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	Autore	Pattaro, Enrico
	Titolo	Lineamenti per una teoria del diritto / Enrico Pattaro
	Pubbl/distr/stampa	Bologna : Cleb, 1985
	Descrizione fisica	470 p. ; 24 cm
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	Formato	Materiale a stampa
	Livello bibliografico	Monografia
2.	Record Nr.	UNINA9910960202703321
	Autore	Brown John L. <1947->
	Titolo	Making the most of understanding by design / / John L. Brown
	Pubbl/distr/stampa	Alexandria, Va., : Association for Supervision and Curriculum Development, c2004
	ISBN	9786610932924 9781416601395 1416601392 9781280932922 1280932929 9780871209894 0871209896
	Edizione	[1st ed.]
	Descrizione fisica	1 online resource (218 p.)
	Altri autori (Persone)	WigginsGrant P. <1950->
	Disciplina	375/.001
	Soggetti	Curriculum planning - United States Curriculum-based assessment - United States Learning Comprehension
	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 and index.
Nota di contenuto	Introduction -- Implementing Understanding by design : a summary of lessons learned -- Designing and developing school and district curricula -- Promoting student achievement and addressing state and district standards -- Promoting student understanding -- Promoting exemplary professional development programs and practices -- Improving preservice training and teacher-induction programs -- Facilitating organization development, continuous improvement, and strategic planning -- Looking to the future of Understanding by design.
Sommario/riassunto	Thousands of educators worldwide are already using Grant Wiggins and Jay McTighe's Understanding by Design (UbD) as a framework for designing curriculum units, performance assessments, and instruction that lead students to deep understanding of content. This book, based on data gathered from surveys, interviews, and focus group discussions, reflects what educators have learned about effective UbD implementation and explores how schools and districts can leverage UbD principles to improve student achievement, staff performance, and organizational productivity. Educators who have used the UbD framework for several years in various school settings present advice, strategies, and processes for using Understanding by Design to* Design purposeful, coherent curricula* Deliver instruction that promotes understanding for all* Unpack district standards* Expand assessment repertoires* Create meaningful and effective professional development and teacher-induction programs* Sustain a successful process of continuous improvement and strategic planning.Each chapter concludes with organization-focused assessment questionnaires and related resources that can help you-as an individual or as a member of a study group or action research team-develop a clear, strategic sense of how to make the most of Understanding by Design as a catalyst for real learning, increased student achievement, and school and district renewal.John L. Brown is an educational consultant for ASCD, where he works with product and professional development and serves as a member of the national training cadres for Understanding by Design and What Works in Schools.