1. Record Nr. UNINA9910287459603321

Titolo	Anales / / Instituto Nacional de Antropología e Historia
Pubbl/distr/stampa	México : , : Instituto Nacional de Antropología e Historia
Descrizione fisica	1 online resource (16 volumes) : illustrations (some color)
Disciplina	913.72
Soggetti	Ethnology - Mexico Antiquities Ethnology ETNOLOGIA - MEXICO - PUBLICACIONES PERIODICAS History Periodicals. Mexico Antiquities Periodicals Mexico History Periodicals Mexico MEXICO ANTIGUEDADES PUBLICACIONES PERIODICAS MEXICO HISTORIA PUBLICACIONES PERIODICAS
Lingua di pubblicazione	Spagnolo
Formato	Materiale a stampa
Livello bibliografico	Periodico

2. Record Nr. UNIORUON00298392

Autore	Flückiger, Jean-Carlo
Titolo	Au coeur du texte : essai sur Blaise Cendrars / Jean-Carlo Flückiger
Pubbl/distr/stampa	Neuchatel, : A la Baconnière, c1977
Descrizione fisica	270 p. ; 21 cm.
Disciplina	840
Soggetti	CENDRARS BLAISE
Lingua di pubblicazione	Francese
Formato	Materiale a stampa
Livello bibliografico	Monografia

3. Record Nr. UNINA9910484418303321

Titolo	Topics and Trends in Current Science Education : 9th ESERA Conference Selected Contributions / / edited by Catherine Bruguière, Andrée Tiberghien, Pierre Clément
Pubbl/distr/stampa	Dordrecht : , : Springer Netherlands : , : Imprint : Springer, , 2014
ISBN	9789400772816 9400772815
Edizione	[1st ed. 2014.]
Descrizione fisica	1 online resource (591 p.)
Collana	Contributions from Science Education Research, , 2213-3631 ; ; 1
Disciplina	507.1
Soggetti	Science - Study and teaching Science Education
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 1: Overview of the book -- Overview of the book, Catherine Bruguière, Andrée Tiberghien, Pierre Clément -- Part 2: Socio-Scientific Issues -- The Need for a Public Understanding of Sciences, Isabelle Stengers -- Questions Socialement Vives and Socio-Scientific Issues:

New Trends of Research to Meet the Training Needs of Post-Modern Society, Laurence Simonneaux -- Teachers' Beliefs, Classroom Practices and Professional Development towards Socio-Scientific Issues, Virginie Albe, Catherine Barrué, Larry Bencze, Anne Kristine Byhring, Lyn Carter, Marcus Grace, Erik Knain, Dankert Kolstø, Pedro Reis and Erin Sperling -- Which perspectives are referred in students' arguments about a Socio-scientific Issue? The case of Bears' reintroduction in the Pyrenees, Ana Mª Domènech and Conxita Márquez -- Learning about the role and function of science in public debate as an essential component of scientific literacy, Ingo Eilks, Jan A. Nielsen, Avi Hofstein -- Exploring Secondary Students' Arguments in the Context of Socio-scientific Issues, Dr. Fatih Çalayan Mercan, Dr. Buket Yakmac-Güzel, and Dr. Füsun Akarsu -- Teachers' Beliefs on Science-Technology-Society (STS) and Nature of Science (NOS): Strengths, Weaknesses, and Teaching Practice, Ángel Vázquez–Alonso; María-Antonia Manassero–Mas; Antonio García–Carmona and Antoni Bennàssar-Roig -- Part 3: Teachers' Practices and Teachers Professional Development -- Professional Learning of Science Teachers, Jan H. Van Driel -- Nanoeducation: Zooming into Teacher Professional DevelopmentPrograms in Nanoscience and Technology, Ron Blonder, Ilka Parchmann, Sevil Akaygun, and Virginie Albe -- Education for Sustainable Development: An International Survey on Teachers' Conceptions, Pierre Clément and Silvia Caravita -- Learning to Teach Science as Inquiry: Developing an Evidence-based Framework for Effective Teacher Professional Development, Barbara A. Crawford, Daniel K. Capps, Jan van Driel, Norman Lederman, Judith Lederman, Julie Luft, Sissy Wong, Aik Ling Tan , Shirley Lim, John Loughran, Kathy Smith -- Weaving Relationships in a Teaching Sequence Using ICT: A Case Study in Optics at Lower Secondary School, Suzane El Hage, Christian Buty -- Inquiry based mathematics and science education across Europe: A synopsis of various approaches and their potentials, Katrin Engeln, Silke Mikelskis-Seifert, Manfred Euler -- Measuring Chemistry Teachers' Content Knowledge – Is it correlated to Pedagogical Content Knowledge? Oliver Tepner and Sabrina Dollny -- PART 4: The students - Multiple Perspectives -- Boys in Physics Lessons: Focus on Masculinity in an Analysis of Learning Opportunities, Josimeire M. Julio, Arnaldo M. Vaz -- Which Effective Competencies Do Students Use in PISA Assessment of Scientific Literacy? Florence Le Hebel, Pascale Montpied, Andrée Tiberghien -- Development of Understanding in Chemistry, Hannah Sevian, Vicente Talanquer, Astrid M. W. Bulte, Angelica Stacy, Jennifer Claesgens -- Learning Affordances: Understanding Visitors' Learning in Science Museum Environment,Hyeonjeong Shin, Eun Ji Park, Chan-Jong Kim -- Modelling and Assessing Experimental Competencies in Physics, Heike Theyßen, Horst Schecker, Christoph Gut, Martin Hopf, Jochen Kuhn, Peter Labudde, Andreas Müller, Nico Schreiber, Patrik Vogt -- Understanding Students' Conceptions of Electromagnetic Induction: A Semiotic Analysis, Jennifer Yeo -- Part 5 Relationships between Teaching and Learning -- Analysing Classroom Activities: Theoretical and Methodological Considerations, Gregory J. Kelly -- The Impact of a Context-led Curriculum on Different Students' Experiences of School Science, Indira Banner & Jim Ryder -- Students' Experienced Coherence between Chemistry and Biology in Context-Based Secondary Science Education, Hilde J. Boer, Gjalt T. Prins, Martin J. Goedhart and Kerst Th. Boersma -- The Relationship between Teaching and Learning of Chemical Bonding and Structures, Ray Lee, Maurice M. W. Cheng -- Blending Physical and Virtual Manipulatives in Physics Laboratory Experimentation, Georgios Olympiou & Zacharias C. Zacharia --

Becoming a Health Promoting School: Effects of a three year intervention on school development and pupils, Steffen Schaal -- Disagreement in ‘Ordinary’ Teaching Interactions: A Study of Argumentation in a Science Classroom, Ana Paula Souto-Silva, Danusa Munford -- Analysis of Teaching and Learning Practices in Physics and Chemistry Education: Theoretical and Methodological Issues, Patrice Venturini, Andrée Tiberghien, Claudia von Aufschnaiter, Gregory Kelly, Eduardo Mortimer -- Part 6 Teaching Resources, Curriculum -- Designing a Learning Progression forTeaching and Learning about Matter in Early School Years, Andrés Acher & María Arcà -- ‘Realistic-Fiction Storybooks’ as a Resource for Problematic Questioning of Living Being with Pupils in Primary School, Catherine Bruguière and Eric Triquet -- Nature of Science as Portrayed in the Physics Official Curricula and Textbooks in Hong Kong and on the Mainland of the People’s Republic of China, Ka Lok Cheng and Siu Ling Wong -- On the transfer of teaching-learning materials from one educational setting to another, R. Pintó, M. Hernández, C. P. Constantinou -- CoReflect – Web-based Inquiry Learning Environments on Socio-Scientific issues, Andreas Redfors, Lena Hansson, Eleni A. Kyza, Iolie Nicolaidou, Itay Asher, Iris Tabak, Nicos Papadouris and Christakis Avraam -- Adapting web-based inquiry learning environments from one country to another: The CoReflect experience, Eleni A. Kyza, Christothea Herodotou, Iolie Nicolaidou, Andreas Redfors and Lena Hansson, Sascha Schanze, Ulf Saballus, Nicos Papadouris4, Georgia Michael.

Sommario/riassunto

This book features 35 of the best papers from the 9th European Science Education Research Association Conference, ESERA 2011, held in Lyon, France, September 5th-9th 2011. The ESERA international conference featured some 1,200 participants from Africa, Asia, Australia, and Europe as well as North and South America offering insight into the field at the end of the first decade of the 21st century. This book presents studies that represent the current orientations of research in science education and includes studies in different educational traditions from around the world. It is organized into six parts around the three poles of science education (content, students, teachers) and their interrelations: after a general presentation of the volume (first part), the second part concerns SSI (Socio- Scientific Issues) dealing with new types of content, the third the teachers, the fourth the students, the fifth the relationships between teaching and learning, and the sixth the teaching resources and the curricula.