1. Record Nr. UNINA990000446490403321

Titolo	1 parte II : Profilati formati a freddo p.665
Pubbl/distr/stampa	Milano : Arti Grafiche Pinelli ((1979)
Descrizione fisica	v ; 30 cm
Disciplina	620.1
Locazione	DINED
Collocazione	000044649000001
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia

2. Record Nr. UNINA9910711668303321

Autore	Kovar Mary Grace
Titolo	Differentials in expectation of additional children among mothers of legitimate live births : United States, 1964-1966 / / Mary Grace Kovar
Pubbl/distr/stampa	Rockville, Md. : , : U.S. Department of Health, Education, and Welfare, Public Health Service, Health Services and Mental Health Administration, National Center for Health Statistics, , 1972
Descrizione fisica	1 online resource (iv, 50 pages) : illustrations
Collana	Vital and health statistics. Series 22, Data from the national vital statistics system ; ; number 13 DHEW publication ; ; no. (HSM)-72-1044
Soggetti	Fertility, Human - United States Family size - United States Mothers - United States Health surveys - United States Fertility, Human Vital statistics. Statistics. United States Statistics, Vital United States
Lingua di pubblicazione	Inglese

Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"Statistics on differentials inthe proportion of mothers expecting to have additional children and in the average number of additional children expected, according to selected demographic and socioeconomic characteristics. Based on data collected by a questionnaire mailed to mothers for a sample selected from records of births in 1964, 1965, and 1966 which were filed with the National Center for Health Statistics." "February 1972."
Nota di bibliografia	Includes bibliographical references (page 16).

3. Record Nr. UNINA9910299505203321

Titolo	Cognition, Metacognition, and Culture in STEM Education : Learning, Teaching and Assessment / / edited by Yehudit Judy Dori, Zemira R. Mevarech, Dale R. Baker
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2018
ISBN	9783319666594 3319666592
Edizione	[1st ed. 2018.]
Descrizione fisica	1 online resource (XII, 380 p. 36 illus.)
Collana	Innovations in Science Education and Technology, , 2213-2236 ; ; 24
Disciplina	153
Soggetti	Science - Study and teaching Mathematics - Study and teaching Learning, Psychology of Technical education Study skills Science Education Mathematics Education Instructional Psychology Engineering and Technology Education Study and Learning Skills
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

Nota di bibliografia	Includes bibliographical references at the end of each chapters and indexes.
Nota di contenuto	Foreword,Anat Zohar -- Chapter 1: Introduction, Yehudit Judy Dori, Dale Baker, and Zemira R. Mevarech -- Chapter 2: Teacher Cognition of Engaging Children in Scientific Practices, Barbara A. Crawford and Daniel K. Capps -- Chapter 3: Students' Metacognition and Metacognitive Strategies in Science Education, Shirly Avargil, Rea Lavi, and Yehudit Judy Dori -- Chapter 4: Reconsidering Different Visions of Scientific Literacy and Science Education based on the Concept of Bildung, Jesper Sjöström and Ingo Ilks -- Chapter 5: Designing for Collaborative Problem Solving in STEM Cyberlearning, Kent J. Crippen and Pavlo D. Antonenko -- Chapter 6: Technology, Culture and Young Science Teachers – a promise Unfulfilled and Proposals for Change, Randy Yerrick, Michael Radosta, and Kelsey Greene -- Chapter 7: Technology, Culture, and Values – Implications for Enactment of Technological Tools in Precollege Science Classrooms, Noemi Waight and Fouad Abd-El-Khalick -- Chapter 8: Engineering Cognition – a Process of Knowledge Acquisition and Application, enay Purzer, Tamara J. Moore, and Emily Dringenberg -- Chapter 9: Metacognition and Meta-assessment in Engineering Education, Niva Wengrowicz, Yehudit Judy Dori, and Dov Dori -- Chapter 10: The Impact of Culture on Engineering and Engineering Education, Adam R. Carberry and Dale R. Baker -- Chapter 11: Engineering Education in Higher Education in Europe, M. Sencer Corlu, Kjeld Svidt, Dorina Gnaur, Rea Lavi, Ouz Borat, and M. Ali Çorlu -- Chapter 12: Cognition, Metacognition and Mathematics Literacy, Zemira R. Mevarech and Lianghuo Fan -- Chapter 13: Promoting Mathematics Teachers' Pedagogical Metacognition – a Theoretical-practical Model and Case Study, Zehavit Kohen and Bracha Kramarski -- Chapter 14: Mathematical Modeling and Culturally Relevant Pedagogy, Cynthia O. Anhalt, Susan Staats, Ricardo Cortez, and Marta Civil -- Chapter 15: Discussion, Yehudit Judy Dori, Dale Baker, and Zemira R. Mevarech.
Sommario/riassunto	This book addresses the point of intersection between cognition, metacognition, and culture in learning and teaching Science, Technology, Engineering, and Mathematics (STEM). We explore theoretical background and cutting-edge research about how various forms of cognitive and metacognitive instruction may enhance learning and thinking in STEM classrooms from K-12 to university and in different cultures and countries. Over the past several years, STEM education research has witnessed rapid growth, attracting considerable interest among scholars and educators. The book provides an updated collection of studies about cognition, metacognition and culture in the four STEM domains. The field of research, cognition and metacognition in STEM education still suffers from ambiguity in meanings of key concepts that various researchers use. This book is organized according to a unique manner: Each chapter features one of the four STEM domains and one of the three themes—cognition, metacognition, and culture—and defines key concepts. This matrix-type organization opens a new path to knowledge in STEM education and facilitates its understanding. The discussion at the end of the book integrates these definitions for analyzing and mapping the STEM education research. Chapter 4 is available open access under a Creative Commons Attribution 4.0 International License via link.springer.com.