

1. Record Nr.	UNISA990002178690203316
Autore	ITALIA
Titolo	La nuova legge sull'inquinamento delle acque : testo della Legge Merli coordinato e modificato dalla L. 650, 1979 / con introduzione [a cura di] Franco Giampietro, Pasquale Giampietro
Pubbl/distr/stampa	Milano : Giuffrè, 1980
Descrizione fisica	87 p. ; 22 cm
Collocazione	XXIV.3.P 431 (IG IV 579)
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia
2. Record Nr.	UNINA9910452539603321
Autore	VanSledright Bruce
Titolo	Assessing historical thinking and understanding : innovative designs for new standards // Bruce A. VanSledright
Pubbl/distr/stampa	New York, NY ; ; Abingdon, Oxon : , : Routledge, , 2014
ISBN	0-415-83698-0 1-135-04424-4 0-203-46463-X 1-135-04425-2
Descrizione fisica	1 online resource (144 p.)
Disciplina	973.0071/2
Soggetti	History - Study and teaching History - Study and teaching - Standards - United States Educational tests and measurements Electronic books.
Lingua di pubblicazione	Inglese
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Nota di contenuto Cover; Assessing Historical Thinking and Understanding; Title Page; Copyright Page; Table of Contents; Preface; 1 The Need for New Assessments in History Education; 2 A Sociocultural Cognitive Model for Learning History; 3 Mapping Assessment Tasks to the Learning Model; 4 Interpreting Assessment Tasks; 5 Standards, Assessments, Testing, and Questions of Alignment; Appendix; Index

Sommario/riassunto <P>Assessing Historical Thinking and Understanding advocates for a fundamental change in how educators think about making sense of learners' developing cognition and understanding in history. Author Bruce VanSledright argues that traditional and typical standardized testing approaches are seldom up to the task of measuring the more complex understandings students are asked to attain, as they cannot fully assess what the student knows. Rather, he points forward along a path toward changes in learning, teaching, and assessing that closely aligns with the Common Core State Standards. He

3. **Record Nr.** UNINA9910791494003321
- Titolo** Educating the whole child for the whole world [[electronic resource]] : the Ross School Model and education for the Global Era // edited by Marcelo M. Sussrez-Orozco and Carolyn Sattin-Bajaj
- Pubbl/distr/stampa** New York, : New York University Press, 2010
- ISBN** 0-8147-8655-3
0-8147-4141-X
- Descrizione fisica** 1 online resource (223 p.)
- Altri autori (Persone)** Suarez-OrozcoMarcelo M. <1956->
Sattin-BajajCarolyn
- Disciplina** 370.11
- Soggetti** Holistic education - New York (State) - East Hampton
Education and globalization
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- Formato** Materiale a stampa
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- Nota di bibliografia** Includes bibliographical references and index.
- Nota di contenuto** Frontmatter -- Contents -- Foreword: Reflections of a Ross School

Graduate -- Acknowledgments -- Introduction: Architectures of Care -- 1. Education in an Era of Specialized Knowledge -- 2. The Case for Global Education -- 3. A Tangled Web -- 4. Mind, Brain, and Education -- 5. Research Schools -- 6. Toward a New Educational Philosophy -- 7. Multimedia Literacy -- 8. Object Lessons -- 9. The Trouble with Math -- 10. Choreographing the Curriculum -- 11. Mathematics and Culture -- 12. The Butterflies of the Soul -- 13. Educating the Whole Child for the Whole World -- Epilogue: We Are Waiting for You -- Conclusion -- About the Contributors -- Index

Sommario/riassunto

An examination of new approaches to educating children in a globalized world. At the dawn of the twenty-first century, we are living in a global era, yet schooling systems remain generally reactive and slow to adapt to shifting economic, technological, demographic, and cultural terrains. There is a growing urgency to create, evaluate, and expand new models of education that are better synchronized with the realities of today's globally linked economies and societies. *Educating the Whole Child for the Whole World* examines one such model: the ethos and practices of the Ross Schools and their incubation, promotion, and launching of new ideas and practices into public education. Over the last two decades Ross has come to articulate a systematic approach to education consciously tailored for a new era of global interdependence. In this volume, world-renowned scholars from a variety of disciplines, as well as veteran teachers, administrators, and students, come together to examine some of the best practices in K-12 education in the context of an increasingly interconnected world.

Together they explore how the Ross model of education, which cultivates in students a global perspective, aligns with broader trends in the arts, humanities, and sciences in the new millennium.

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