

1. Record Nr.	UNINA9910461882503321
Autore	Jones Phyllis
Titolo	Creating Meaningful Inquiry in Inclusive Classrooms [[electronic resource]] : Practitioners' stories of research
Pubbl/distr/stampa	Hoboken, : Taylor and Francis, 2012
ISBN	1-280-68190-X 9786613658845 1-136-28339-0 0-203-11267-9 1-136-28340-4
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Altri autori (Persone)	WhitehurstTeresa EgertonJo
Disciplina	371.9046
Soggetti	Education - Research Education -- Research EDUCATION / General EDUCATION / Inclusive Education EDUCATION / Research Inclusive education Inclusive education - Research Inclusive education -- Research Education Social Sciences Theory & Practice of Education Education, Special Topics Electronic books.
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Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	FrontCover; Creating Meaningfullnquiry in InclusiveClassrooms; Copyright Page; Contents; List of illustrations; Contributors; Foreword; Acknowledgements; Chapter1 Reclaiming research: connecting research to practitioners; Chapter2 What do I want to accomplish

through my inquiry? Raising practitioner awareness of Fetal Alcohol Spectrum Disorders; Chapter 3 What has been said before? Stand tall on the shoulders of giants; Chapter 4 What are the possible ways to investigate what I want to know? Understanding the family journey through a series of inquiry projects
Chapter 5 Informed consent and assent: an ethical consideration when involving students in research
Chapter 6 Voice for Choice; Chapter 7 Making sense of data: an analysis of alternate assessment; Chapter 8 Sharing discoveries about students' experiences of inclusive practice; Chapter 9 Relating discoveries to practice: student self-monitoring; Chapter 10 The ARC in action: practitioners' perspectives; Chapter 11 Back to the future: moving forward with practitioner research; Index

Sommario/riassunto

In recent years, the concept of teachers as researchers in both special and mainstream school settings has become part of our everyday language. Whilst many educational practitioners will see the need for research within their setting, many may not be familiar with the technical elements they believe are required. *Creating Meaningful Inquiry in Inclusive Classrooms* shows how practitioners can engage in a wide range of educational research and explores its value to the practice of teaching and learning. It introduces the Accessible Research Cycle (ARC), an understandab

2. Record Nr.	UNISALENTO991003680839707536
Autore	Molin, Adriana
Titolo	Migliorare le abilità di lettura in 15 unità : training breve per i ragazzi di 9-13 anni in difficoltà / Adriana Molin, Silvana Poli e Gianna Friso
Pubbl/distr/stampa	Trento : Erickson, 2011
ISBN	9788861376113
Edizione	[3. rist.]
Descrizione fisica	380 p. : ill. ; 30 cm.
Collana	I materiali : strumenti per la didattica, l'educazione, la riabilitazione, il recupero e il sostegno
Altri autori (Persone)	Poli, Silvana <Psicologa>author Friso, Gianna
Disciplina	372.47
Soggetti	Lettura - Apprendimento - Disturbi
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia

3. Record Nr.	UNINA9910481217903321
Autore	Aristophanes
Titolo	Aristophanous komoidogoion aristou Ploutos. Aristophanis poetae comici Plutus, iam nunc per Carolum Girardum Bituricum & latinus factus, & commentarijs insupersane quam utiliss. recens illustratus
Pubbl/distr/stampa	Paris, : [s.n.], 1549
Descrizione fisica	Online resource (214, [i.e. 218, 2] p., 4°)
Lingua di pubblicazione	Greco antico
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Reproduction of original in Biblioteca Nazionale Centrale di Firenze.