

1. Record Nr.	UNINA9910779204303321
Autore	Erasmus Desiderius
Titolo	The correspondence of Erasmus : letters 2082 to 2203 // translated by Alexander Dalzell ; annotated by James M. Estes
Pubbl/distr/stampa	Toronto, [Ontario] ; ; Buffalo, [New York] ; ; London, [England] : , : University of Toronto Press, , 2012 ©2012
ISBN	1-4875-1763-7 1-4426-9422-X
Edizione	[Volume 15]
Descrizione fisica	1 online resource (428 p.)
Collana	Collected Works of Erasmus ; ; Voluem 15
Disciplina	199.492
Soggetti	Authors, Latin (Medieval and modern) - Netherlands Humanists - Netherlands Netherlands - Intellectual life - 16th century - Sources Reformation HISTORY / Renaissance Netherlands Pays-Bas Vie intellectuelle 16e siecle Sources Netherlands Intellectual life 16th century Sources
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	Map showing the principal places mentioned in volume 14 -- Letters 1926 To 2081 -- Coinages and Monetary Policies of Henry VIII -- Table of Correspondents -- Works Frequently Cited -- Short-title Forms for Erasmus' Works.
Sommario/riassunto	This volume contains the surviving correspondence of Erasmus for the first seven months of 1529. For nearly eight years he had lived happily and productively in Basel.

2. Record Nr.	UNINA9910483566303321
Titolo	Disciplinary Intuitions and the Design of Learning Environments // edited by Kenneth Y. T. Lim
Pubbl/distr/stampa	Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2015
ISBN	9789812871824 9812871829
Edizione	[1st ed. 2015.]
Descrizione fisica	1 online resource (214 p.)
Disciplina	370 370.15 371.3 375
Soggetti	Education - Curricula Learning, Psychology of Educational psychology Curriculum Studies Instructional Psychology Educational Psychology
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	PART ONE Theoretical and historical foundations -- Chapter 1 Intuitions all around us -- Chapter 2 On the nature of Disciplinary Intuitions -- Chapter 3 Learning through intuition in early China -- Chapter 4 Applying Disciplinary Intuitions to classroom contexts: a constructivist perspective -- PART TWO Delving into Disciplines -- Chapter 5 Developing Disciplinary Intuitions in the Natural Sciences -- Chapter 6 The nature of Intuition in Design -- Chapter 7 From seasons to cisterns - the nature of Geographical Intuition -- Chapter 8 Second Language Intuition: native language and linguistic universals -- Chapter 9 Manifestations of intuitions in the English Language -- Chapter 10 Disciplinary Intuitions in the English Language classroom: implications for practice -- Chapter 11 Surfacing Intuitions through visual novels -- Chapter 12 Mathematical Intuition and storytelling for

meaningful learning -- PART THREE Coda -- Chapter 13 Disciplinary Intuitions as Praxis: the role of Intuition in Social Education -- Chapter 14 Misconceptions, Intuitions and Elementary Physics: harnessing everyday understanding in learning environment design.

Sommario/riassunto

As children, we would have spilt glasses of milk, dropped things, and broken things. As children, therefore, we would have developed intuitions about how the world 'works', but we would not necessarily have been able to explain these 'workings'. It would only have been till we entered formal schooling that we would have learned codifications of canon within each respective discipline, and consequently how to articulate the canon to explain the intuition. The preceding example was from the natural sciences, but one could just have easily taken an example from, say, the environmental sciences or from the social sciences. Indeed, much of this book does just that, as it seeks to chart the territory of a new theory of learning around Disciplinary Intuitions. Many of the chapters within draw frequent and explicit linkages to curriculum design, from the premise of the need to go beyond addressing the conceptions of learners, to seeking to understand the substrate upon which these conceptions are founded. The argument is made that this substrate comprises the particular set of lived experiences of each learner, and how – because these lived experiences are as tacit as they are diverse – designing curriculum around misconceptions and preconceptions alone would not lead to enduring understanding from first principles. From this perspective, Disciplinary Intuitions constitute an exciting field at the nexus of learning theories and curriculum design.
