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| Titolo | Small teaching : everyday lessons from the science of learning / / James M. Lang |
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| ISBN | 1-118-94451-8 1-118-94450-X |
| Descrizione fisica | 1 online resource (260 pages) |
| Disciplina | 370.15/23 |
| Soggetti | Cognitive learning Thought and thinking - Study and teaching Electronic books. |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Nota di bibliografia | Includes bibliographical references and index. |
| Nota di contenuto | PART I: Knowledge -- Chapter 1: Retrieving -- Chapter 2: Predicting -- Chapter 3: Interleaving -- PART II: Understanding -- Chapter 4: Connecting -- Chapter 5: Practicing -- Chapter 6: Self-Explaining -- PART III: Inspiration -- Chapter 7: Motivating -- Chapter 8: Growing -- Chapter 9: Expanding -- Conclusion: Beginning. |
| Sommario/riassunto | Research into how we learn has opened the door for utilizing cognitive theory to facilitate better student learning. But that's easier said than done. Many books about cognitive theory introduce radical but impractical theories, failing to make the connection to the classroom. In Small Teaching, James Lang presents a strategy for improving student learning with a series of modest but powerful changes that make a big difference many of which can be put into practice in a single class period. These strategies are designed to bridge the chasm between primary research and the classroom environment in a way that can be implemented by any faculty in any discipline, and even integrated into pre-existing teaching techniques &. Each chapter introduces a basic concept in cognitive theory, explains when and how it should be employed, and provides firm examples of how the intervention has been or could be used in a variety of disciplines. Small teaching |

techniques include brief classroom or online learning activities, one-time interventions, and small modifications in course design or communication with students.
