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| 1. Record Nr. | UNINA9910228254803321 |
| Autore | Casarett, Louis James |
| Titolo | Casarett and Doulls Tossicologia : i fondamenti dell'azione delle sostanze tossiche / editor Curtis D. Klaassen ; edizione italiana coordinata da Walter Balduini ... [et al.] |
| Pubbl/distr/stampa | Roma, : EMSI, 2010 |
| ISBN | 978-88-86669-76-4 |
| Edizione | [4. ed.] |
| Descrizione fisica | XX, 1367 p. : ill. ; 29 cm |
| Altri autori (Persone) | Doull, John |
| Locazione | FFABC |
| Collocazione | 80 XXIV 96 80 XXIV 97 80 XXIV 98 |
| Lingua di pubblicazione | Italiano |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | 4. edizione italiana basata sulla 7. edizione americana. |

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| 2. Record Nr. | UNINA9910150338203321 |
| Titolo | Teaching history creatively // edited by Hilary Cooper |
| Pubbl/distr/stampa | Milton Park, Abingdon, Oxon ; ; New York, NY : , : Routledge, , 2017 |
| ISBN | 1-317-36376-0 1-138-94906-X 1-315-66932-3 |
| Edizione | [Second edition.] |
| Descrizione fisica | 1 online resource (207 pages) : illustrations, tables |
| Collana | The Learning to Teach in the Primary School Series |
| Disciplina | 372.890941 372.890440941 |
| Soggetti | History - Study and teaching (Elementary) - Great Britain Creative thinking - Study and teaching (Elementary) - Great Britain Creative teaching - Great Britain |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Nota di bibliografia | Includes bibliographical references at the end of each chapters and index. |
| Nota di contenuto | pt. I. The essential integration of history and creativity -- pt. II. Creative approaches to aspects of historical enquiry. |
| Sommario/riassunto | Where teaching was less effective it was found that learning was passive, without challenge or clear goals and so with limited progression. There is also a generally perceived need for more creative approaches to a broader primary curriculum as reports warn of the winnowing out of fun in teaching pedagogies. This book tackles both issues head on, introducing teachers to the wealth of available approaches to historical enquiry, which will ensure creative, effective learning. |