

The Vital Forces in Nature, and the Rights of Man Volume . 1



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Reviews

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(Era Thompson)

THE VITAL FORCES IN NATURE, AND THE RIGHTS OF MAN VOLUME . 1



RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 262 pages. Original publisher: Arlington, VA : National Science Foundation, 2003. LC Number: Q130 OCLC Number: (OCoLC)58443826 Subject: Women in science -- United States. Excerpt: . . . National Science Foundation Chapter One Teaching With a Difference In Teaching SMART, teachers are asked to practice Three Es and an F - Empowerment, Equity, Enrichment, and Fun - and students respond. More than 90 percent of the students involved give a thumbs-up to the Teaching SMART activities. They not only enjoy active exploration and discovery but also become more confident about their science processing abilities and more likely to believe that both men and women can do science. On tests, their knowledge of science content and their problem-solving skills improve. They show more facility with open-ended, higher-order questions. Research shows that without continual coaching and follow-up support, teacher training is unlikely to produce long-lasting improvements in teacher competence or student outcomes. Site specialists are trained to mirror-coach, a form of peer coaching. Peer coaching is an effective way to help educators transfer learned skills - because an extra set of eyes and ears records what is going on in the classroom. Mirror-coaching in Teaching SMART stresses Cooperative grouping (site specialists check to see if students know what role they were assigned - reporter, recorder, engineer - and if they understand their responsibilities, and get feedback on how well they were working together) Group interactions (recording the number of teacher interactions with the group, who initiated them, and how much time was spent with each group) Language used (for example, guys, the doctor, he) and questioning techniques (open-ended, as preferred, or closed) Individual attention (which students were...



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