

1. Record Nr.	UNINA9910452768003321
Autore	Sword Helen
Titolo	Stylish academic writing [[electronic resource] /] / Helen Sword
Pubbl/distr/stampa	Cambridge, Mass., : Harvard University Press, 2012
ISBN	0-674-06913-7 0-674-06509-3
Descrizione fisica	1 online book (viii, 220 p.) : ill
Classificazione	HF 124
Disciplina	808/0420711
Soggetti	Academic writing English language - Style Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Frontmatter -- Contents -- PREFACE -- Part I: STYLE AND SUBSTANCE -- 1. RULES OF ENGAGEMENT -- 2. ON BEING DISCIPLINED -- 3. A GUIDE TO THE STYLE GUIDES -- Part II: THE ELEMENTS OF STYLISHNESS -- 4. VOICE AND ECHO -- 5. SMART SENTENCING -- 6. TEMPTING TITLES -- 7. HOOKS AND SINKERS -- 8. THE STORY NET -- 9. SHOW AND TELL -- 10. JARGONITIS -- 11. STRUCTURAL DESIGNS -- 12. POINTS OF REFERENCE -- 13. THE BIG PICTURE -- 14. THE CREATIVE TOUCH -- AFTERWORD: BECOMING A STYLISH WRITER -- APPENDIX -- NOTES -- BIBLIOGRAPHY -- ACKNOWLEDGMENTS -- INDEX
Sommario/riassunto	Elegant data and ideas deserve elegant expression, argues Helen Sword in this lively guide to academic writing. For scholars frustrated with disciplinary conventions, and for specialists who want to write for a larger audience but are unsure where to begin, here are imaginative, practical, witty pointers that show how to make articles and books a pleasure to read-and to write. Dispelling the myth that you cannot get published without writing wordy, impersonal prose, Sword shows how much journal editors and readers welcome work that avoids excessive jargon and abstraction. Sword's analysis of more than a thousand peer-reviewed articles across a wide range of fields documents a startling gap between how academics typically describe good writing and the turgid prose they regularly produce. Stylish Academic Writing showcases

a range of scholars from the sciences, humanities, and social sciences who write with vividness and panache. Individual chapters take up specific elements of style, such as titles and headings, chapter openings, and structure, and close with examples of transferable techniques that any writer can master.

2. Record Nr.	UNINA9910299823203321
Autore	Sale Dennis
Titolo	Creative Teaching : An Evidence-Based Approach / / by Dennis Sale
Pubbl/distr/stampa	Singapore : , : Springer Singapore : , : Imprint : Springer, , 2015
ISBN	981-287-534-4 981-287-533-6
Edizione	[1st ed. 2015.]
Descrizione fisica	1 online resource (197 p.)
Collana	Cognitive Science and Technology, , 2195-3988
Disciplina	371.3078
Soggetti	Computational intelligence Science education Computational complexity Educational policy Education and state Engineering—Vocational guidance Computational Intelligence Science Education Complexity Educational Policy and Politics Job Careers in Science and Engineering
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	Making Sense of Teaching -- The Heuristics of Effective Teaching -- The Syntax of Creative Teaching -- Developing Creative Teaching Competence: The SHAPE of Creative Teachers -- Getting into Great SHAPE with Blended Learning -- Developing Creative Teachers: An Evidence-Based Frame on Professional Development.

Sommario/riassunto

This book contains an evidence-based pedagogic guide to enable any motivated teaching/training professional to be able to teach effectively and creatively. It firstly summarises the extensive research field on human psychological functioning relating to learning and how this can be fully utilised in the design and facilitation of quality learning experiences. It then demonstrates what creativity actually 'looks like' in terms of teaching practices, modelling the underpinning processes of creative learning design and how to apply these in lesson planning. The book, having established an evidence-based and pedagogically driven approach to creative learning design, extensively focuses on key challenges facing teaching professionals today. These include utilising information technologies in blended learning formats, differentiating instruction, and developing self-directed learners who can think well. The main purpose of the book is to demystify what it means to teach creatively, explicitly demonstrating the principles of good pedagogic design and communication strategies that underpin such activity. The message is clear - creative teaching competence is both a highly useful and a learnable capability.
