

1. Record Nr.	UNISA996390538803316
Autore	Stubbes Phillip
Titolo	The intended treason, of Doctor Parrie: and his complices, against the Queenes moste excellent Maiestie [[electronic resource]] : With a letter sent from the Pope to the same effect
Pubbl/distr/stampa	Imprinted at London, : For Henry Car, and are to be solde in Paules Church-yard at the signe of the Blazing Starre, [1585]
Descrizione fisica	[8] p
Altri autori (Persone)	Gregory, Pope, <1502-1585.>
Soggetti	Great Britain History Elizabeth, 1558-1603 Early works to 1800
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Signed at end: Phillip Stubbes Gentleman. Publication date from STC. Signatures: Aâ´. The letter, written for Pope Gregory XIII, is signed: Rome the 30. of Ianuary, 1584. .. N. Cardinall of Como. Reproduction of the original in the Henry E. Huntington Library and Art Gallery.
Sommario/riassunto	eebo-0113

2. Record Nr.	UNINA9910806801503321
Autore	McLeod Scott <1968->
Titolo	Different schools for a different world / / Scott McLeod, Dean Shareski
Pubbl/distr/stampa	Bloomington, Indiana : , : Solution Tree Press, , [2018] 2018
ISBN	1-943874-11-5
Descrizione fisica	1 online resource (xii, 61 pages)
Collana	Solutions series
Disciplina	370.973
Soggetti	Educational change - United States Education - Aims and objectives - United States Educational accountability - United States Comparative education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	ch. 1. The information literacy argument -- ch. 2. The economic argument -- ch. 3. The learning argument -- ch. 4. The boredom argument -- ch. 5. The innovation argument -- ch. 6. The equity argument -- ch. 7. The alternative.
Sommario/riassunto	This book details six key arguments for why educators must approach schooling differently in the 21st century: information literacy, the economy, learning, boredom, innovation, and equity. It examines what makes traditional school reforms counterproductive, the building blocks of deeper learning schools, the research that proves deeper learning environments enhance results, and examples of deeper learning schools showing emerging organizational and instructional models.