

1. Record Nr.	UNINA9910707137403321
Autore	Barnes Harley <1916-1979, >
Titolo	Cambrian and Precambrian rocks of the Groom district, Nevada, southern Great Basin // by Harley Barnes and Robert L. Christiansen ; prepared on behalf of the U. S. Atomic Energy Commission
Pubbl/distr/stampa	[Washington, D.C.] : , : United States Department of the Interior, Geological Survey, , 1967 Washington : , : United States Government Printing Office
Descrizione fisica	1 online resource (34 pages) : illustrations
Collana	Geological Survey bulletin ; ; 1244-G Contributions to stratigraphy
Soggetti	Geology - Nevada Geology, Stratigraphic - Cambrian Geology, Stratigraphic - Precambrian
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from title screen (viewed September 15, 2014).
Nota di bibliografia	Includes bibliographical references (pages 32-34).

2. Record Nr.	UNINA9910797262503321
Autore	Walker Andrew
Titolo	Essential Readings in Problem-Based Learning [[electronic resource] ] : Exploring and Extending the Legacy of Howard S. Barrows
Pubbl/distr/stampa	Ashland, : Purdue University Press, 2015
ISBN	1-61249-367-X
Descrizione fisica	1 online resource (399 p.)
Altri autori (Persone)	LearyHeather Hmelo-SilverCindy ErtmerPeggy A
Disciplina	378.1 378.12
Soggetti	Barrows, Howard S., 1928- Computer-assisted instruction Education, Higher Problem-based learning Education Social Sciences Theory & Practice of Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Cover; Copyright; Contents; Foreword; Acknowledgments; Section I: The Process and Structure of Problem-Based Learning; Overview of Problem-Based Learning: Definitions and Distinctions; All Problems Are Not Equal: Implications for Problem-Based Learning; The Learning Space in Problem-Based Learning; Theoretical Anchors for Barrows' PBL Tutor Guidelines; Problem-Based Learning: Goals for Learning and Strategies for Facilitating; Section II: New Contexts for Problem-Based Learning; Essentials for PBL Implementation: Fostering Collaboration, Transforming Roles, and Scaffolding Learning Blended Learning and PBL: An Interactional Ethnographic Approach to Understanding Knowledge Construction in Situ Examination of Content Acquisition Using Problem-Based Learning in Career and Technical Education Courses at the Middle School Level; The GlobalEd 2 Simulations: Promoting Positive Academic Dispositions in Middle School

Students in a Web-Based PBL Environment; Section III: Combining Problem-Based Learning With Other Interventions; Building Theory-Practice Nexus in Pre-Service Physics Teacher Education Through Problem-Based Learning

Problem-Based Learning as the Instructional Approach to Field Learning in the Secondary School Setting; Distributing Scaffolding Across Multiple Levels: Individuals, Small Groups, and a Class of Students; Preparation for Future Learning: Exploring the Efficacy of Problem-Based Learning and Cross-Curricular Experiences; Problem-Based Learning as a Means of Revealing Unseen Academic Potential; Drugs, Devices, and Desires: A Historical Exploration of Medical Technology; Section IV: Summarizing and Assessing the Impact of Problem-Based Learning

A Scientometric, Large-Scale Data, and Visualization-Based Analysis of the PBL Literature; A Meta-Analysis of Problem-Based Learning:

Examination of Education Levels, Disciplines, Assessment Levels, Problem Types, Implementation Types, and Reasoning Strategies;

Exploring the Relationships Between Tutor Background, Tutor Training, and Student Learning: A Problem-Based Learning Meta-Analysis; PBL Effectiveness, Tensions, and Practitioner Implications; Epilogue; Index

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Sommario/riassunto

This book surveys the state of problem-based learning and assesses the impact of this innovative educational methodology on teaching and research effectiveness across a range of disciplines and in a variety of organizational contexts.

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