

1. Record Nr.	UNINA9910140887103321
Titolo	Communication & organisation
Pubbl/distr/stampa	Bordeaux, France, : Maison des Sciences de l'Homme d'Aquitaine Pessac, France, : Presses universitaires de Bordeaux
ISSN	1775-3546
Descrizione fisica	1 online resource
Soggetti	Communication in organizations Communication in management Communication dans les organisations Communication en gestion Periodicals.
Lingua di pubblicazione	Francese
Formato	Materiale a stampa
Livello bibliografico	Periodico
Note generali	Each issue has also a distinctive title.

2. Record Nr.	UNINA9910284438303321
Titolo	Early Science Education – Goals and Process-Related Quality Criteria for Science Teaching // Stiftung Haus der kleinen Forscher, Yvonne Anders, Ilonca Hardy, Sabina Pauen, Jörg Ramseger, Beate Sodian, Mirjam Steffensky
Pubbl/distr/stampa	Leverkusen, : Verlag Barbara Budrich, 2017 2017, c2018
ISBN	9783847411901 384741190X
Edizione	[1st ed.]
Descrizione fisica	1 online resource (267 pages) : color illustrations, photographs
Collana	Wissenschaftliche Untersuchungen zur Arbeit der Stiftung „Haus der kleinen Forscher“
Disciplina	372.35044
Soggetti	science education early education science teaching
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references at the end of each chapters.
Sommario/riassunto	Scientific contributions authored by distinguished experts from the field of early education are published periodically within the framework of the series Scientific Studies on the Work of the “Haus der kleinen Forscher” Foundation. This publication series serves to foster informed dialogue between the Foundation, scientists, and practitioners with the aim of giving all early childhood education and care centres, after-school centres, and primary schools in Germany scientifically sound support in fulfilling their early education mandate. This fifth volume in the series focuses on goals of science education at the level of the children, the early childhood professionals, and the pedagogical staff at after-school centres and primary schools, and on process-related quality criteria for science teaching at pre-primary and primary level. In their expert reports, Yvonne Anders, Ilonca Hardy, Sabina Pauen, Beate Sodian, and Mirjam Steffensky specify pedagogical content dimensions of the goals of early science education at pre-primary and primary

school age. In addition to theoretically underpinning these goals, the authors present instruments for their assessment. In his expert report, Jörg Ramseger formulates ten quality criteria for science teaching. Early childhood professionals and pedagogical staff at after-school centres and primary schools can draw on these process-related criteria when planning lessons and conducting self-evaluations of science learning opportunities at pre-primary and primary level. The concluding chapter of the volume describes the implementation of these expert recommendations in the substantive offerings of, and the accompanying research on, the “Haus der kleinen Forscher“ Foundation.

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