

1. Record Nr.	UNISALENTO991000376049707536
Autore	Spoerri, Walter
Titolo	Späthellenistische Berichte über Welt, Kultur und Götter / von Walter Spoerri
Pubbl/distr/stampa	Basel : Friedrich Reinhardt, 1959
Descrizione fisica	xvi, 274 p. ; 24 cm.
Collana	Schweizerische Beiträge zur Altertumswissenschaft ; 9
Disciplina	180
Soggetti	Cultura - Grecia antica Religione - Grecia antica Storia - Grecia antica
Lingua di pubblicazione	Tedesco
Formato	Materiale a stampa
Livello bibliografico	Monografia

2. Record Nr.	UNINA9910151567503321
Titolo	Student-driven learning strategies for the 21st century classroom / / [edited by] Nor Aziah Alias, Universiti Teknologi MARA, Malaysia ; Johan Eddy Luaran, Universiti Teknologi MARA, Mapaysia
Pubbl/distr/stampa	Hershey, Pennsylvania : , : IGI Global, , [2017] 2017
Descrizione fisica	1 online resource (xxiii, 433 pages) : illustrations (some color), charts
Collana	Advances in educational technologies and instructional design (AETID) book series
Disciplina	371.39/43
Soggetti	Self-culture Learning, Psychology of
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"Premier reference source" --cover.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Developing student-driven learning: the patterns, the context, and the process / Chris Watkins -- Challenge: 4000 years of behavioral conditioning define the designs of face-to-face classrooms - next generation learning environments / Lennie Scott-Webber -- Reflective learning and the growth of intellect and identity / Jamiah Baba, Nabilah Abdullah -- The STEM project team as a student-developed learning environment: the urgent need for teamwork capability in the 21st century economy / Michael Beyerlein, Soo Jeoung Han -- Self-management strategies in a student-driven learning environment / Teoh Sian Hoon, Kor Liew Kee, Nur Shaminah Mustafa Kamalu -- Pedagogical approaches for the 21st century student-driven learning in STEM classrooms / Sema A. Kalaian -- Student-driven learning within a technology-enhanced learning environment / Gurnam Kaur Sidhu, Ranjit Kaur, Lim Peck Choo -- Technology adoption as a student-driven learning strategy / Neeta Baporikar -- Promoting greater interactivity and participative learning through collaborative and virtual learning space / Chee Leong Lim, Siew Fun Tang -- 21st-century students in 20th century classrooms: promoting student-centred learning in mismatched Caribbean classrooms / Jason Marshall, Karen Thomas, Sandra Robinson -- Enhancing the 21st century learning experience:

enabling learners / Fay Patel, Fadhliyah Saipul, Regina Chan -- Service Learning for inclusive society in Malaysia: driving learning through meaningful experience / Roslinda Alias [and 4 others] -- The evolution of pedagogy for non-traditional students at a UK higher education institution / Tim Goodchild -- A new partnership in doctoral education in business administration: a contemporary approach / Florence Richman, Brian W. Sloboda -- Encountering the unknown knowns: cultivating creative inquiry in undergraduate economics students through contemplative reading / Daniel Blackshields -- T-MALL-integrated model of engagement for student-driven learning / Cecile Gabarre, Serge Gabarre, Rosseni Din -- Facilitating meaningful reading and writing practices in urban schools through student-generated literacy initiatives / Anne Katz -- Corpora as tools for self-driven learning: a corpus-based ESP course / Reka R. Jablonkai, Neva Cebon -- Enhancing student-driven learning strategies by examining the faculty conceptions of teaching / Despina Varnava Marouchou -- Teaching law: the learner in the driver's seat / Sheela Jayabalan -- Supporting student-driven learning: enhancing their reflection, collaboration, and creativity / Zineb Djoub -- Skill of forecasting career trends: a new skill needed in 21st century education / Sherouk J. Kadhm.

Sommario/riassunto

"This book provides a thorough examination of the benefits and challenges experienced in learner-driven educational settings and how to effectively engage students in these environments"--Provided by publisher.
