

1. Record Nr.	UNINA9910480893803321
Autore	Rosenberg H (Harold), <1941->
Titolo	Degree theory of immersed hypersurfaces / / Harold Rosenberg, Graham Smith
Pubbl/distr/stampa	Providence, Rhode Island : , : American Mathematical Society, , 2020
ISBN	1-4704-6148-X
Descrizione fisica	1 online resource (74 pages)
Collana	Memoirs of the American Mathematical Society ; ; Volume 265, Number 1290
Disciplina	516.3/73
Soggetti	Topological degree Riemannian manifolds Hypersurfaces Curvature Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.

2. Record Nr.	UNINA9910783570403321
Autore	Hoerr Thomas R. <1945->
Titolo	Becoming a multiple intelligences school [[electronic resource] /] / Thomas R. Hoerr
Pubbl/distr/stampa	Alexandria, Va., : Association for Supervision and Curriculum Development, c2000
ISBN	0-87120-543-2 1-4166-0179-1 9786610932993 1-280-93299-6
Descrizione fisica	xii, 113 p. : ill
Disciplina	370.15/2
Soggetti	Multiple intelligences Cognitive styles in children Curriculum planning
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"ASCD Stock No. 100006"--T.p. verso.
Nota di bibliografia	Includes bibliographical references (p. 107) and index.
Nota di contenuto	The theory of multiple intelligences -- The New City School journey -- Collegiality : learning and growing together -- Assessing and reporting student growth -- Creative routes to MI -- The importance of the personal intelligences -- The phases of MI implementation -- Supporting teacher growth with leadership -- What's next? : the future of MI.
Sommario/riassunto	In this invaluable book, Tom Hoerr relates a decade's worth of MI experiences at St. Louis's New City School. We learn about the staff's initial exposure to MI theory, the many activities (some more successful than others) that were undertaken by faculty and staff in teaching, curriculum, adult development, and assessment; the challenges that the leader faces in attempting to bring about significant and lasting change. Especially compelling are the continuing efforts to develop the personal intelligences during a period when issues of diversity, multiculturalism, and standards loom so large. Hoerr underscores the centrality of collegiality, the problems posed by transient students and faculty, the complimentary role played by public exhibitions and

standardized test scores, the role of friends in determining the activities (and intelligences) favored by the children the delicate line between support and challenge that the leader must walk, the tension between excellence and perfection. I value the concrete examples, as well as the ties to important conceptual work, such as that undertaken by Roland Barth on collegiality, Peter Salovey on emotional intelligence, and Peter Senge on the learning organization. Achieving excellence has always been a process. Hoerr makes it abundantly clear that the effort to use MI ideas effectively must remain on the agenda. Still, I can testify that, over a 10-year period, clear, palpable, impressive progress can be made. We can improve schools significantly, but only if we take the long view and do not settle for patch work fixes. Thomas R. Hoerr is the director of the New City School in St. Louis, Missouri. Under Hoerr's leadership, the faculty began implementing the theory of multiple intelligences in 1988.
