1. Record Nr. UNISALENTO991001676529707536

Autore	Basilavecchia, Massimo
Titolo	L'accertamento parziale : contributo allo studio della pluralita di atti di accertamento nelle imposte sui redditi / Massimo Basilavecchia
Pubbl/distr/stampa	Milano : A. Giuffrè, 1988
ISBN	881401647X
Descrizione fisica	viii, 336 p. ; 25 cm.
Collana	L'ordinamento tributario italiano
Disciplina	343.45052042
Soggetti	Imposte sul reddito - Accertamento - Legislazione
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia

2. Record Nr. UNINA9910817546003321

Autore	Calvo Vergez Juan
Titolo	Las politicas monetarias de la reserva federal norteamericana y sus consecuencias economicas y fiscales / / Juan Calvo Vergez
Pubbl/distr/stampa	Madrid : , : Dykinson, S.L., , [2021] ©2021
ISBN	84-1377-608-2
Descrizione fisica	1 online resource (302 pages)
Disciplina	332.110973
Soggetti	Federal Reserve banks Fiscal policy - United States Monetary policy - United States
Lingua di pubblicazione	Spagnolo
Formato	Materiale a stampa
Livello bibliografico	Monografia

3. Record Nr. UNINA9910337744003321

Autore	Erduran Sibel
Titolo	Transforming Teacher Education Through the Epistemic Core of Chemistry : Empirical Evidence and Practical Strategies / / by Sibel Erduran, Ebru Kaya
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2019
ISBN	9783030153267 3030153266
Edizione	[1st ed. 2019.]
Descrizione fisica	1 online resource (208 pages)
Collana	Science: Philosophy, History and Education, , 2520-8608
Disciplina	370.711 540.711
Soggetti	Science - Study and teaching Learning, Psychology of Teachers - Training of Education - Curricula Education - Philosophy Science Education Instructional Psychology Teaching and Teacher Education Curriculum Studies Educational Philosophy
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Dedication -- Foreword -- Preface -- Authors' Introduction -- Chapter 1. Philosophy of Chemistry and Chemistry Education -- 1.1 Introduction -- 1.2 Arguments about chemistry teaching -- 1.3 Chemistry Curriculum Development: A Brief Overview -- 1.4 Philosophy of Chemistry: A New Source of Information for Chemistry Education -- 1.5 Benefits of Learning Epistemic Themes in Chemistry Education -- 1.6 Rationale and Outline of the Book -- 1.7 Conclusions -- Chapter 2. Defining the Epistemic Core of Chemistry -- 2.1 Introduction -- 2.2 Aims and Values in Chemistry -- 2.3 Practices in Chemistry -- 2.4

Methods in Chemistry -- 2.5 Knowledge in Chemistry -- 2.6 Applying the Epistemic Core to Chemistry Concepts -- 2.7 Implications for Chemistry Education -- 2.8 Conclusions -- Chapter 3. Epistemic Beliefs and Teacher Education -- 3.1 Introduction -- 3.2 Epistemology and Teacher Education -- 3.3 Epistemic Beliefs -- 3.4 Teachers' Knowledge and Learning -- 3.5 Strategies for Supporting Chemistry Teacher's Epistemic Thinking -- 3.5.1 Argumentation -- 3.5.2 Visualisation -- 3.5.3 Analogies -- 3.6 Development of Pre-Service Teachers' Epistemic Thinking -- 3.7 Teacher Education in National Context -- 3.7.1 Contrast of Teacher Education Programmes at Oxford and Bogazici -- 3.8 Conclusions -- Chapter 4. Incorporating the Epistemic Core in Teacher Education Practice -- 4.1 Introduction -- 4.2 Teacher Education Context in Turkey -- 4.3 Design of Teacher Education Sessions -- 4.3.1 Session on Introduction to Nature of Science -- 4.3.2 Session on the Family Resemblance Approach -- 4.3.3 Session on Aims and Values of Science -- 4.3.4 Session on Scientific Methods -- 4.3.5 Session on Scientific Practices -- 4.3.6 Session on Scientific Knowledge -- 4.3.7 Session on Generative Images of the Epistemic Core -- 4.4 Lesson Ideas on Chemistry Topics Produced by Pre-Service Teachers -- 4.4.1 Lesson Ideas on Aims and Values -- 4.4.2 Lesson Ideas on Practices -- 4.4.3 Lesson Ideas on Methods -- 4.4.4 Lesson Ideas on Knowledge -- 4.5 Conclusions -- Chapter 5. Pre-Service Chemistry Teachers' Representations and Perceptions of the Epistemic Core: A Thematic Analysis -- 5.1 Introduction -- 5.2 Tracing Pre-Service Teachers' Representations and Perceptions -- 5.3 Defining Aims and Values of Science -- 5.4 Types of Scientific Practices -- 5.5 Diversity of Scientific Methods -- 5.6 Coherence among Knowledge Forms and the Growth of Knowledge -- 5.7 Conclusions -- Chapter 6. The Impact of Teacher Education on Understanding the Epistemic Core: Focusing on one Pre-Service Chemistry Teacher -- 6.1 Introduction -- 6.2 Representations and Perceptions of Aims and Values.-6.3 Representations and Perceptions of Scientific Practices -- 6.4 Representations and Perceptions of Scientific Methods -- 6.5 Representations and Perceptions of Scientific Knowledge -- 6.6 Conclusions -- Chapter 7. Learning and Teaching about Philosophy of Chemistry: Teacher Educators' Reflections -- 7.1 Introduction -- 7.2 Journey to Teacher Education -- 7.3 Background in History and Philosophy of Science -- 7.4 Experiences in Incorporating Nature of Chemistry in Teacher Education -- 7.5 Transforming Theoretical Frameworks into Empirical Research -- 7.6 Conclusions -- Chapter 8. Towards Development of Epistemic Identity in Chemistry Teacher Education -- 8.1 Introduction -- 8.2 A Framework of Epistemic Identity -- 8.3 Epistemic Identity and Teacher Education -- 8.4 Implications for Future Research -- 8.5 Strengths and Limitations of the Book -- 8.5 Conclusions -- Authors' Biographies.

Sommario/riassunto

This book synthesizes theoretical perspectives, empirical evidence and practical strategies for improving teacher education in chemistry. Many chemistry lessons involve mindless "cookbook" activities where students and teachers follow recipes, memorise formulae and recall facts without understanding how and why knowledge in chemistry works. Capitalising on traditionally disparate areas of research, the book investigates how to make chemistry education more meaningful for both students and teachers. It provides an example of how theory and practice in chemistry education can be bridged. It reflects on the nature of knowledge in chemistry by referring to theoretical perspectives from philosophy of chemistry. It draws on empirical evidence from research on teacher education, and illustrates concrete strategies and resources that can be used by teacher educators. The

book describes the design and implementation of an innovative teacher education project to show the impact of an intervention on pre-service teachers. The book shows how, by making use of visual representations and analogies, the project makes some fairly abstract and complex ideas accessible to pre-service teachers. Endorsement 1: Teaching and learning with history and philosophy of chemistry has been, and continues to be, supported by science educators. While science education standards documents in many countries also stress the importance of teaching and learning the approach still suffers from ineffective implementation in school science teaching. This book by two experienced chemistry education educators is an important, valid, and usable addition to all those who are involved in teaching and learning chemistry in both secondary and tertiary educational levels. The book is also a good contribution for presenting the readers the evolution of chemistry knowledge. Professor Avi Hofstein, Emeritus Professor of Chemistry Education, The Weizmann Institute of Science, Israel Endorsement 2: This book is helpful for teachers to reinforce and clarify their own understanding of philosophical arguments in chemistry concepts. I would definitely use this book in preparing both my pre-service and in-service teachers to teach chemistry because it brings philosophical arguments into tangible focus. It offers teacher educators clear approaches to organizing this very deep type of instruction. The interviews and sample drawings helps instructors to anticipate concepts that may be difficult, and they provide teachers with a sense of what to expect from their learners when engaged in understanding epistemic foundations of chemistry. Professor Erin Peters Burton, Director of Center for Social Equity through Science Education, George Mason University, USA.