

1. Record Nr.	UNISOBE600200069776
Autore	Aristoteles
Titolo	La metafisica / Aristotele ; Tradotta in Latino dal Cardinale Bessarione ; e recata in Italiano con note a compendio del commento di San Tommaso D'Aquino dal Sac. Dott. Giacomo Dal Sasso
Pubbl/distr/stampa	Padova : s.e., 1944
Descrizione fisica	XVI,478 p. ; 22 cm
Lingua di pubblicazione	Italiano Latino
Formato	Materiale a stampa
Livello bibliografico	Monografia
2. Record Nr.	UNINA9910965363303321
Autore	Flavian Heidi
Titolo	Mediation and thinking development in schools : theories and practices for education : theories and practices for educators / / Heidi Flavian (Achva Academic College, Israel)
Pubbl/distr/stampa	London, England : , : Emerald Publishing, , [2019] ©2019
ISBN	9781787560222 1787560228 9781787560208 1787560201
Edizione	[1st ed.]
Descrizione fisica	1 online resource (150 pages)
Collana	Emerald points
Disciplina	371.102
Soggetti	Teaching Education - Teaching Methods & Materials - General Teaching skills & techniques
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.

Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Introduction -- Chapter 1. Thinking development -- Chapter 2. Mediation : a unique educational process -- Chapter 3. School students : learning differentiation teachers need to recognize -- Chapter 4. Mediation and teaching for students' thinking development.
Sommario/riassunto	The benefits of mediation upon the development of children is an area that is yet to be fully explored. Mediation promotes learning through learner interactions with the environment and puts emphasis on the idea that society is responsible for all children's development. This book offers a unique practical model of effective mediation that integrates mediation theories from different periods and draws upon the work of five theoreticians; Dewey, Piaget, Vygotsky, Feuerstein, and Gardner. Key results from more recent neuropedagogical research are also presented. Mediation and Thinking Development in Schools supports the idea that academic achievements are not enough to measure a child's development; forward-thinking educators know that they not only have to teach specific disciplinary content, but also knowledge and skills that will be useful in their students' future. Hence, there is a need to understand how to mediate knowledge acquisition rather than be the source of knowledge. By fully illuminating the theory and the practice of mediation, this important text will prove invaluable for leaders, researchers and teachers in primary and secondary education.