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| 1. Record Nr.           | UNISOBSOBE00042716   |
| Titolo                  | 20: Epistolario, 7 : 7 settembre 1816-fine del 1818 / Ugo Foscolo ; a cura di Mario Scotti |
| Pubbl/distr/stampa      | Firenze : Le Monnier, 1970   |
| Descrizione fisica      | XV, 551 p. ; 25 cm   |
| Lingua di pubblicazione | Italiano   |
| Formato                 | Materiale a stampa   |
| Livello bibliografico   | Monografia   |
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| 2. Record Nr.           | UNINA9910461506503321   |
| Autore                  | Hansen Edmund <1952->   |
| Titolo                  | Idea-based learning [[electronic resource] ] : a course design process to promote conceptual understanding / / Edmund J. Hansen   |
| Pubbl/distr/stampa      | Sterling, Va., : Stylus Pub., 2011  |
| ISBN                    | 1-57922-615-9   |
| Edizione                | [1st ed.]   |
| Descrizione fisica      | 1 online resource (225 p.)  |
| Disciplina              | 378.1/990973  |
| Soggetti                | Education, Higher - Curricula - United States<br>Curriculum planning - United States<br>Concept learning<br>Electronic books.   |
| Lingua di pubblicazione | Inglese   |
| Formato                 | Materiale a stampa  |
| Livello bibliografico   | Monografia  |
| Note generali           | Description based upon print version of record.   |
| Nota di bibliografia    | Includes bibliographical references and index.  |
| Nota di contenuto       | Cover; CONTENTS; LIST OF FIGURES; ACKNOWLEDGMENTS; 1. PRACTICAL BENEFITS OF COURSE DESIGN; Faculty Stressors in Teaching; Lack of Students' Intellectual Curiosity; Students' Academic Underpreparedness; Fear of Antagonizing Students; Time Spent on Grading Papers; The Addition of New Teaching Roles; Benefits From Idea-Based Course Design; Focus on the Big Picture Gives Direction and Reduces Information Overload; Detailed Criteria for Quality |

Performance Are Defined Up Front; Ample Practice Opportunities for Key Skills Are Built Into the Design  
 Courses Are Built Around Authentic Performance Tasks  
 The Emphasis on Formative Assessment Turns the Faculty Into Coaches; Course Activities Are Structured to Overcome Students' Barriers Against Critical Thinking; Idea-Based Learning; Some Principles; 2. BACKWARD DESIGN; Traditional Course Design; How Do Faculty Spend Their Time When Designing a Course?; Which Course Design Approaches Have Been Documented by Research?; The Flowchart of Traditional Course Design; How Are Course Goals/Outcomes Established?; Critique of the Traditional Design; Why Faculty Might Not Believe in Course Design  
 Where Is the Student in Traditional Course Design? How Does the "Logic of the Content" Differ From the "Logic of Learning the Content"?; The Backward Design Model; What Is Curricular Alignment?; The Importance of Course Design; How Course and Curriculum Development Fit Together; 3. LEARNING OUTCOMES; Problems With (Conceptualizing) Learning Outcomes; Why Formulate Goals at All?; A History of Changing Terminology; Identifying Big Ideas; First, Look at the Curriculum!; How to Establish Priorities; Deriving Enduring Understandings; Connecting Big Ideas With Student Horizons  
 Which Understandings Are Enduring? Determining Learning Outcomes; How General and How Specific Should They Be?; Examples From Specific Courses; Linking Them With Different "Facets of Understanding"; 4. REMOVING BARRIERS TO CRITICAL THINKING; Significance of Critical Thinking; Critical Thinking Isn't Just for Upper-Level Classes; Lay Definitions of Critical Thinking; The Critical Thinking That Instructors Assume Is Implied in Their Courses; The Confusing State of the Critical Thinking Literature; How Many Characteristics Does Critical Thinking Have?; Critical Thinking in Different Disciplines  
 Need for Teaching Critical Thinking  
 Is Critical Thinking Acquired "Naturally"?; How College Students Have Changed; Barrier 1: Intellectual Development; How Students' Thinking About Learning Evolves; How These Developmental Orientations Affect Students' Learning Behaviors; Barrier 2: Habits of Mind; How Intellectual Habits Affect Learning; Which Intellectual Habits Are Important for Critical Thinking?; Barrier 3: Misconceptions; Why Learning Often Requires "Unlearning" First; The Typical Misconceptions That Plague Various Disciplines; Barrier 4: Complex Reasoning  
 Why Thinking/Understanding Is Deeper Than Knowing

## Sommario/riassunto

Synthesizing the best current thinking about learning, course design, and promoting student achievement, this is a guide to developing college instruction that has clear purpose, is well integrated into the curriculum, and improves student learning in predictable and measurable ways. The process involves developing a transparent course blueprint, focused on a limited number of key concepts and ideas, related tasks, and corresponding performance criteria; as well as on frequent practice opportunities, and early identification of potential learning barriers. Idea-based Learning takes as its point

3. Record Nr.	UNIORUON00136971
Autore	Vaccari, Oreste
Titolo	Ei-wa kaiwa kojiten = The New up-to-date English-Japanese conversation Dictionary / Oreste Vaccari and Enko Elisa Vaccari
Pubbl/distr/stampa	Tokyo, : Vaccari Gogaku kenkyujo, 1963
Descrizione fisica	498 p. ; 15 cm
Classificazione	GIA II A
Altri autori (Persone)	Vaccari, Enko Elisa
Soggetti	Lingua giapponese - Conversazione - Dizionari
Lingua di pubblicazione	Giapponese Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia