

1. Record Nr.	UNINA9910255113103321
Titolo	Emerging Practices in Scholarship of Learning and Teaching in a Digital Era // edited by Siu Cheung Kong, Tak Lam Wong, Min Yang, Cheuk Fai Chow, Ka Ho Tse
Pubbl/distr/stampa	Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2017
Edizione	[1st ed. 2017.]
Descrizione fisica	1 online resource (IX, 373 p. 35 illus.)
Disciplina	371.3
Soggetti	Learning, Psychology of Educational technology Education, Higher Instructional Psychology Digital Education and Educational Technology Higher Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references at the end of each chapters.
Nota di contenuto	1 Towards a Framework of Studying Scholarship of Learning and Teaching in Higher Education in a Digital Technology Era -- Part I Staff Professional Development -- 2 Community of Practice: Building a Mobile Learning Community in a Higher Education Institution to Promote Effective Teaching and Learning -- 3 Learning to Engage the Digital Generation in Teacher Education -- 4 Technology Integration for Student-Centered Learning: A Model for Teacher Professional Development Programs -- 5 Development of an Effective Staff Professional Development for the Enhancement of Student Learning -- 6 Leveraging Knowledge through Communities of Practice -- 7 Affordances and Constraints of BYOD (Bring Your Own Device) for Learning in Higher Education: Teachers' Perspectives -- Part II Enhancement of Student Learning Experience -- 8 Plastic Waste Problem and Education for Plastic Waste Management -- 9 An Interactive Conceptual Approach to Support the Teaching and Learning of Green Technology -- 10 The Unconventional Learning Experience of Students: Becoming a Courier of Marine Stewardship -- 11 Developing

Undergraduates' Self-management and Self-awareness Abilities through Service-learning -- 12 Teaching and Learning of Literacy Criticism and Creative Writing -- 13 Autonomous Vocabulary Learning beyond the Classroom: New Media for Learners of Chinese as a Second Language -- 14 Learning the use of "Irony" from the Perspective of Theory of Literature: A Case Study using Wang Meng's The Stubborn Porridge -- 15 An Approach to Facilitate Coherent Concept Image Formation via Guided Reinvention -- Part III Assessment -- 16 Constructing Formative Assessment Strategies -- 17 Formative Feedback as a Global Facilitator: Impact on Intrinsic and Extrinsic Motivation and Positive Affect -- 18 Using ICT to Facilitate Instant and Asynchronous Feedback for Students' Learning Engagement and Improvements -- 19 Using Feedback Strategies to Support First-year Students' Independent Learning and Critical Judgement -- 20 Embedding Feedback in Learning and Assessment Tasks to Support Students' Professional Learning -- 21 Implementing the Assessment of the Generic Attributes of Students through Self-assessment Survey and ePortfolios at a Higher Education Institution -- Part IV Conclusion -- 22 Scholarship of Learning and Teaching in a Digital Era: The Way Forward.

Sommario/riassunto

In this book, we put forward a holistic conceptual framework for implementing Scholarship of Learning and Teaching (SoLT) in higher education. Unlike previous SoLT studies, which usually focus on a specific aspect, here various aspects are integrated into a holistic framework. Further, it identifies three main stakeholders, namely, the higher education institution, teaching staff, and students. These stakeholders are in turn connected by four interlocking themes: staff professional development, enhancement of student learning experiences, assessment, and digital technologies. Presenting chapters that address these four themes, this book supports the advancement of SoLT in higher education in relation to existing theories and emerging practices. By helping academics and leaders in higher education to implement SoLT for the improvement of student learning and teaching practices, it also makes a valuable contribution to the field of teacher education.

2. Record Nr.	UNINA9910157423103321
Autore	Verne Julio, [1828-1908]
Titolo	Veinte mil leguas de viaje submarino. Tomo I / / Julio Verne
Pubbl/distr/stampa	[Santa Fe, Argentina], : El Cid Editor, 2009
ISBN	1-282-17964-0 9786612179648 1-4492-1862-8 1-4175-3461-3
Descrizione fisica	1 online resource (720 p.)
Collana	Clasicos de la Literatura Europea Carrascalejo de la Jara
Disciplina	840-3
Soggetti	Literatura - Francia Novelas Formas y generos literarios Literature French literature French literature - 19th century Libros electronicos.
Lingua di pubblicazione	Spagnolo
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	VEINTE MIL LEGUAS DE VIAJE SUBMARINO. TOMO I; PAGINA LEGAL; INDICE ; PRIMERA PARTE; CAPITULO I ; CAPITULO II; CAPITULO III ; CAPITULO IV; CAPITULO V; CAPITULO VI; CAPITULO VII; CAPITULO VIII; CAPITULO IX; CAPITULO X; CAPITULO XI; CAPITULO XII; CAPITULO XIII; CAPITULO XIV; CAPITULO XV; CAPITULO XVI; CAPITULO XVII; CAPITULO XVIII; CAPITULO XIX; CAPITULO XX; CAPITULO XXI; CAPITULO XXII; CAPITULO XXIII; CAPITULO XXIV; SEGUNDA PARTE ; CAPITULO I ; CAPITULO II ; CAPITULO III ; CAPITULO IV; CAPITULO V; CAPITULO VI ; CAPITULO VII
Sommario/riassunto	A huge deep-sea monster is attacking ships. To hunt it down, Professor Arronax bravely joins a mission aboard the Nautilus, a secret submarine helmed by the mysterious Captain Nemo. At first, the mission is exciting, but Arronax soon finds there's no escape. He is now Captain Nemo's captive... 20,000 leagues under the sea!

