1. Record Nr. UNINA9910454853803321

Autore	Bruner Jerome S (Jerome Seymour)
Titolo	Actual minds, possible worlds [[electronic resource] /] / Jerome Bruner
Pubbl/distr/stampa	Cambridge, MA, : Harvard University Press, 1986
ISBN	0-674-02901-1
Descrizione fisica	xi, 201 p
Collana	The Jerusalem-Harvard Lectures
Disciplina	153.3
Soggetti	Psychology and literature Psycholinguistics Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliography and index.
Nota di contenuto	Frontmatter -- Contents -- Preface -- Part One. Two Natural Kinds -- 1. Approaching the Literary -- 2. Two Modes of Thought -- 3. Possible Castles -- Part Two. Language and Reality -- 4. The Transactional Self -- 5. The Inspiration of Vygotsky -- 6. Psychological Reality -- 7. Nelson Goodman's Worlds -- 8. Thought and Emotion -- Part Three. Acting in Constructed Worlds -- 9. The Language of Education -- 10. Developmental Theory as Culture -- Afterword -- Appendix: A Reader's Retelling of "Clay" by James Joyce -- Notes -- Credits -- Index
Sommario/riassunto	In this characteristically graceful and provocative book, Jerome Bruner, one of the principal architects of the cognitive revolution, sets forth nothing less than a new agenda for the study of mind. According to Professor Bruner, cognitive science has set its sights too narrowly on the logical, systematic aspects of mental life—those thought processes we use to solve puzzles, test hypotheses, and advance explanations. There is obviously another side to the mind—a side devoted to the irrepressibly human acts of imagination that allow us to make experience meaningful. This is the side of the mind that leads to good stories, gripping drama, primitive myths and rituals, and plausible historical accounts. Bruner calls it the “narrative mode,” and his book makes important advances in the effort to unravel its nature. Drawing on recent work in literary theory, linguistics, and symbolic anthropology, as well as cognitive and developmental psychology,

Professor Bruner examines the mental acts that enter into the imaginative creation of possible worlds, and he shows how the activity of imaginary world making undergirds human science, literature, and philosophy, as well as everyday thinking, and even our sense of self. Over twenty years ago, Jerome Bruner first sketched his ideas about the mind's other side in his justly admired book, On Knowing: Essays for the Left Hand. Actual Minds, Possible Worlds can be read as a sequel to this earlier work, but it is a sequel that goes well beyond its predecessor by providing rich examples of just how the mind's narrative mode can be successfully studied. The collective force of these examples points the way toward a more humane and subtle approach to the investigation of how the mind works.

2. Record Nr. UNINA9910796821903321

Autore	McCallum Peter
Titolo	The centenary of the Con : a history of the Sydney Conservatorium of Music 1915-2015 / / Peter McCallum ; consulting editor, Julie Simonds
Pubbl/distr/stampa	Crows Nest, NSW : , : Allen & Unwin, , 2015
ISBN	1-925267-34-2
Descrizione fisica	1 online resource (273 pages)
Disciplina	780.23
Soggetti	Conservatories of music - Australia - Sydney (N.S.W.) - History
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

3. Record Nr. UNINA9910794587803321

Autore	Vasquez Jo Anne <1943->
Titolo	Integrating STEM teaching and learning into the K-2 classroom / / Jo Anne Vasquez, Michael Comer, Jen Gutierrez
Pubbl/distr/stampa	Arlington, Virginia : , : NSTA Press, , [2020] 2020
ISBN	1-68140-621-7
Descrizione fisica	1 online resource (xvii, 116 pages) : illustrations
Collana	Gale eBooks
Disciplina	372.35044
Soggetti	Science - Study and teaching (Elementary) - United States Technology - Study and teaching (Elementary) - United States Engineering - Study and teaching (Elementary) - United States Mathematics - Study and teaching (Elementary) - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Creating a blueprint for building your K-2 STEM house -- Pioneering into STEM integration -- Unpacking the integrated STEM classroom -- Tackling the core instructional time -- Using the W.H.E.R.E. model template -- Developing a STEM unit with math as the driver--straw bridges -- Developing a STEM unit with engineering as the driver--baby bear's chair -- Developing a STEM unit with science as the driver--a pond habitat -- Moving students from inquiry to application--shade structure -- Transforming to a successful STEM school.
Sommario/riassunto	"It's time to ramp up science, technology, engineering, and mathematics (STEM) in the K-2 classroom. Benefits of early learning in science and math include the following: (a) It leads to social-emotional development and fewer challenging behaviors; (b) it supports the development of a mind-set that includes curiosity, communication, persistence, and problem solving; (c) it contributes to gains in other subjects by supporting literacy and language development and better reading comprehension and writing skills; and (d) it includes subjects that can engage students from varying backgrounds, including English language learners. But delivering quality early STEM information

requires expertise on the part of the teacher in scaffolding the lessons. Research shows that quality STEM teaching and learning is critical in early childhood education; however, it is also points out that the teachers themselves need support as they learn how to facilitate STEM learning in their classrooms. Professional learning experiences are needed to cover how teachers can make connections between STEM topics and the everyday activities they are already doing with their students. STEM teaching and learning does not need to become one more add-on to the K-2 classroom. STEM learning should be a natural extension to what teachers are already teaching. It was with this in mind that we set out to write this book. We wanted to focus on how to naturally integrate STEM learning into K-2 classroom experiences"--