

1. Record Nr.	UNINA990000100370403321
Autore	Tait, Peter Guthrie
Titolo	Lezioni sopra alcuni recenti progressi della fisica : seguite da una conferenza particolare sulla forza / Peter Guthrie Tait ; 1. traduzione italiana fatta sulla 3. ed. inglese da Angelo Emo
Pubbl/distr/stampa	Fano : Tipografia Sonciniana, 1887
Descrizione fisica	XXVI, 378 p. : ill. ; 24 cm
Disciplina	530
Locazione	FINBC DBV
Collocazione	13 AR 19 C 09 U VI 29
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia

2. Record Nr.	UNINA9910481012003321
Autore	Casale-Giannola Diane
Titolo	41 active learning strategies for the inclusive classroom, grades 6-12 [[electronic resource] /] / Diane Casale-Giannola, Linda Schwartz Green
Pubbl/distr/stampa	Thousand Oaks, California : , : Corwin, , 2012 ©2012
ISBN	1-4522-8356-7 1-4522-7934-9
Descrizione fisica	1 online resource (224 p.)
Disciplina	373.13
Soggetti	Active learning Education, Secondary Inclusive education Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	""FRONT COVER""; ""41 ACTIVE LEARNING STRATEGIES FOR THE INCLUSIVE CLASSROOM""; ""CONTENTS""; ""PREFACE""; ""ACKNOWLEDGMENTS""; ""Publishera€™s Acknowledgments""; ""ABOUT THE AUTHORS""; ""CHAPTER 1: INCLUSION AT THE SECONDARY LEVEL""; ""Definition and Research""; ""The Inclusive Classroom at the Secondary Level: Who Are We Teaching?""; ""The Adolescent Learner""; ""Helping Teachers Meet the Inclusion Challenge""; ""What Is Active Learning?""; ""Brain-Based Learning and the Adolescent Learner""; ""Information Processing""; ""Connections to Differentiated Instruction"" ""Supporting State Standards and Assessments""; ""Motivating Learners With Active Learning Strategies""; ""Access Is Not Enough: The Critical Need to Address Diverse Student Populations""; ""The Beginning""; ""Summary""; ""CHAPTER 2: ACTIVE LEARNING STRATEGIES IN THE MIDDLE SCHOOL AND HIGH SCHOOL: DEBUNKING THE MYTH""; ""Frequently Asked Questions""; ""Reflect on the Experience""; ""During the Lesson""; ""After the Lesson""; ""Final Thoughts""; ""CHAPTER 3: SELECTING AND IMPLEMENTING ACTIVE LEARNING STRATEGIES FOR THE INCLUSIVE CLASSROOM""; ""Classifications and Characteristics""

""Other Diverse Populations"""; ""Assessing Students and Identifying Learning Characteristics""; ""Using Strategies: Before, During, and After""; ""How to Choose a Strategy to Meet Individual Student Needs""; ""Learner Characteristics Described""; ""Metacognitive Issues""; ""Auditory Processing Concerns""; ""Memory Issues""; ""Low Experiential Base""; ""Attention Needs""; ""Higher-Aptitude Learners""; ""Interpersonal Preferences""; ""Language Needs""; ""Social Interaction Needs""; ""Visual Processing Concerns""; ""Learner Considerations""; ""How to Choose a Strategy to Meet Individual Teacher Needs"""; ""Learning Communities""; ""And Now, the Next Step of Our Journey""; ""Summary""; ""CHAPTER 4: GROUPING FOR INSTRUCTION: WHO GOES WHERE WITH WHOM TO DO WHAT""; ""How Do I Manage Everyone?""; ""Whole Group Instruction""; ""Small Group Instruction""; ""Different Ways to Form Groups""; ""And Now (Drum Roll, Please) . . . The Strategies""; ""Summary""; ""CHAPTER 5: ACTIVE LEARNING STRATEGIES""; ""1. ARTIFACT REVEAL (Students create artifacts related to learning concepts)""; ""2. BALL TOSS (The game of catch facilitates Q&A)""; ""3. BAROMETER (Students take stands on controversial issues by voting with their feet)""; ""4. BOARD QUIZ (The whole class works collaboratively on quiz questions)""; ""5. BODY LANGUAGE (Movement-based instruction involves using the body to represent the content students are learning about)""; ""6. BUILDING AN EXPERIENCE (The teacher creates an occurrence so that students can experience the content in order to better facilitate understanding)""; ""7. BULLETIN BLOG (The class uses a bulletin board to blog information, comments, and perspectives)""; ""8. CONCEPT CLARIFICATION (The class works as a whole to describe and discuss abstract concepts within a teacher-directed structure)""

---

#### Sommario/riassunto

Keys to engaging secondary students Research shows that all students-regardless of learning style, disability category, or language difference-learn more effectively when they are engaged in active learning. This book shows teachers how to help all students achieve positive learning outcomes. The authors provide a compilation of strategies that serve as blueprints for instructional design and directions for using them across a variety of content areas. The many benefits of active learning include: A more engaged and interactive classroom Increased self-directed learning Development

---