

1. Record Nr.	UNINA9910715560303321
Titolo	In Senate of the United States, May 24, 1830. Read, and ordered to be printed. Mr. Marks, from the Committee on Agriculture, made the following report: The Committee on Agriculture, to whom was referred the memorial of a number of farmers and graziers of Philadelphia, and some adjoining counties, in Pennsylvania, report .
Pubbl/distr/stampa	[Washington, D.C.] : , : [publisher not identified], , 1830
Descrizione fisica	1 online resource (8 pages) : tables
Collana	Senate document / 21st Congress, 1st session. Senate ; ; no. 143 [United States congressional serial set] ; ; [serial no. 193]
Altri autori (Persone)	MarksWilliam <1778-1858> (Anti-Jackson (PA))
Soggetti	Agricultural industries Foreign trade promotion Foreign trade and employment Imports Protectionism Tariff Legislative materials.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from opening lines of text. Batch processed record: Metadata reviewed, not verified. Some fields updated by batch processes. FDLP item number not assigned.

2. Record Nr.	UNINA9910958429003321
Autore	Ovens Peter <1944->
Titolo	Reflective teacher development in primary science // Peter Ovens
Pubbl/distr/stampa	London ; ; New York, : Falmer Press, 2000
ISBN	1-135-70813-4 1-135-70814-2 1-280-16432-8 0-203-97931-1
Edizione	[1st ed.]
Descrizione fisica	1 online resource (241 p.)
Disciplina	372.3/5044/0941
Soggetti	Science - Study and teaching (Elementary) - Great Britain Science teachers - In-service training - Great Britain
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. 220-224) and index.
Nota di contenuto	Cover; Title; Copyright; Contents; List of Illustrations; Preface; Acknowledgements; 1 Introduction; The Professional Context; The Personal Context; The Conceptual Context; 2 Stories of Teachers' Development; Introduction; Angela; Brenda; Chris; Kay; Lesley; Steve; 3 Individual Characteristics of Development; Looking Closer at Individualities; Extracts from my Observational Notes of the Session; Issues Raised by this Vignette; Improved Scientific Learning and Changes in Chris's Teaching; Kay and the 'White Powders' Episode; An Early Aspect of Lesley's Development: Seeing is Believing Saying What you Mean and Meaning What you Say Towards a Better Understanding of Action Inquiry; Steve's Use of Zigzagging in his Action Research; Steve's Use of a Diary for Reflective Learning; Summary; 4 Common Characteristics of Development; Introduction; Searching for Commonalities; Starting Points for Personal Professional Development; Early Stages of Personal Professional Development; The Impact of the Tutor's Visit to the Course Member's Classroom; Developments During the Later Stages of the Course; The Concluding Stage of the Course; 5 Describing, Enabling and Assessing Development My Personal Professional Development Professional Autonomy; Implications for Course Design; Assessing Personal Professional

Development; 6 Development through Action Research; Epistemological Considerations; An Inquiry Model of Professional Development; Pedagogy and Course Design for Enabling Personal Professional Development; Assessment; Conclusion; References; Index

Sommario/riassunto

Dominant theories about primary science contend that knowledge is the key. Ovens challenges this view, showing, through case studies, that inquiry and reflection play a significant part in the learning process. This applies to pupils, teachers and teacher educators. Taking curiosity as a pre-condition for good learning, Ovens shows that it is possible to increase the desire to learn more and learn better, to improve confidence in the ability to inquire, to imbue pupils with the courage to seek improvement, to place trust in collaborative processes, to raise awareness of significant detail and
