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Altri autori (Persone)	BybeeRodger W
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Nota di contenuto	Contents; Preface; Acknowledgments; Introduction; PART 1: How Do Students Learn Science?; Chapter 1: How Students Learn and How Teachers Teach; Chapter 2: Applying the Science of Learning to the Education of Prospective Science Teachers; PART 2: Designing Curriculum for Student Learning; Chapter 3: Scientific Inquiry, Student Learning, and the Science Curriculum; Chapter 4: Supporting the Science-Literacy Connection; Chapter 5: Reaching the Zone of Optimal Learning: The Alignment of Curriculum, Instruction, and Assessment; PART 3: Teaching That Enhances Student Learning Chapter 6: Alignment of Instruction with Knowledge of Student Learning Chapter 7: Learner-Centered Teaching; Chapter 8: Using the Laboratory to Enhance Student Learning; PART 4: Assessing Student Learning; Chapter 9: Using Assessment to Help Students Learn; Chapter 10: Assessing Student Learning; PART 5: Professional Development and the Science of Learning; Chapter 11: Curriculum Reform, Professional Development, and Powerful Learning; Chapter 12: Professional Development and How Teachers Learn: Developing Expert Science Teachers
Sommario/riassunto	Sure, you teach science. But do your students really learn it? Students of all ages will absorb more if you adapt the way you teach to the way

they learn. That's the message of this thoughtful collection of 12 essays by noted science teachers. Based on the latest research, this is definitely a scholarly book. But to bring theories to life, it includes realistic scenarios featuring classrooms where students are encouraged to "construct" their own science learning. These scenarios will give you specific ideas on how to help your students become more reflective about their learning process, inc
