1. Record Nr. UNINA9910818155203321

Titolo	Socialism vanquished, socialism challenged : Eastern Europe and China, 1989-2009 / / edited by Nina Bandelj and Dorothy J. Solinger
Pubbl/distr/stampa	Oxford, [England] ; ; New York, New York : , : Oxford University Press, , 2012 2012
ISBN	0-19-999626-1 0-19-989598-8
Descrizione fisica	1 online resource (269 p.)
Disciplina	320.94709049
Soggetti	Post-communism - Europe, Eastern Post-communism - China Europe, Eastern Politics and government 1989- Europe, Eastern Economic policy 1989- China Politics and government 1976-2002 China Politics and government 2002- China Economic policy 1976-2000 China Economic policy 2000-
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 and index.
Nota di contenuto	Cover; Contents; Acknowledgments; About the Contributors; Introduction: Postsocialist Trajectories in Comparative Perspective; PART ONE: REINSTITUTIONALIZING POLITICS; 1. 1989 and Its Aftermath: Two Waves of Democratic Change in Postcommunist Europe and Eurasia; 2. China Politics 20 Years Later; PART TWO: RECASTING STATE-SOCIETY RELATIONS; 3. Postsocialist Cleansing in Eastern Europe: Purity and Danger in Transitional Justice; 4. Responsive Authoritarianism and Blind-Eye Governance in China; PART THREE: REFORMING ECONOMIC SYSTEMS; 5. Notes on the Geopolitical Economy of Post-State Socialism 6. The 1989 Watershed in China: How the Dynamics of Economic Transition ChangedPART FOUR: TRANSFORMING ECONOMIC BEHAVIOR; 7. The Rise of Consumer Credit in the Postcommunist Czech Republic, Hungary, and Poland; 8. Financing Constraints on the Private Sector in

		Postsocialist China; PART FIVE: RESHAPING SOCIAL INSTITUTIONS; 9. Changing Family Formation Behavior in Postsocialist Countries: Similarities, Divergences, and Explanations; 10. Communist Resilience: Institutional Adaptations in Post-Tiananmen China; Postscript: The Fate of the State after 1989: Eastern Europe and China Compared; Index AB; C; D; E; F; G; H; I; J; K; L; M; N; O; P; R; S; T; U; V; W; Y; Z
2.	Record Nr.	UNINA9910380743303321
	Titolo	Active Learning in College Science : The Case for Evidence-Based Practice / / edited by Joel J. Mintzes, Emily M. Walter
	Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2020
	ISBN	9783030336004 303033600X
	Edizione	[1st ed. 2020.]
	Descrizione fisica	1 online resource (989 pages) : color illustrations, charts
	Disciplina	507.1 507.11
	Soggetti	Science - Study and teaching Learning, Psychology of International education Comparative education Technical education Science Education Instructional Psychology International and Comparative Education Engineering and Technology Education
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Nota di bibliografia	Includes bibliographical references.
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David Esparza -- 5 Navigating the Barriers to Adoption and Sustained Use of Active Learning; Emily M. Walter, Lillian Senn and Evelin E. Munoz -- Section II, Eliciting Ideas and Encouraging Reflection with Written Inscriptions -- 6 Reflective Writing in Active Learning Classrooms; Calvin S. Kalman -- 7 Using Writing in Science Class to Understand and Activate Student Engagement and Self-Efficacy; Eileen K. Camfield, Laura Beaster-Jones, Alex D. Miller, and Kirkwood M. Land -- 8 Enhancing the Quality of Concept Mapping in Undergraduate Science; Ian M. Kinchin -- Section III, Using Clickers to Engage Students -- 9 Personal Response Systems: Making an Informed Choice; Kathleen M. Koenig -- 10 Clickers in the Biology Classroom: Strategies for Writing and Effectively Implementing Clicker Questions that Maximize Student Learning; Michelle K. Smith and Jennifer K. Knight -- 11 Click-on Diagram Questions: Using Clickers to Engage Students in Visual-Spatial Reasoning; Nicole D. LaDue and Thomas F. Shipley -- 12 Clicker Implementation Styles in STEM; Angela Fink and Regina F. Frey -- Section IV, Supporting Peer Interaction with Small Group Activities -- 13 Peer Interaction in Active Learning Biology; Debra L. Linton -- 14 Peer-Led Team Learning; Pratibha Varma-Nelson and Mark Cracolice -- 15 Team-Based Learning in STEM and the Health Sciences; Sarah Leupen -- 16 Collaborative Learning in College Science: Evoking Positive Interdependence; Karan Scager, Johannes Boostra, Ton Peeters, Jonne Vulperhorst and Fred Wiegant -- 17 Silent Students in the Active Learning Classroom; Carrie A. Obenland, Ashlyn H. Munson and John S. Hutchinson -- Section V, Restructuring Curriculum and Instruction -- 18 Why Traditional Lab-Based Courses Fail…And What We Can Do About It; N.G. Holmes -- 19 Redesigning Science Courses to Enhance Engagement and Performance; Xiufeng Liu, Chris Rates, Ann Showers, Lara Hutson and Tilman Baumstark -- 20 Evolution of a Student Centered Biology Class: How Systematically Testing Aspects of Class Structure has Informed our Teaching; Deborah A. Donovan and Georgianne L. Connell -- 21 Problem-Based Learning in College Science; Woei Hung and Ademola Amida -- 22 Project-based Guided Inquiry (PBGI) in Introductory Chemistry; Lindsay B. Wheeler and Lisa N. Morkowchuk -- 23 Investigative Science Learning Environment: Learn Physics by Practicing Science; Eugenia Etkina, David T. Brookes and Gorazd Planinsic -- 24 Student Generated Instructional Materials; Brian P. Coppola and Jason K. Pontrello -- 25 The Physics of Medicine Program: Development of an Active Learning Curriculum at the Intersection of Physics and Medicine; Nancy L. Donaldson -- 26 Connecting Physics and Medicine: Engaging Students Online and in the Classroom; Ralf Widenhorn -- 27 Gamification in General Chemistry; Dave Allen Jenkins, Jr. and Diana Mason -- 28 Group Active Engagement in Introductory Biology: The Role of Undergraduate Teaching and Learning Assistants; Hannah E. Jardine, Daniel M. Levin and Todd J. Cook -- 29 Course Based Undergraduate Research Experiences in Biological Sciences; Stanley M. Lo and John C. Mordacq -- Section VI, Rethinking the Physical Environment: Studio Classrooms and Flipped Instruction -- 30 Active Learning Spaces: Matching Science Classrooms with Pedagogy; Jenay Robert, Crystal Ramsay, Sarah E. Ades, Kenneth C. Keiler and Christopher Palma -- 31 The TEAL Physics Project at MIT; Peter Dourmashkin, Michelle Tomasik and Saif Rayyan -- 32 Implementing the Studio Classroom in Chemistry; Alan L. Kiste -- 33 The Flipped Learning Model in General Science: Effects on Students' Learning Outcomes and Affective Dimensions; David Gonzalez-Gomez and Jin Su Jeong -- 34 Designing and Delivering Flipped Courses: Instructor and Student Perceptions from Basic Medical Sciences; Sarah McLean -- 35 Active Learning with Visual Representations in College

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Sommario/riassunto

This book explores evidence-based practice in college science teaching and investigates claims about the efficacy of alternative strategies in such teaching. It showcases outstanding cases of exemplary practice supported by solid evidence, and gives voice to practitioners who offer models of teaching and learning that meet the high standards of the scientific disciplines. The book's primary focus is to uncover classroom practices that encourage and support meaningful learning and conceptual understanding in the natural sciences. To this end, it presents a review of published work in the field that suggests a useful way of classifying these classroom practices. Following an introduction based on constructivist learning theory, the book explores the practices of eliciting ideas and encouraging reflection. It examines the use of

clickers to engage students and the support of peer interaction with small group activities. It discusses such topics as restructuring curriculum and instruction, rethinking the physical environment, enhancing understanding with technology, and assessing understanding. The final section of the book is devoted to professional issues facing college and university faculty who choose to adopt active learning in their courses.