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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	List of Figures and Tables -- Notes on Contributors -- List of Abbreviations and Acronyms -- Introduction, Dario Luis Banegas (University of Warwick, UK) -- 1. Pre-service and Novice Teachers' Perceptions on Second Language Teacher Education, Mariel Amez and Elsa Dobboletta (Institute of Higher Education "Olga Cossettini", Argentina) -- 2. Enhancing Student Engagement with Academic Learning in EFL Pre-Service Teacher Education Courses, Chunmei Yan (Central China Normal University, China) -- 3. Empowering Beginning English Language Teachers in Literacy Pedagogical Practices, Donna Lim, Linda Mary Hanington and Willy A. Renandya (National Institute of Education, Nanyang Technological University, Singapore) -- 4. Strengthening the Link between University Curricula and English Language Student-Teacher Preparedness, Alice Kiai (Catholic University of Eastern Africa, Kenya) and Angelina Nduku Kioko (United States International University -Africa, Kenya) -- 5. Supporting Post-Observation Feedback in the EFL Teaching Practicum, Georgina Ma -- (University of the Witwatersrand, South Africa & UniServices, New

Zealand) -- 6. TechnologyMediated Initial Teacher Education, Gabriel Diaz Maggioli -- (National Administration of Public Education, Uruguay) -- 7. Exploring Student-Teachers' Professional Identity Development through Discourse in an Online Language Teacher Education Programme, Graciela Ines Manzur and Cecilia Zemborain (Institute of Higher Education in Modern Languages "Juan Ramon Fernandez", Argentina) -- 8. Self-Regulation and Language Teacher Training in Colombia, Liliana Cuesta Medina, Carl Edlund Anderson and Jermaine S. McDougald (University of La Sabana, Colombia) -- 9. English Language Teaching and Reflection in Higher Education, Agustin Reyes Torres (University of Valencia, Spain) -- 10. Critical Awareness in Language Teacher Development, Claudia Saraceni (University of Bedfordshire, UK) -- 11. Emancipating EFL Student-Teachers through Audiovisual Identity Texts, Luis S. Villacanas de Castro (University of Valencia, Spain) -- 12. Globalization, Superdiversity, Language Learning and Teacher Education in Brazil, Fernanda Coelho Liberali -- (Pontific Catholic University of Sao Paulo, Brazil) -- Conclusion, Dario Luis Banegas -- (University of Warwick, UK) -- Index

Sommario/riassunto

"Trainees' voices, beliefs and experiences as learners, shaped by the tension and dialogue between internal and external theories of teaching and learning, inevitably penetrate the Initial English Language Teacher Education (IELTE) curriculum. Scrutinising these beliefs and experiences, Initial English Language Teacher Education provides readers with vivid and informed accounts of IELTE from around the world. Approaching IELTE from a sociocultural perspective, the authors analyse future teachers' trajectories and educational histories in order to understand their experiences as learners, unpack internal beliefs, and problematise the relationships between such beliefs with theories and research in the field. Exploring accounts from a number of under-researched contexts, Initial English Language Teacher Education investigates and analyses perspectives from Argentina, Brazil, China, Colombia, Kenya, Romania, Singapore, South Africa, Spain and Uruguay. Through the eyes of future teachers, the chapters address issues such as: trainee motivation, tensions between theory and practice, role of feedback, teacher development and identity, critical pedagogies, online teacher education and intercultural awareness."--

2. Record Nr.	UNINA9910975230003321
Titolo	From molecules to minds : challenges for the 21st century : workshop summary / / Matthew Hougan and Bruce Altevogt, rapporteurs ; Forum on Neuroscience and Nervous System Disorders, Board on Health Sciences Policy, Institute of Medicine of the National Academies
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Edizione	[1st ed.]
Descrizione fisica	1 online resource (91 p.)
Altri autori (Persone)	AltevogtBruce M HouganMatthew
Disciplina	612.8
Soggetti	Brain - Research Chemistry - Philosophy Neurosciences Biomedical Research Brain Mapping Brain - physiology Nervous System Diseases Conference Proceedings.
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. 31-32).
Nota di contenuto	Introduction -- Grand challenge : how does the human brain work and produce mental activity? -- Grand challenge : nature versus nurture : how does the interplay of biology and experience shape our brains and make us who we are? -- Grand challenge : how do we keep our brains healthy? Do we protect, restore, or enhance the functioning of our brains as we age? -- Inspiring the next generation of scientists --

Challenges and technical limitations -- Ethical considerations --
Conclusion: On the cusp -- Appendixes.

Sommario/riassunto

Neuroscience has made phenomenal advances over the past 50 years and the pace of discovery continues to accelerate. On June 25, 2008, the Institute of Medicine (IOM) Forum on Neuroscience and Nervous System Disorders hosted more than 70 of the leading neuroscientists in the world, for a workshop titled "From Molecules to Minds: Challenges for the 21st Century." The objective of the workshop was to explore a set of common goals or "Grand Challenges" posed by participants that could inspire and rally both the scientific community and the public to consider the possibilities for neuroscience in the 21st century. The progress of the past in combination with new tools and techniques, such as neuroimaging and molecular biology, has positioned neuroscience on the cusp of even greater transformational progress in our understanding of the brain and how its inner workings result in mental activity. This workshop summary highlights the important issues and challenges facing the field of neuroscience as presented to those in attendance at the workshop, as well as the subsequent discussion that resulted. As a result, three overarching Grand Challenges emerged: How does the brain work and produce mental activity? How does physical activity in the brain give rise to thought, emotion, and behavior? How does the interplay of biology and experience shape our brains and make us who we are today? How do we keep our brains healthy? How do we protect, restore, or enhance the functioning of our brains as we age?