

1. Record Nr.	UNINA9910555006203321
Titolo	Regulating with RNA in bacteria and archaea // edited by Gisela Storz, Kai Papenfort
Pubbl/distr/stampa	Washington, District of Columbia : , : ASM Press, , [2019] ©2019
ISBN	1-68367-294-1 1-68367-051-5 1-5231-2394-X 1-68367-024-8
Descrizione fisica	1 online resource (622 pages)
Disciplina	572.88
Soggetti	RNA Bacteria Archaeobacteria Molecular microbiology Bacterial genetics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.

2. Record Nr.	UNINA9910790224303321
Autore	Kroll Linda
Titolo	Self-study and inquiry into practice : learning to teach for equity and social justice in the elementary school classroom // Linda R. Kroll
Pubbl/distr/stampa	Milton Park, Abingdon, Oxon ; ; New York : , : Routledge, , 2012
ISBN	1-136-52080-5 0-429-22879-1 1-280-68248-5 9786613659422 1-136-52081-3 0-203-15310-3
Descrizione fisica	153 p
Collana	Teacher quality and school development series
Classificazione	EDU000000 5,3 DF 3000 DK 3010
Disciplina	370.71/11732
Soggetti	Inquiry-based learning Research - Methodology - Study and teaching (Elementary) Elementary school teachers - Training of Teachers - Self-rating of Social justice - Study and teaching (Elementary) Education, Urban Critical pedagogy
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	1. Learning to teach well in urban environments -- 2. Inquiry as a way of being in the world -- 3. Using inquiry and self-study to address issues of equity and access -- 4. Constructing constructivism : learning about learning -- 5. Using alternative modes of representation to provoke inquiry into understanding student learning in literacy -- 6. Asking good questions : making inquiry a habit of mind -- 7. Inquiry and self-study to promote lifelong learning to teach.

"One of the most important factors in making sure that all children achieve well is widely regarded to be a well-prepared teacher and this is particularly the case for those who teach in urban settings. There are new pressures and familiar pressures on teachers and teacher educators to prepare teachers who will be able to teach in a changing world, and who will be able to change the world. The question of how to prepare well-qualified teachers has become an international question with global responses and consequences. This book describes a stance and pedagogy for helping young teachers to be successful in the most challenging of circumstances. Self-Study and Inquiry into Practice: Learning to teach for equity and social justice is about learning to use inquiry to teach in urban settings. The use of inquiry and self-study as ways of thinking about, understanding and developing one's practice and one's teaching can support teachers' continued inspiration and resilience to teach all children well in the face of very challenging circumstances. Using rich examples and case studies of how pre-service teachers and beginning teachers have used inquiry to learn from challenging urban placements, Linda Kroll shows the importance of using inquiry and self-study in learning to teach and in continuing to learn as one teaches. Inquiry and self-study is a useful way to understand what students understand, what they learn from our teaching, and the power and responsibility we have to ensure that all our students achieve their highest potential"--

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