1. Record Nr. UNINA9910452411603321

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Titolo	SS thinking and the Holocaust [[electronic resource] /] / Andre Mineau
Pubbl/distr/stampa	Amsterdam ; ; New York, : Rodopi, 2012
ISBN	1-283-54297-8 9786613855428 94-012-0782-8
Descrizione fisica	1 online resource (132 p.)
Collana	Value inquiry book series. Holocaust and genocide studies ; ; v. 247
Disciplina	940.531503924
Soggetti	Holocaust, Jewish (1939-1945) 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 and index.
Nota di contenuto	Preliminary Material -- INTRODUCTION -- THE HISTORICAL CONTEXT OF NAZI IDEOLOGY -- THE SS SYSTEM AND NAZI IDEOLOGY -- SS ONTOLOGY -- SS ANTHROPOLOGY -- SS ETHICS -- THE POLICE OF NAZI PRAXIS -- THE POLICE OF HISTORY -- THE POLICE OF BEING -- SS IDEOLOGY REMEMBERED -- CONCLUSION -- WORKS CITED -- ABOUT THE AUTHOR -- INDEX -- VIBS.
Sommario/riassunto	SS ideology was the expression of an apparently philosophical self-containing system of thought, articulated around a systematic body of knowledge claiming to integrate humanity inside a global vision of Being. Using ontology and anthropology as foundations, SS thinking developed essentially in the field of ethics. It portrayed itself as a global approach to society and civilization, based on eugenics and ethnic cleansing. It accomplished the fusion of the modern biological paradigm with the cultural shock brought about by World War I and promoted total war for the sake of total health. And since institutional philosophy largely ignores SS theory and praxis, Holocaust memorial institutions may represent an alternative for the development of understanding and reflection. Within the context of Nazism, SS thinking did much to work out the theory for which the Holocaust would be the ultimate accomplishment. It intended to provide the Holocaust with legitimacy, from the viewpoints of ontology, anthropology, politics, and

	ethics, whence the importance of studying the theoretical framework that gave sense to the most terrible form of SS praxis.

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.
Nota di contenuto	Section I, Introduction -- 1 From Constructivism to Active Learning in College Science; Joel J. Mintzes -- 2 Evidence-Based Practices for the Active Learning Classroom; Robert Idsardi -- 3 Student Engagement in Active Learning Classes; Linda C. Hodges -- 4 Active Learning and Conceptual Understanding in College Biology; Jeffrey T. Olimpo and 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 Science; Martina A. Rau and John W. Moore -- Section VII, Enhancing Understanding with Technology; 36 Utilizing Technology to Support Scientific Argumentation in Active Learning Classrooms; J. Bryan

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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.