

1. Record Nr.	UNINA9910454946003321
Titolo	Science teacher education [[electronic resource]] : an international perspective / / edited by Sandra K. Abell
Pubbl/distr/stampa	Dordrecht ; ; Boston, : Kluwer Academic, c2000
ISBN	1-280-20770-1 9786610207701 0-306-47222-8
Edizione	[1st ed. 2000.]
Descrizione fisica	1 online resource (247 p.)
Collana	Science & technology education library ; ; v. 10
Altri autori (Persone)	Abell Sandra K
Disciplina	507/.1
Soggetti	Science teachers - Training of 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 indexes.
Nota di contenuto	International Perspectives on Science Teacher Education -- Policy and Practice in International Science Teacher Education -- The Development of Preservice Elementary Science Teacher Education in Australia -- Reform in Science Teacher Education in Italy -- Science Teacher Preparation in Lebanon -- Science Teacher Education in Pakistan -- Making Sense of Science Teacher Learning -- Higher Order Thinking in Science Teacher Education in Israel -- Secondary Science Student Teaching Assessment Model -- Thinking Like a Teacher -- Cross-Cultural Perspectives on Science Teacher Education -- A Meeting of Two Cultures -- International Partnerships as a Means of Reforming Science Teacher Education -- International Science Educators' Perceptions of Scientific Literacy.
Sommario/riassunto	Analysis of past developments in teacher education in Pakistan has shown that substantial progress has been made in this field. It has, however, been pointed out that education of science teachers still needs much improvement. At the present, there is an emergent need to meet the shortage of qualified science teachers and at the same time to bring qualitative improvements in the courses offered in teacher education institutions. First, we recommend that the 1-year duration of teacher preparation is grossly inadequate for all teaching courses, and

should be lengthened, and the qualifications for entrance be increased. We believe that teaching must be made a graduate profession. For example, the basic qualification of primary school teachers for admission to teacher education institution should be increased. We recommend that PTC should be made a 12 + 2 year program. Similarly, CT, 12 + 3; B. Ed. , 14 + 2; B. S. Ed. , 12 + 4; M. A. Ed. , 14 + 3; and M. Ed. one year after B. Ed. or B. S. Ed. Secondly, we think the quality of instruction in teacher preparation programs should be improved. Most teachers in the teacher preparation institutions use the lecture method most of the time. Prospective teachers behave like passive listeners to their teachers. They do not participate in the teaching/ learning process. Some instructors even dictate their notes to the preservice teachers. When the teachers join schools, they behave the same way.

2. Record Nr.

Autore

Titolo

Pubbl/distr/stampa

ISBN

UNINA9910459372203321

Robinson Wendy <1968-, >

Effective teaching in gifted education : using a whole school approach / / Wendy Robinson and Jim Campbell

Abingdon, Oxon, England ; ; New York : , : Routledge, , 2010

1-136-99494-7

1-136-99495-5

1-282-56983-X

9786612569838

0-203-85506-X

Descrizione fisica

1 online resource (183 p.)

Altri autori (Persone)

CampbellR. J

Disciplina

371.95/6

Soggetti

Gifted children - Education

Teachers of gifted children

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

Book Cover; Title; Copyright; Contents; Preface; Acknowledgements; Abbreviations; Part I Policy, theory and practice in gifted and talented

education; Chapter 1 Gifted and talented education in England 1999-2009: Policy framework and aims; Chapter 2 Personalised learning: Theory and practice; Part II The case studies; Introduction to the case studies; Chapter 3 Case study 1: Differentiated teaching and learning in an urban City Technology College; Chapter 4 Case study 2: Gifted education in an inner-city multi-ethnic comprehensive school Chapter 5 Case study 3: Gifted and talented education in a rural comprehensive Chapter 6 Case study 4: Personalisation and gifted and talented provision in a sixth form college; Chapter 7 Case study 5: School ethos, student voice and motivation to learn in a girls' grammar school; Chapter 8 Case study 6: Curricular depth, enrichment and interactive teaching in a boys' grammar school; Chapter 9 Case study 7: Teaching and learning in an online reading group; Chapter 10 Case study 8: Effective teaching and learning in residential summer schools; Part III Conclusion Chapter 11 Implications for theory and practice Bibliography; Index

Sommario/riassunto

Effective teaching for gifted and talented students is high on the agenda of school systems across the world. Written by leading international scholars in the field, *Effective Teaching in Gifted Education* presents a thoroughly enlightening analysis of the practice of schools judged to be outstanding in their effective teaching of gifted and talented students. Eight in-depth case studies draw upon the voices of school leaders, classroom teachers and students to illustrate and explore Gifted and Talented provision across a range of educational settings and circumstances, includ

3. Record Nr.	UNISA996206893203316
Titolo	The journal of biochemistry
Pubbl/distr/stampa	Tokyo, Japan, : Japanese Biochemical Society
ISSN	1756-2651
Descrizione fisica	1 online resource
Disciplina	574.1905
Soggetti	Biochemistry biochemistry Biochimie Biochemie Periodical Internet resource periodicals. Periodicals. Périodiques.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Periodico
Note generali	Refereed/Peer-reviewed