

1. Record Nr.	UNINA9910716440703321
Titolo	Site for the proposed Fort Hall monument. January 18, 1927. -- Committed to the Committee of the Whole House on the State of the Union and ordered to be printed
Pubbl/distr/stampa	[Washington, D.C.] : , : [U.S. Government Printing Office], , 1927
Descrizione fisica	1 online resource (3 pages)
Collana	House report / 69th Congress, 2nd session. House ; ; no. 1793 [United States congressional serial set] ; ; [serial no. 8688]
Altri autori (Persone)	SmithAddison T <1862-1956> (Addison Taylor), (Republican (ID))
Soggetti	Land grants Monuments Memorials Trading posts Associations, institutions, etc Legislative materials.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Batch processed record: Metadata reviewed, not verified. Some fields updated by batch processes. FDLP item number not assigned.

2. 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.
