

Case studies in elementary science - learning from teachers

Merrill/Prentice Hall - Teachers' Experiences with Remote Learning and its Impact by Beth Pesnell



Description: -

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Hadith -- Forgeries.

Constructivism (Education) -- United States -- Case studies

Science teachers -- United States -- Case studies

Science -- Study and teaching (Elementary) -- United States -- Case

studiesCase studies in elementary science - learning from teachers

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Howe & Nichols, Case Studies in Elementary Science: Learning from Teachers

This is consistent with the need pointed out by Stigler and Perry 1999 regarding the challenge of finding out what exactly takes place within classrooms. Two teachers taught science exclusively in the middle school.

SCIENCE EDUCATION IN AN URBAN ELEMENTARY SCHOOL

These teachers had varying levels of teaching experience, ranging from 1 to 17 years. A majority of elementary schools do not even teach science Sivertson, 1993.

Teachers' Experiences with Remote Learning and its Impact by Beth Pesnell

Since she was not able to troubleshoot the computer-related problem, she panicked and could not establish classroom order. I'm letting them kind of get some things on their own without me giving them everything and trying to pull information from them and see what their prior knowledge is and things of that nature. New York: Teacher College Press.

In search of a growth mindset pedagogy: A case study of one teacher's classroom practices in a Finnish elementary school

Understanding the context in which the teacher operates is of critical importance.

SCIENCE EDUCATION IN AN URBAN ELEMENTARY SCHOOL

At grade level meetings, in the teachers' lounge, and throughout the hallways, staff discussed and questioned common teaching practices.

Case Studies in Elementary Science : Learning from Teachers / Edition 1 by Ann C. Howe

As a springboard for the lesson, a knowledge level question was asked.

Case Studies in Elementary Science : Learning from Teachers / Edition 1 by Ann C. Howe

The students began and continued alternately reading aloud. First, given the expository focus of the lesson, only about one-quarter of her discourse focused the students on information. Data show that many children tend to lose interest in science at about the fourth grade.

Howe & Nichols, Case Studies in Elementary Science: Learning from Teachers

Connecting strongly with the second research question, the extent to which the observed classroom practice promote higher order thinking skills and participation by all students, this practice was often frustrated by the poor management skills observed in three of the classrooms. Overall, less than half of the entire class ten students out of twenty-two present spoke with the teacher during the lesson. For example, she interrupted focus on a concept to chastise a student for shifting in a chair.

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