

1. Record Nr.	UNINA990002272390403321
Titolo	Le alterazioni enzimatiche nell'eziopatogenesi di comuni malattie. Milano, 1958, p.161-207.
Altri autori (Persone)	Galeone, Angelo
Lingua di pubblicazione	Non definito
Formato	Materiale a stampa
Livello bibliografico	Monografia
2. Record Nr.	UNINA9910786306703321
Autore	Fitzgerald Angela
Titolo	Science in primary schools [[electronic resource]] : examining the practices of effective teachers / / Angela Fitzgerald
Pubbl/distr/stampa	Rotterdam, : Sense Publishers, 2012
ISBN	94-6091-858-1
Edizione	[1st ed. 2012.]
Descrizione fisica	1 online resource (119 p.)
Disciplina	370
Soggetti	Science - Study and teaching (Elementary)
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	Preliminary Material -- Introduction -- Methodological Approach and Design -- Introducing Deanne and Lisa -- Teaching for Student Engagement in Science -- Providing Students with Concrete Experiences of Science -- Supporting Students to Talk about and Represent their Learning in Science -- Monitoring Students' Learning in Science -- Developing Scientifically Literate Students -- Conclusions and Reflections -- References.
Sommario/riassunto	If the status and quality of science education in schools is to improve, efforts need to be made to better understand the classroom practices of effective science teachers. Teachers are key players in a re-imagining of science education. This book explores how two primary

school teachers, identified as effective practitioners, approached science teaching and learning over a unit of work. In recording the teaching and learning experiences in their classrooms, the author highlights how the two teachers adopted different approaches, drawing on their particular beliefs and knowledge, to support student learning in science in ways that were appropriate to their contexts as well as reflected their different experiences, strengths and backgrounds. Through sharing their stories, this book illustrates, that due to the complex nature of teaching and learning, there is no one way of defining effectiveness. In documenting this research, it is hoped that other teachers and teacher educators will be inspired to think about primary school science education in innovative ways.
