

1. Record Nr.	UNINA9910963873103321
Titolo	How students learn : history in the classroom / / Committee on How People Learn, A Targeted Report for Teachers ; M. Suzanne Donovan and John D. Bransford, editors
Pubbl/distr/stampa	Washington, D.C., : National Academies Press, c2005
ISBN	9780309547994 0309547997
Edizione	[1st ed.]
Descrizione fisica	1 online resource (280 p.)
Altri autori (Persone)	DonovanSuzanne BransfordJohn
Disciplina	370.1523
Soggetti	Learning Classroom management Curriculum planning History - Study and teaching (Elementary) History - Study and teaching (Secondary)
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes the introduction and concluding chapter and the the subset of chapters focusing on history from How students learn : history, mathematics, and science in the classroom.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	""Front Matter""; ""Preface""; ""Contents""; ""1 Introduction""; ""Part I HISTORY""; ""2 Putting Principles into Practice: Understanding History""; ""3 Putting Principles into Practice: Teaching and Planning""; ""4 "They Thought the World Was Flat?" Applying the Principles of How People Learn in Teaching High School History""; ""A FINAL SYNTHESIS: REVISITING THE THREE LEARNING PRINCIPLES""; ""13 Pulling Threads""; ""Biographical Sketches of Committee Members and Contributors""; ""Index""
Sommario/riassunto	How do you get a fourth-grader excited about history? How do you even begin to persuade high school students that mathematical functions are relevant to their everyday lives? In this volume, practical questions that confront every classroom teacher are addressed using the latest research on cognition, teaching and learning. The text builds on the discoveries detailed in last year's bestselling How People Learn.

Now, these findings are presented in a way that teachers can use immediately, to revitalize their work in the classroom for even greater effectiveness.
