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| 1. Record Nr. | UNISA996396149803316 |
| Autore | Baxter Richard <1615-1691.> |
| Titolo | Directions and perswasions to a sound conversion [[electronic resource]] : for prevention of that deceit and damnation of souls, and of those scandals, heresies, and desperate apostasies that are the consequents of a counterfeit, or superficial change / / by Richard Baxter |
| Pubbl/distr/stampa | London, : Printed by A.M. for Nevil Simmons, bookseller in Kederminster, and are to be sold by him there, and by N. Ekins ..., 1658 |
| Descrizione fisica | [17], 534 p |
| Soggetti | Conversion |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Errata: p. [16]. Reproduction of original in Yale University Library. |
| Sommario/riassunto | eebo-0198 |

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| 2. Record Nr. | UNINA9910779025703321 |
| Autore | Newton Douglas P. |
| Titolo | Teaching for understanding : what it is and how to do it // Douglas P Newton |
| Pubbl/distr/stampa | Abingdon, Oxon : , : Routledge, , 2012 |
| ISBN | 1-136-64791-0 1-283-46248-6 9786613462480 1-136-64792-9 0-203-80541-0 |
| Edizione | [2nd ed.] |
| Descrizione fisica | 1 online resource (193 p.) |
| Disciplina | 371.102 |
| Soggetti | Effective teaching Learning Teaching |
| 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 (p. [147]-170) and index. |
| Nota di contenuto | Teaching for Understanding What it is and how to do it; Copyright; Contents; List of figures; Preface; Chapter 1 Quality counts; why a concern for understanding?; a thumbnail sketch of some underlying ideas; the structure of the book; Chapter 2 Understanding: a worthwhile goal; what does understanding offer?; understanding as a common educational goal; a worthwhile goal but a secondary concern; Chapter 3 The nature of understanding; mental connections and structures; different kinds of understanding; understandings in various subjects some other differences in understandings providing support for understanding; Chapter 4 Making connections; constructing a mental representation; working memory; the undermind; constraints on constructing understandings; reconstructed knowledge; Chapter 5 Mental engagement; a teaching orientation; mental engagement; explanation; questioning; forced prediction; game-like activities; reducing processing load; supporting mental processes; supporting particular kinds of understanding; practice and theory; Chapter 6 |

Something to think with; representations
graphic organizers analogies; the effect of analogies; kinds of analogy; analogy and understanding; bridging analogies; using analogies to change perspectives; limitations of support from analogies; preparing to offer an analogy; Chapter 7 Surrogate teachers; the surrogate teacher analogy; text as teacher; supporting understanding with text; text and teaching; supporting understanding with information and communication technology (ICT); ICT and teaching; Chapter 8 Failing to understand; failure to understand; origins of misconceptions
theories about dealing with misconceptions strategies for dealing with misconceptions; failing to be creative; emotions matter too; Chapter 9 The total learning environment; more than one hurdle; the total mental environment; learning behaviours; providing an environment conducive to productive thought; distance education and e-learning environments to foster understanding; Chapter 10 Knowing what counts; conceptions of learning; children's conceptions of understanding; older learners' conceptions of understanding teachers' conceptions of understanding and creative thought conceptions of learning are learned; Chapter 11 Motivated to understand; motivation to learn; accounts of learning motivation; values; expectancy; emotions; implications for supporting understanding; Chapter 12 The self-regulation of learning; the self-regulation of learning; examples of self-regulatory strategies; the practice of conscious self-regulation; the development of metacognition; learning to learn; self-regulation and motivation; Chapter 13 Evaluating understanding; an inescapable condition some mechanics of assessment

Sommario/riassunto

Why does understanding really matter? Why do some learners fail to understand? At a time when league tables can be everything, examination grades matter. Perhaps more than many would admit, the cost is a lack of understanding. The new edition of Teaching for Understanding provides practical advice about how to support understanding in both children and adults. It is for all teachers and lecturers, experienced or otherwise, who want learners to do more than simply memorize and regurgitate information. It describes what understand
