

1. Record Nr.	UNISA996391497103316
Autore	Tusser Thomas <1524?-1580.>
Titolo	1585. Fiue hundreth pointes of good husbandrie [[electronic resource] ] : as well for the champion or open countrie, as also for the woodland or seuerall, mixed in euerie month with huswiferie, ouer and besides the booke of huswiferie: corrected, better ordered, and newlie augmented to a fourth part more, with diuers other lessons, as a diet for the farmer, of the properties of winds, planets, hops, herbs, bees, and approoued remedies for sheepe and cattell, with manie other matters both profitable and not vnpleasant for the reader. Also a table of husbandrie at the beginning of this booke: and another of huswiferie at the end, for the better and easier finding of anie matter contained in the same. Newlie set forth by Thomas Tusser Gentleman
Pubbl/distr/stampa	At London, : Printed in the now dwelling house of Henrie Denham in Aldersagate street at the signe of the Starre, [1585]
Descrizione fisica	160, 143-144, [2] p
Soggetti	Agriculture Home economics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	An enlarged edition of "A hundreth good pointes of husbandrie", first published in 1557. In verse. Reproduction of the original in the British Library.
Sommario/riassunto	eebo-0018

2. Record Nr.	UNINA9910760295603321
Autore	Bartholomew Scott R
Titolo	Standards-Based Technology and Engineering Education : 63rd Yearbook of the Council on Technology and Engineering Teacher Education // edited by Scott R. Bartholomew, Marie Hoepfl, P. John Williams
Pubbl/distr/stampa	Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2023
ISBN	9789819957040 9819957044
Edizione	[1st ed. 2023.]
Descrizione fisica	1 online resource (319 pages)
Collana	Contemporary Issues in Technology Education, , 2510-0335
Altri autori (Persone)	HoepflMarie WilliamsP. John
Disciplina	620.0071
Soggetti	Technical education Science - Study and teaching Teachers - Training of Education Children Engineering and Technology Education Science Education Teaching and Teacher Education Childhood Education Educació STEM Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	1. Introduction -- 2. Lessons learned from implementation of standards in other content areas -- 3. PreK Engineering Education: What is core for standards-based planning and teaching at the beginning of the STEM pipeline? -- 4. The Development and Implementation of Standards-Based Technology and Engineering Curricula in Secondary Education -- 5. A Case Study of Excellence in Pre-Service Technology and Engineering Education Teacher Preparation -- 6. Professional development for in-service teachers: What does it

mean to teach a standards-based technology curriculum -- 7. Teaching a standards-based curriculum: The school administrator perspective -- 8. Assessment of standards-based curricula and programs -- 9. Communicating about STEL to external audiences -- 10. Areas of research for STEL practitioners.

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## Sommario/riassunto

This book brings together authors from around the world to discuss the Standards for Technological and Engineering Literacy: The Role of Technology and Engineering in STEM Education (STEL) released in July 2020 by the International Technology and Engineering Educators Association (ITEEA). The various chapters examine and elaborate on how educators must understand the structure of the standards used and their alignment with educational programs at specific levels and contexts, both in the context of the USA, and internationally. It also showcases case studies analyzing the use of standards in their various contexts from a number of countries which have either adapted STEL, or which have national Standards in Technology Education. The STEL represents a major update to the content standards that has guided the field of technology education (and, later, technology and engineering education) in the USA since 2000. In contrast to previous standards, STEL presents a substantial reduction in the number of standards and associated benchmarks, and the benchmarks have been operationalized to identify the key knowledge, skills, and dispositions associated with each standard. It also emphasizes a focus on core standards that should allow for deeper levels of understanding and engagement on the part of students, who in comprehensive educational programs will continue to revisit these core standards in increasingly sophisticated ways as they progress from Pre-K through Grade 12.

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