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The improvement of science education is a common goal worldwide. Countries not only seek to increase the number of individuals pursuing careers in science, but to improve scientific literacy among the general population. As the teacher is one of the greatest influences on student learning, a focus on the preparation of science teachers is essential in achieving these outcomes. A critical component of science teacher education is the methods course, where pedagogy and content coalesce. It is here that future science teachers begin to focus simultaneously on the knowledge, dispositions and skills for teaching secondary science in meaningful and effective ways. This book provides a comparison of secondary science methods courses from teacher education programs all over the world. Each chapter provides detailed descriptions of the national context, course design, teaching strategies, and assessments used within a particular science methods course, and is written by teacher educators who actively research science teacher education. The final chapter provides a synthesis of common themes and unique features across contexts, and offers directions for future research on science methods courses. This book offers a unique combination of 'behind the scenes' thinking for secondary science methods course designs along with practical teaching and assessment strategies, and will be a useful resource for teacher educators in a variety of international contexts.

Education in the 21st century is shifting focus from accessing and sharing information to designing active and collaborative learning environments which foster student engagement and critical thinking skills. Active learning features a hands-on, activity-based teaching approach during which students synthesize information and take joy in new discovery. The Handbook of Research on Learner-Centered Pedagogy in Teacher Education and Professional Development presents a comprehensive look into the methodologies and strategies necessary to establish classroom climates in which students feel free to question their preconceptions and express opinions. Featuring chapters from international researchers, this book is ideal for administrators, teachers, policy makers, and students of education.

A philologist and medieval scholar, J. R. R. Tolkien never intended to write immensely popular literature that would challenge traditional ideas about the nature of great literature and that was worthy of study in colleges across the world. He set out only to write a good story, the kind of story he and his friends would enjoy reading. In *The Hobbit* and in *The Lord of the Rings*, Tolkien created an entire world informed by his vast knowledge of mythology, languages, and medieval literature. In the 1960s, his books unexpectedly gained cult status with a new generation of young, countercultural readers. Today, the readership for Tolkien's absorbing secondary world--filled with monsters, magic, adventure, sacrifice, and heroism--continues to grow. Part 1 of this volume, "Materials," introduces instructors to the rich array of resources available for teaching Tolkien, including editions and criticism of his fiction and scholarship, historical material on his life and times, audiovisual materials, and film adaptations of his fiction. The essays in part 2, "Approaches," help instructors introduce students to critical debates around Tolkien's work, its sources, its influence, and its connection to ecology, religion, and science. Contributors draw on interdisciplinary approaches to outline strategies for teaching Tolkien in a wide variety of classroom contexts.

Explores the life of Martin Luther, delving into his life and works, as well as how his ideas had a profound impact on later conceptions of faith, virtue, and freedom.

With this practical book, you'll learn effective ways to engage students in reading and writing by teaching them narrative nonfiction. By engaging adolescents in narrative, literary, or creative nonfiction, they can cultivate a greater understanding of themselves, the world around them, and what it means to feel empathy for others. This book will guide you to first structure a reading unit around a narrative nonfiction text, and then develop lessons and activities for students to craft their own personal essays. Topics include: Engaging your students in the reading of a nonfiction narrative with collaborative chapter notes, empathy check-ins, and a mini-research paper to deepen students' understanding; Helping your students identify meaningful life events, recount their experiences creatively, and construct effective opening and closing lines for their personal essays; Encouraging your students to use dialogue, outside research, and a clear plot structure to make their narrative nonfiction more compelling and polished. The strategies in this book are supplemented by examples of student work and snapshots from the author's own classroom. The book also includes interviews with narrative nonfiction writers MK Asante and Johanna Bear. The appendices offer additional tips for using narrative nonfiction in English class, text and online resources for teaching narrative nonfiction, and a correlation chart between the activities in this book and the Common Core Standards.

A Teacher's Guide to the Multigenre Research Project is pointed, clear-eyed, and convincing. It will enhance the satisfaction you take from working with teenagers. You'll be a better teacher, and your students will be better researchers and writers. -Tom Romano, author of *Blending Genre, Altering Style* Have you heard? The multigenre research project is growing in popularity with both students and teachers. That's because it's such a powerful way to engage students in reading, writing, and critical analysis across the curriculum. Despite all this, you might not know exactly how to take advantage of this exciting new approach to research writing, what to expect a multigenre classroom to look like, or how to assess students' projects. With *A Teacher's Guide to the Multigenre Research Project*, you soon will. *A Teacher's Guide to the Multigenre Research Project* is a ready-to-go resource for helping students create rich, dynamic, and complex projects. Melinda Putz is a veteran of the multigenre project, and she shares all the crucial details about making it work and assessing the finished product, including: suggestions for organizing and planning, including an example schedule advice on helping students choose topics chapters on introducing students to new genres-and reintroducing them to old ones ideas for teaching revision and cohesion specific techniques for evaluation thirty-five reproducible handouts for use throughout the process. Not only that, Putz includes online resources with numerous tabletop displays of finished projects as well as one entire project shown piece by piece. *A Teacher's Guide to the Multigenre Research Project* is so practical it even includes ways to adapt the project for use with groups, troubleshooting tips, and, best of all, a research-supported rationale for using multigenre research to meet national and state standards. If you've been hearing the exciting buzz about multigenre assignments, but you're unsure how to get started read *A Teacher's Guide to the Multigenre Research Project*. Then begin teaching it and find out what everyone's talking about.

Left-right asymmetries of structure and function are a common organization principle in the brains of humans and non-human vertebrates alike. While there are inherently asymmetric systems such as the human language system or the song system of songbirds, the impact of structural or functional asymmetries on perception, cognition and behavior is not necessarily limited to these systems. For example, performance in experimental paradigms that assess executive functions such as inhibition, planning or action monitoring is influenced by information processing in the bottom-up channel. Depending on the type of stimuli used, one hemisphere can be more efficient in processing than the other and these functional cerebral asymmetries have been shown to modulate the efficacy of executive functions via the bottom-up channel. We only begin to understand the complex neuronal mechanisms underlying this interaction between hemispheric asymmetries and cognitive systems. Therefore, it is the aim of this Research Topics to further elucidate how structural or functional hemispheric asymmetries modulate perception, cognition and behavior in the broadest sense.

Many scientists and engineers consider themselves poor writers or find the writing process difficult. The good news is that you do not have to be a talented writer to produce a good scientific paper, but you do have to be a careful writer. In particular, writing for a peer-reviewed scientific or engineering journal requires learning and executing a specific formula for presenting scientific work. This book is all about teaching the style and conventions of writing for a peer-reviewed scientific journal. From structure to style, titles to tables, abstracts to author lists, this book gives practical advice about the process of writing a paper and getting it published.

Based on the author's work in science and engineering educational research, this book offers broad, practical strategies for teaching science and engineering courses and describes how faculty can provide a learning environment that helps students comprehend the nature of science, understand science concepts, and solve problems in science courses. This book's student-centered approach focuses on two main themes: writing to learn (especially Reflective Writing) and interactive activities (collaborative groups and laboratorials). When faculty incorporate these methods into their courses, students gain a better understanding of science as a connected structure of concepts rather than as a toolkit of assorted practices.

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