

1. Record Nr.	UNINA990000110800403321
Autore	Wedding, Hermann
Titolo	Ausführliches handbuch der eisenhuttenkunde : gewinnung des roheisens und darstellung des schmiedbaren eisens inpraktischer und theorischen beziehung / Hermann Wedding
Pubbl/distr/stampa	Braunschweig : F. Vieweg und sohn, 1874-
Descrizione fisica	v. ; 23 cm
Disciplina	669.1
Locazione	FINBC
Collocazione	13 AR 17 B 10
Lingua di pubblicazione	Tedesco
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	3. : Darstellung des schmiedbaren eisens

2. Record Nr.	UNINA9910453482003321
Autore	Hennessy Sara
Titolo	Developing interactive teaching and learning using the IWB : a resource for teachers / / Sara Hennessy [and five others]
Pubbl/distr/stampa	Maidenhead, Berkshire : , : Open University Press, , [2013] ©2013
ISBN	0-335-26317-8
Descrizione fisica	1 online resource (154 p.)
Disciplina	371.33 371.335
Soggetti	Interactive whiteboards Visual 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 contenuto	Developing interactive teaching and learning using the IWB; Developing interactive teaching and learning using the IWB; Praise for this book; Contents; Contributors; Foreword; Acknowledgements; Guided Tour; PART A THE TEACHER DEVELOPMENT RESOURCE; Developing interactive teaching and learning using the IWB; 1 Introduction and use of the resource; 1.1 What is this resource for?; 1.2 How might the resource be used?; 1.3 What kinds of activities are involved?; 1.4 Deciding where to start; 2 Stimuli for professional development; 2.1 Getting started; 2.2 What is dialogue? 2.3 Considering classroom dialogue2.4 What role can the IWB play in supporting whole-class dialogue?; 2.5 Extending our understanding of IWB use in a dialogic classroom to small-group work and computer-based activity; 2.6 Using the Resource Bank - more ideas for using the IWB; 2.7 Reviewing your learning - consolidating what you have done so far and preparing for planning your own lessons; 2.8 Sharing new ideas; 2.9 Further resources; PART B READER; 1 Creating a supportive environment for classroom dialogue 2 Supporting dialogic teaching of personal safety with the interactive whiteboard in an urban primary school3 Developing a dialogic

approach to interactive whiteboard use in English: teacher reflections and student perceptions; 4 Using the interactive whiteboard to support dialogic teaching in history: the student perspective; 5 Supporting dialogue by exploiting interactive features of the IWB; 6 Effective group work at the interactive whiteboard; 7 Learning to learn together with ICT and with the Internet

PART C RESOURCE BANK (All videos referred to can be found at <http://tinyurl.com/OUPIWB>)
C1 Starting simple; Displaying an open-ended prompt and/or picture(s) to stimulate discussion in whole class or groups; Class brainstorm; Using pens to underline/circle key ideas; Sharing, discussing and comparing ideas in a whole-class setting; Using 'AfL tasks' in developing dialogue; Drag and drop - the plenary circle; C2 Moving on; Highlighting and annotating texts or images; recording a teacher voiceover; Focusing attention using the spotlight, magnifier or 'cover and reveal'

Understanding a text: taking it apart
Getting students to build on each other's contributions; constructing knowledge together as a class; Drawing objects on the IWB together; Drag and drop, argue and explain; Students selecting their own words/pictures/scenarios from a given set and manipulating/discussing them in pairs/groups; Matched resources: students arranging objects on the board and at their desks
96 Discussing definitions: using hide-and-reveal tiles; Discussing definitions: using hide-and-reveal tiles

Using a wider variety of digital media: embedding audio and video for 'multimodal' interaction

Sommario/riassunto

This resource aims to provide teachers with the rationale, model and examples they need to develop interactive approaches that will promote learning when using Interactive Whiteboards (IWBs) in the classroom.

3. Record Nr.	UNINA9910462097203321
Autore	Beaven Brad
Titolo	Leisure, citizenship and working-class men in Britain, 1850-1945 [[electronic resource] /] / Brad Beaven
Pubbl/distr/stampa	Manchester ; New York, : Manchester University Press New York, : Distributed exclusively in the USA by Palgrave, 2005
ISBN	1-84779-360-6
Descrizione fisica	1 online resource (271 p.)
Collana	Studies in popular culture
Disciplina	305.38/962094109034
Soggetti	Men - Great Britain - Social life and customs - 19th century Men - Great Britain - Social life and customs - 20th century Working class - Great Britain - Social life and customs - 19th century Working class - Great Britain - Social life and customs - 20th century Leisure - Social aspects - Great Britain - History - 19th century Leisure - Social aspects - Great Britain - History - 20th century 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 (p. [239]-255) and index.
Nota di contenuto	9780719060274; 9780719060274; Copyright; Contents; General editor's foreword; Acknowledgements; Introduction; 1 Rational recreation and the creation of the model citizen, c. 1850-1914; 2 The era of mass leisure: the pleasure-seeking citizen; 3 Fearing for the Empire: male youth, work and leisure, 1870-1914; 4 Male leisure in the industrial suburb, 1918-39: the rise of 'suburban neurosis'?; 5 Male youth, work and leisure, 1918-39: a continuity in lifestyle; 6 The era of mass communication: working-class male leisure and 'good' citizenship between the wars 7 Male leisure and citizenship in the Second World War Conclusion; Bibliography; Index
Sommario/riassunto	Working-class culture has often been depicted by historians as an atomised and fragmented entity lacking any significant cultural contestation. Drawing on a wealth of primary and secondary source material, this book powerfully challenges these recent assumptions and places social class centre stage once more. Arguing that there was a

remarkable continuity in male working-class culture between 1850 and 1945, Beaven contends that despite changing socio-economic contexts, male working-class culture continued to draw on a tradition of active participation and cultural contestation that was both cl
