

1. Record Nr.	UNISA996215960103316
Titolo	2007 International Conference on Design & Technology of Integrated Systems in Nanoscale Era, Rabat, Morocco, 2-5 September 2007
Pubbl/distr/stampa	[Place of publication not identified], : IEEE, 2007
ISBN	1-5090-8510-6 1-4244-1278-1
Soggetti	Integrated circuits - Design and construction Integrated circuits - Testing Nanotechnology - Design Microelectronics Electrical & Computer Engineering Electrical Engineering Engineering & Applied Sciences
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph

2. Record Nr.	UNINA9910972077403321
Autore	Aubusson Peter
Titolo	Action learning in schools : reframing teachers' professional learning and development / / Peter Aubusson, Robyn Ewing and Garry Hoban
Pubbl/distr/stampa	London ; ; New York, : Routledge, 2009
ISBN	1-136-61696-9 1-283-59088-3 9786613903334 0-203-53733-5 1-136-61697-7
Edizione	[1st ed.]
Descrizione fisica	1 online resource (161 p.)
Altri autori (Persone)	EwingRobyn HobanGarry F <1953-> (Garry Francis)
Disciplina	370.71/5
Soggetti	Teachers - In-service training Active learning
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	Cover; Action Learning in Schools: Reframing teachers' professional learning and development; Copyright; Contents; Acknowledgements; Foreword; Chapter 1 Our remedies oft in ourselves do lie: Introduction; Chapter 2 Positioning action learning; Chapter 3 Enabling action learning: getting started; Chapter 4 The dynamics of action learning; Chapter 5 Community; Chapter 6 Facilitating action learning: the academic partner's role; Chapter 7 Gathering and learning from evidence; Chapter 8 Ethical action learning; Chapter 9 Sustaining professional learning through action learning Chapter 10 Epilogue: extending action learningGlossary; References; Index
Sommario/riassunto	Teaching is becoming increasingly complex in the 21st Century, creating a need for more sophisticated frameworks to support teachers' professional learning. Action learning is one such framework and has been used for workplace learning in business settings for many years. It is now becoming increasingly popular in school and university settings, but it is often misunderstood. This book clarifies what action learning

is, linking key concepts to illustrate that it is not merely a process, but a dynamic interaction between professional learning, communities, leadership and change. T

---