

1. Record Nr.	UNINA9910695577103321
Titolo	An alternative plan for locality pay increases [[electronic resource]] : communication from the President of the United States transmitting an alternative plan for locality pay increase payable to civilian federal employees covered by the General Schedule (GS) and certain other pay systems in January 2013, pursuant to 5 U.S.C. 5305(a)(3)
Pubbl/distr/stampa	Washington : , : U.S. G.P.O., , 2012
Descrizione fisica	1 online resource (1 pages)
Collana	House document / 112th Congress, 2d session ; ; 112-137
Altri autori (Persone)	ObamaBarack
Soggetti	United States Officials and employees Salaries, etc
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from title screen (viewed on Sept. 21, 2012). "Referred to the Committee on Oversight and Government Reform." "September 10, 2012."

2. Record Nr.	UNINA9910410017603321
Titolo	Science Teacher Education for Responsible Citizenship : Towards a Pedagogy for Relevance through Socioscientific Issues / / edited by Maria Evagorou, Jan Alexis Nielsen, Justin Dillon
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2020
ISBN	9783030402297 3030402290
Edizione	[1st ed. 2020.]
Descrizione fisica	1 online resource (xv, 199 pages) : illustrations
Collana	Contemporary Trends and Issues in Science Education, , 1878-0784 ; ; 52
Disciplina	303.483
Soggetti	Science - Study and teaching Teachers - Training of Study skills Science Education Teaching and Teacher Education Study and Learning Skills
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Chapter 1. Introduction: Socio-scientific issues as promoting responsible citizenship and the relevance of science (Maria Evagorou and Justin Dillon) -- Chapter 2. Teachers and Socioscientific Issues – An Overview of Recent Empirical Research (Jan Alexis Nielsen) -- Chapter 3. Pre-service secondary science teachers' beliefs about teaching socio-scientific issues (Jessica S. C. Leung, Ka Lok Wong, and Kennedy K. H. Chan) -- Chapter 4. Socio-scientific inquiry-based learning: possibilities and challenges for teacher education (Ruth Amos, Marie-Christine Knippels and Ralph Levinson) -- Chapter 5. Critical and Active Public Engagement in Addressing Socioscientific Problems Through Science Teacher Education (Larry Bencze, Sarah El Halwany and Majd Zouda) -- Chapter 6. Supporting Teachers in the Design and Enactment of Socio-Scientific Issue Based Teaching in the USA (Patricia J. Friedrichsen, Troy D. Sadler and Laura Zangori) -- Chapter 7.

Gamification of SSI's as a Science Pedagogy: Toward a Critical Rationality in Teaching Science (James P. Davis and Alberto Bellocchi) -- Chapter 8. Science teachers as proponents of socio-scientific inquiry-based learning: From professional development to classroom enactment (Rachel Cohen, Eran Zafrani and Anat Yarden) -- Chapter 9. Getting ready to work with socio-scientific issues in the classroom: a study with Argentine teachers (Melina Furman, Inés Taylor, Mariana Luzuriaga and María Eugenia Podestá) -- Chapter 10. Introducing SSI in primary pre-service teacher education: scientific practices to learn the 'big ideas' of science (Anna Garrido Espeja and Digna Couso) -- Chapter 11. Re-thinking the Integration of Socioscientific Issues in Teacher Education (Ronicka Mudaly) -- Chapter 12. New Perspectives for Addressing Socioscientific Issues in Teacher Education (Jan Alexis Nielsen, Maria Evagorou and Justin Dillon).

Sommario/riassunto

This edited book aims to provide a global perspective on socioscientific issues (SSI), responsible citizenship and the relevance of science, with an emphasis on science teacher education. The volume, with more than twenty-five contributors from Africa, North and South America, Asia, Australasia and Europe, focuses on examples from in- and pre-service teacher training. The contributors expand on issues related to teachers' beliefs about teaching SSI, teachers' challenges when designing and implementing SSI-related activities, the role of professional development, both in pre- and in-service teacher training, in promoting SSI, the role of the nature of science when teaching SSI, promoting scientific practices through SSI in pre-service teaching, and the role of indigenous knowledge in SSI teaching. Finally, the book discusses new perspectives for addressing SSI in teacher education through the lens of relevance and responsible citizenship.
