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Nota di contenuto	chapter INTRODUCTION / Gavin J. Andrews -- chapter 1 Geographical studies in ageing: progress and connections to social gerontology / Gavin J. Andrews -- chapter 2 PLACING AGEING -- Positionings in the study of older people / Robin A. Kearns -- chapter 3 Multi-disciplinary configurations in gerontology / Pia C. Kontos -- chapter 4 INTERNATIONAL DEMOGRAPHIC TRANSITIONS / Kevin McCracken -- chapter 5 RESIDENTIAL HOMES -- From distributions in space to the elements of place / Gavin J. Andrews -- chapter 6 HOME AS A NEW SITE OF CARE PROVISION AND CONSUMPTION / Janine Wiles -- chapter 7 HEALTHY AGEING IN THE COMMUNITY / Helen Bartlett -- chapter 8 The physically ageing body and the use of space KICHU NAIR / Kichu Nair -- chapter 9 ENVIRONMENT AND PSYCHOLOGICAL RESPONSES TO AGEING / Robyn Findlay -- chapter 10 Ageing in rural communities:

vulnerable people in vulnerable places / Alun E. Joseph -- chapter 11
AGEING AND THE URBAN ENVIRONMENT / David R. Phillips, Oi-Ling Siu,
Anthony G.-O. Yeh and Kevin H. C. Cheng -- chapter 12 IMAGINED
LANDSCAPES OF AGE AND IDENTITY / Andrew Blaikie -- chapter 13
CATALOGUING OLD AGE / Bill Bytheway -- chapter 14 MAKING SPACE
FOR IDENTITY / Sheila M. Peace.

Sommario/riassunto

During recent years, an increasing amount of academic research has focused on older people with a particular emphasis on settings, places and spaces. This book provides a comprehensive review of research and the policy area of 'ageing and place'. An insightful book on an important topic, Andrews and Phillips have together edited a valuable information and reference source for those with interests in the spatial dimensions of ageing in the twenty-first century. Ranging from macro-scale perspectives on the distribution of older populations on national scales, to the meaning of specific local places and settings to older individuals, on the micro-scale, the book spans an entire range of research traditions and international perspectives.

2. Record Nr.	UNINA9911009290003321
Autore	Bober Tom
Titolo	Building News Literacy : Lessons for Teaching Critical Thinking Skills in Elementary and Middle Schools // Tom Bober
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Nota di bibliografia

Includes bibliographical references and index.

Nota di contenuto

Acknowledgments 1-News Literacy in Elementary and Middle Schools? Where Do Elementary and Middle School Students Get Their News? Defining News By Format By Geography Hard News and Soft News By Creator or Reporter By Legitimacy Recruiting Everyone in the Effort What This Book Attempts to Do 2-Challenges to Be Addressed by Developing News Literacy in Students Reading Digital vs. Print Trusting the Messenger and the Message Organizing Facts, Commentary, and Personal Reactions Instilling the Importance of Reliability and Credibility Making Sourcing and Contextualizing Automatic Abandoning Old Approaches to Information and News Literacy 3-News Literacy: Tying Together Multiple Literacies Across Subjects News Literacy: Made Up of Many Parts Text Literacy Visual Literacy Audiovisual Literacy Graphic and Geographic Literacy Comparing News Literacy to Historical Literacy News Literacy Across the Subject Areas 4-Lessons to Develop News Literacy Describing the News Lesson 1: Fact vs. Opinion Lesson 2: What Is News and What Isn't Lesson 3: Differentiating Between News and News Commentary Lesson 4: Reliability and Credibility News Analysis Strategies Lesson 5: Sourcing: Taking a First Look at New Information Lesson 6: Contextualizing: Placing News in the Moment Lesson 7: Close Reading: Uncovering the Story Lesson 8: Corroborating Information Across Multiple Sources Lesson 9: Asking Questions When Interacting with News Lesson 10: Word Choice in the News Lesson 11: Voices in the News: Finding Who Is Heard and Who Is Not Interacting with the News Lesson 12: Reading Across Headlines Lesson 13: Curating Sources: Expanding Beyond an Initial View Lesson 14: Going to the Source: Finding Primary Sources Lesson 15: Making Connections Between News Topics: Cause and Effect in the News Lesson 16: Stick with the Story: Following News over Time Lesson 17: The Quick Share: Sharing, Liking, and Commenting on News Understanding Oneself and Others as News Consumers Lesson 18: What Is My Opinion?: Being Aware of Our Own Biases Lesson 19: Rethinking Relationships: Reflecting on Affinities with News Sources Lesson 20: Interacting with and Reacting to Emotionally Charged News Topics Lesson 21: How Will Others Read This?: Predicting Audience Viewpoints References Index

Sommario/riassunto

Every upper-elementary and middle school educator can teach news literacy and connected literacies, including text, visual, graphic, and video literacy, using this book. This book suggests that news literacy is made up of several other literacies and skills that must not only be explored across the subject areas, but also connected to students' real-world consuming and sharing habits. A series of lessons, some using technology, lay a foundation for building these multiple literacies and skills. While not meant to be a complete program, the lessons provide a holistic experience and are adaptable to personalize students' learning. The author melds strategies for finding and making meaning from information, the multiple literacies that young consumers of news must be familiar with to navigate news and other information, and the digital skills necessary to navigate today's news options. Whether students encounter news in the firewall-protected classroom or pushed out to them on their phones, the series of lessons encourage them to give pause and ask important questions as they move beyond simply consuming to become critical readers of the news.