodisciplinary to interdisciplinary. The stigma of social studies learning that prioritizes one material is still attached to teachers. Philosophical cognition regarding

social studies learning needs to be developed towards the essence of social studies. Teacher competence in developing integrated material is something that continuously needs to be paid attention to. Sustainable development is an interesting theme in social studies learning. Teachers' philosophical cognition which is still at the axiological level needs to be accompanied by understanding at the ontology and epistemology levels.

The different learning paradigms between social studies and the broader social sciences present significant challenges for integrating these disciplines effectively. Despite teachers' efforts to transition from monodisciplinary to interdisciplinary approaches, the persistent stigma of social studies favoring specific content areas hampers this integration. This indicates a need for professional development programs focused on enhancing teachers' understanding and application of integrated social studies concepts. Furthermore, philosophical cognition in social studies education should be broadened to encompass not only axiological but also ontological and epistemological perspectives. This deeper understanding can enhance teachers' competence in creating holistic and integrated curricula, making themes like sustainable development more accessible and meaningful to students. Overall, addressing these issues can lead to a more comprehensive and impactful social studies education that prepares students for complex, real-world challenges.

The study is limited by its focus on a specific geographical area, which may affect the generalizability of the findings to other regions. The selection of informants, although purposive to capture diverse school characteristics, may still introduce bias and limit the representativeness of the sample. Additionally, the reliance on qualitative data through observations and interviews, while providing in-depth insights, may not capture the full scope of teachers' experiences and practices in social studies learning. The study's phenomenological approach also means that the findings are interpretive and based on the subjective experiences of the participants, which may not fully represent objective realities. These limitations suggest the need for further research with larger, more diverse samples and the inclusion of quantitative methods to validate and expand on the findings.

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