

1. Record Nr.	UNISA996387915203316
Titolo	A Cronycle of yeres from the begynnyng of the worlde [[electronic resource]] : wherin ye shal fynde the names of all the kynges of Englande, of the mayres and shyryffes of the cytie of Lo[n]don, and brefelye of many notable actes done in, and syns the reygne of Kyng Henry the Fourth // newly augmented & corrected ; where vnto is added the lengthe, bredth, and compasse of Englande, with the nombre of parysshe churches, townes, bysshoprykes, and shyres in the same, besydes cyties, and castels, and also the wayes leadyng to the most notable places, and the dystaunce betwyxte the same
Pubbl/distr/stampa	[London], : Imprynted at London in Fletestrete, at the signe of the George by Wyllyam Myddylton, 1543
Descrizione fisica	[40] p
Soggetti	Great Britain History Chronology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Place of publication and publisher from colophon. Signatures: A-B C. Imperfect: stained. Reproduction of original in the Harvard University. Library.
Sommario/riassunto	eebo-0062

2. Record Nr.	UNINA9910255128703321
Autore	Chu Samuel (Samuel Kai Wah)
Titolo	21st Century Skills Development Through Inquiry-Based Learning : From Theory to Practice // by Samuel Kai Wah Chu, Rebecca B. Reynolds, Nicole J. Tavares, Michele Notari, Celina Wing Yi Lee
Pubbl/distr/stampa	Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2017
ISBN	9789811024818 9811024812
Edizione	[1st ed. 2017.]
Descrizione fisica	1 online resource (XV, 204 p.) : ill
Classificazione	32.16.12
Disciplina	371.3
Soggetti	Learning, Psychology of Educational technology Teachers - Training of Instructional Psychology Digital Education and Educational Technology Teaching and Teacher Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references at the end of each chapters.
Nota di contenuto	Part 1: 21st century skills education on the whole -- Chapter 1 Introduction -- Chapter 2 21st century skills and global education roadmap -- Part 2: 21st century skills education: Plagiarism-free inquiry Pjbl in Asia, Europe and North America -- Chapter 3 21st century skills education in Hong Kong and Shenzhen, China: Inquiry project-based and collaborative teaching/learning supported by Wiki -- Chapter 4 21st century skills education in Switzerland: An example of project-based learning using Wiki in science education -- Chapter 5 21st century skills education in the U.S.: An example of an inquiry-based game design learning approach -- Part 3: 21st century skills education in schools -- Chapter 6 Teachers' professional development -- Chapter 7 Guides and suggestions for pedagogy implementation in classrooms -- Chapter 8 Assessment instruments for 21st century skills -- Chapter 9 Summary and conclusions.
Sommario/riassunto	This book presents innovative instructional interventions designed to support inquiry project-based learning as an approach to equip

students with 21st century skills. Instructional techniques include collaborative team-based teaching, social constructivist game design and game play, and productive uses of social media such as wikis and other online communication affordances. The book will be of interest to researchers seeking a summary of recent empirical studies in the inquiry project-based learning domain that employ new technologies as constructive media for student synthesis and creation. The book also bridges the gap between empirical works and a range of national- and international-level educational standards frameworks such as the P21, the OECD framework, AASL Standards for the 21st Century Learner, and the Common Core State Standards in the US. Of particular interest to education practitioners, the book offers detailed descriptions of inquiry project-based learning interventions that can be directly reproduced in today's schools. Further, the book provides research-driven guidelines for the evaluation of student inquiry project-based learning. Lastly, it offers education policymakers insight into establishing anchors and spaces for applying inquiry project-based learning opportunities for youth today in the context of existing and current education reform efforts. The aim of this book is to support education leaders', practitioners' and researchers' efforts in advancing inspiring and motivating student learning through transformative social constructivist inquiry-based knowledge-building with information technologies. We propose that preparing students with inquiry mindsets and dispositions can promote greater agency, critical thinking and resourcefulness, qualities needed for addressing the complex societal challenges they may face.
