

1. Record Nr.	UNISA996384827303316
Autore	Hodges Richard, School-Master
Titolo	The English primrose [[electronic resource]] : far surpassing al others of this kinde, that ever grew in any English garden, by the ful sight whereof, there wil manifestly appear, the easiest and speediest-way, both for the true spelling and reading of English, as also for the true-writing thereof, that ever was publicly known to this day // planted (with no smal pains) by Richard Hodges, a School-master .
Pubbl/distr/stampa	London, : Printed for Richard Cotes, 1644
Descrizione fisica	[112] p
Soggetti	English language - Early modern, 1500-1700 - Orthography and spelling English language - Early modern, 1500-1700 - Pronunciation
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	The diacritical marks which are on the t.p. have been omitted. Reproduction of original in Huntington Library.
Sommario/riassunto	eebo-0113

2. Record Nr.	UNISA996393219203316
Titolo	Two ordinances of the Lords and Commons assembled in Parliament [[electronic resource]] : One concerning 23000 li. lately lent by the Lord Major, aldermen, and Commons of London, which they are willing yet a while longer to forbear, and have undertaken to doe their utmost endeavour to advance and lend 17000 li. more, to be forthwith sent to the army to supply the present pressing necessities thereof. The other concerning debts and rents of houses, to be gathered and paid to the collectors of the weekly assessment, due to such as refuse to pay, and where there is no sufficient distress to be found. Die Lunæ, 8 Maii, 1643. Ordered by the Lords and Commons assembled in Parliament, that these two ordinances shall be forthwith printed and published. John Browne Cler. Parlamento
Pubbl/distr/stampa	[London], : May 9. Printed for John Wright, in the Old-Bailey, 1643
Descrizione fisica	[8] p
Soggetti	Taxation - Law and legislation - Great Britain Great Britain History Civil War, 1642-1649 Early works to 1800
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Place of publication from Wing. The ordinances are of 6 May, 1643. Cf. Lambert, S. Printing for Parliament, 1641-1700, p. 55. Reproduction of the original in the British Library.
Sommario/riassunto	eebo-0018

3. Record Nr.	UNINA9910967649603321
Titolo	Discipline-based education research : understanding and improving learning in undergraduate science and engineering // Susan R. Singer, Natalie R. Nielsen, and Heidi A. Schweingruber, editors. ; Committee on the Status, Contributions, and Future Directions of Discipline-Based Education Research, Board on Science Education, Division of Behavioral and Social Sciences and Education, National Research Council of the National Academies
Pubbl/distr/stampa	Washington, D.C., : National Academies Press, 2012
ISBN	9780309254144 0309254140 9781283636315 128363631X 9780309254120 0309254124
Edizione	[1st ed.]
Descrizione fisica	1 online resource (282 p.)
Altri autori (Persone)	SingerSusan R NielsenNatalie <1966-> SchweingruberHeidi A
Disciplina	507.11
Soggetti	Science - Study and teaching (Higher) - United States Engineering - Study and teaching (Higher) - United States
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.
Nota di contenuto	""Front Matter""; ""Acknowledgments""; ""Contents""; ""In Memoriam, Michael Edward Martinez""; ""Executive Summary""; ""Section I: Status of Discipline-Based Education Research""; ""1 Introduction""; ""2 The Emergence and Current State of Discipline-Based Education Research""; ""Section II: Contributions of Discipline-Based Education Research""; ""3 Overview of Discipline-Based Education Research""; ""4 Identifying and Improving Students Conceptual Understanding in Science and Engineering""; ""5 Problem Solving, Spatial Thinking, and the Use of Representations in Science and Engineering"" ""6 Instructional Strategies""""7 Some Emerging Areas of Discipline-

Based Education Research"; "Section III: Future Directions for Discipline-Based Education Research"; "8 Translating Research into Teaching Practice: The Influence of Discipline-Based Education Research on Undergraduate Science and Engineering Instruction"; "9 Future Directions for Discipline-Based Education Research: Conclusions and Recommendations"; "References"; "Appendix: Biographical Sketches of Committee Members and Staff"

Sommario/riassunto

The National Science Foundation funded a synthesis study on the status, contributions, and future direction of discipline-based education research (DBER) in physics, biological sciences, geosciences, and chemistry. DBER combines knowledge of teaching and learning with deep knowledge of discipline-specific science content. It describes the discipline-specific difficulties learners face and the specialized intellectual and instructional resources that can facilitate student understanding. Discipline-Based Education Research is based on a 30-month study built on two workshops held in 2008 to explore evidence on promising practices in undergraduate science, technology, engineering, and mathematics (STEM) education. This book asks questions that are essential to advancing DBER and broadening its impact on undergraduate science teaching and learning. The book provides empirical research on undergraduate teaching and learning in the sciences, explores the extent to which this research currently influences undergraduate instruction, and identifies the intellectual and material resources required to further develop DBER. Discipline-Based Education Research provides guidance for future DBER research. In addition, the findings and recommendations of this report may invite, if not assist, post-secondary institutions to increase interest and research activity in DBER and improve its quality and usefulness across all natural science disciplines, as well as guide instruction and assessment across natural science courses to improve student learning. The book brings greater focus to issues of student attrition in the natural sciences that are related to the quality of instruction. Discipline-Based Education Research will be of interest to educators, policy makers, researchers, scholars, decision makers in universities, government agencies, curriculum developers, research sponsors, and education advocacy groups.
