

1. Record Nr.	UNINA9910453131803321
Titolo	Amiri Baraka & Edward Dorn : the collected letters // edited by Claudia Moreno Pisano
Pubbl/distr/stampa	Albuquerque : , : University of New Mexico Press, , 2014
ISBN	0-8263-5392-4
Descrizione fisica	1 online resource (250 p.)
Collana	Recencies: Research and Recovery in Twentieth-Century American Poetics
Altri autori (Persone)	Moreno PisanoClaudia
Disciplina	811/.54 B
Soggetti	Authors, American 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	""Front Cover""; ""Title Page""; ""Copyright""; ""Contents""; ""Foreword: From the Archive Out""; ""Preface""; ""Acknowledgments""; ""Introduction""; ""Letters""; ""References""; ""Index""; ""Back Cover""
Sommario/riassunto	"The letters of Amiri Baraka and Edward Dorn offer a vivid picture of American lives connecting around poetry during a tumultuous time of change and immense creativity"--

2. Record Nr.	UNINA9910813068703321
Titolo	Constructivism reconsidered in the age of social media // Chris Stabile, Jeff Ershler, editors
Pubbl/distr/stampa	San Francisco, [California] : , : Jossey-Bass, , 2015 ©2015
ISBN	1-119-21623-0 1-119-21621-4
Edizione	[1st ed.]
Descrizione fisica	1 online resource (153 p.)
Collana	New Directions for Teaching and Learning ; ; Number 144
Disciplina	378.17344678
Soggetti	Education, Higher - Effect of technological innovations on Social media Constructivism (Education) Educational technology
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 at the end of each chapters and index.
Nota di contenuto	Title Page; Copyright; From the Series Editor; Editors' Notes; References; 1: The Learning Virus: An Affective, Constructivist Movement Shaped by Ultrasociality in the Age of Social Media; Constructivism; The Influence of Memes; Social Media Meme; Reflective Practice as Affective Growth; Language Clarification; Action; Learner-Centered Faculty Engagement; Conclusion; Notes; References; 2: Constructivism and Learning in the Age of Social Media: Changing Minds and Learning Communities; Overview of Constructivism and Social Constructivism; Situated Cognition; Constructivism in a Mediated World Social Media and Constructivist Goals and Practices Educational Challenge: Changing Minds and Learning Communities; References; 3: Leveraging Social Media for Instructional Goals: Status, Possibilities, and Concerns; What Are Social Media?; Possibilities; Concerns; Conclusions; References; 4: Teaching Students to Think Critically About Social Media; Introduction; Critical Thinking and Social Media; Critical Reflection on Social Media; Who Sponsors Your

Communications/Devices?; Search Engine Selection; Web Credibility-
"The Criteria Gallery"; Wiki Construction; Modeling; Conclusion;
References

5: Learner-Centered Online Instruction The Learner-Centered Online
Instructional Design and Implementation Framework; New Directions
and Paradigms for Learner-Centered Online Courses; Synchronous and
Asynchronous Approaches for Increasing Student Connectedness;
Student Connectedness; Summary of Best Learner-Centered
Synchronous and Asynchronous Practices; Conclusions; References; 6:
Implications of Graphic Organizers in an Age of Social Media; Graphic
Organizers in the K-12 World; The Rationale for Graphic Organizers;
Toward Expanding the Definition of Graphic Organizer
Why Constructivism Still Matters Student-Generated Multimedia
Projects as a Case Study in Adult Learning Theory; References; 7: How
Critical Reflection Benefits Faculty as They Implement Learner-Centered
Teaching; Learner-Centered Teaching; Critical Reflective Review with
Documentation; Overcoming Resistance to Learner-Centered Teaching;
Learning About Learner-Centered Teaching and Obtaining Feedback
Through Social Media; Conclusion; References; 8: Learner-Centered
Faculty Development; References

9: Toward Education 3.0: Pedagogical Affordances and Implications of
Social Software and the Semantic WebIntroduction; Background; Core
Competencies Within the New Learning Ecology; Artificial Autonomous
Educational Agents; Concluding Remarks; References; Other Titles;
Index; End User License Agreement
