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Titolo	41 active learning strategies for the inclusive classroom, grades 6-12 [[electronic resource] /] / Diane Casale-Giannola, Linda Schwartz Green
Pubbl/distr/stampa	Thousand Oaks, California : , : Corwin, , 2012 ©2012
ISBN	1-4522-8356-7 1-4522-7934-9
Descrizione fisica	1 online resource (224 p.)
Disciplina	373.13
Soggetti	Active learning Education, Secondary Inclusive 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 bibliografia	Includes bibliographical references.
Nota di contenuto	<p>""FRONT COVER""; ""41 ACTIVE LEARNING STRATEGIES FOR THE INCLUSIVE CLASSROOM""; ""CONTENTS""; ""PREFACE""; ""ACKNOWLEDGMENTS""; ""Publisher's Acknowledgments""; ""ABOUT THE AUTHORS""; ""CHAPTER 1: INCLUSION AT THE SECONDARY LEVEL""; ""Definition and Research""; ""The Inclusive Classroom at the Secondary Level: Who Are We Teaching?""; ""The Adolescent Learner""; ""Helping Teachers Meet the Inclusion Challenge""; ""What Is Active Learning?""; ""Brain-Based Learning and the Adolescent Learner""; ""Information Processing""; ""Connections to Differentiated Instruction""; ""Supporting State Standards and Assessments""; ""Motivating Learners With Active Learning Strategies""; ""Access Is Not Enough: The Critical Need to Address Diverse Student Populations""; ""The Beginning""; ""Summary""; ""CHAPTER 2: ACTIVE LEARNING STRATEGIES IN THE MIDDLE SCHOOL AND HIGH SCHOOL: DEBUNKING THE MYTH""; ""Frequently Asked Questions""; ""Reflect on the Experience""; ""During the Lesson""; ""After the Lesson""; ""Final Thoughts""; ""CHAPTER 3: SELECTING AND IMPLEMENTING ACTIVE LEARNING STRATEGIES FOR THE INCLUSIVE CLASSROOM""; ""Classifications and Characteristics""</p>

""Other Diverse Populations"" ""Assessing Students and Identifying Learning Characteristics""; ""Using Strategies: Before, During, and After""; ""How to Choose a Strategy to Meet Individual Student Needs""; ""Learner Characteristics Described""; ""Metacognitive Issues""; ""Auditory Processing Concerns""; ""Memory Issues""; ""Low Experiential Base""; ""Attention Needs""; ""Higher-Aptitude Learners""; ""Interpersonal Preferences""; ""Language Needs""; ""Social Interaction Needs""; ""Visual Processing Concerns""; ""Learner Considerations"" ""How to Choose a Strategy to Meet Individual Teacher Needs"" ""Learning Communities""; ""And Now, the Next Step of Our Journey""; ""Summary""; ""CHAPTER 4: GROUPING FOR INSTRUCTION: WHO GOES WHERE WITH WHOM TO DO WHAT""; ""How Do I Manage Everyone?""; ""Whole Group Instruction""; ""Small Group Instruction""; ""Different Ways to Form Groups""; ""And Now (Drum Roll, Please) . . . The Strategies""; ""Summary""; ""CHAPTER 5: ACTIVE LEARNING STRATEGIES""; ""1. ARTIFACT REVEAL (Students create artifacts related to learning concepts)""; ""2. BALL TOSS (The game of catch facilitates Q&A)"" ""3. BAROMETER (Students take stands on controversial issues by voting with their feet)"" ""4. BOARD QUIZ (The whole class works collaboratively on quiz questions)""; ""5. BODY LANGUAGE (Movement-based instruction involves using the body to represent the content students are learning about)""; ""6. BUILDING AN EXPERIENCE (The teacher creates an occurrence so that students can experience the content in order to better facilitate understanding)""; ""7. BULLETIN BLOG (The class uses a bulletin board to blog information, comments, and perspectives)"" ""8. CONCEPT CLARIFICATION (The class works as a whole to describe and discuss abstract concepts within a teacher-directed structure)""

Sommario/riassunto

Keys to engaging secondary students Research shows that all students-regardless of learning style, disability category, or language difference-learn more effectively when they are engaged in active learning. This book shows teachers how to help all students achieve positive learning outcomes. The authors provide a compilation of strategies that serve as blueprints for instructional design and directions for using them across a variety of content areas. The many benefits of active learning include: A more engaged and interactive classroom Increased self-directed learning Development

2. Record Nr.	UNINA9910219976503321
Titolo	Assessing freedom of movement for counterinsurgency campaigns
Pubbl/distr/stampa	RAND Corporation, 2012 [Place of publication not identified], : Rand, 2012
ISBN	0-8330-7777-5
Descrizione fisica	1 online resource
Disciplina	355.02/18
Soggetti	Counterinsurgency - Afghanistan Freedom of movement - Afghanistan Military & Naval Science Law, Politics & Government Military Science - General
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Sommario/riassunto	Freedom of movement (FoM) is the actual or perceived degree to which individuals or groups can move from place to place within a given environment or into and out of that environment. Focusing specifically on Afghanistan, this examination considers actual and perceived FoM for a range of groups and profiles the factors that influence them and affect data reporting in potentially misleading ways.