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this book presents a selection of the most recent research results from the italian physics education research community aimed at enhancing the teaching and learning of physics the motivation for this publication arises from the lack of a comprehensive reference for teachers on research results in physics education despite various physics curriculum reform initiatives such as the introduction of modern physics into high school curricula their effectiveness in improving the quality of physics teaching in schools has been limited the book offers a contextualized view of the main topics in physics education along with a comprehensive overview of the current challenges faced by physics education in italy and abroad it also presents research findings that could potentially enhance students learning of physics throughout the book the implications of these studies are outlined acknowledging issues and knowledge gaps that will guide future research in physics education specifically rather than covering all the contents addressed in the physics curriculum the book presents research contributions that suggest potentially effective strategies methods and practices at different school levels from primary school to secondary school and university level regarding physics content the book presents teaching proposals highlighting conceptual aspects and exemplary methodologies of interpretation in physics such as the physics of fluids and quantum mechanics it also includes research contributions on different methods and proposals for implementing practical activities reflecting on the role of the laboratory in learning the discipline and providing examples of integrating experimental and cognitive skills the book also addresses the role of affective variables such as physics identity self efficacy and attitudes toward physics in the learning process additionally studies on teachers professional development are presented which can inform the design of proposals for educational paths and methods within a framework of close collaboration between schools and physics departments

education in today's technologically advanced environments makes complex cognitive demands on students pre learning during and post learning not surprisingly these analytical learning processes metacognitive processes have become an important focus of study as new learning technologies are assessed for effectiveness in this area rich in theoretical models and empirical data the international handbook of metacognition and learning technologies synthesizes current research on this critical topic this interdisciplinary reference delves deeply into component processes of self regulated learning srl examining theories and models of metacognition empirical issues in the study of srl and the expanding role of educational technologies in helping students learn innovations in multimedia hypermedia microworlds and other platforms are detailed across the domains so that readers in diverse fields can evaluate the theories data collection methods and conclusions and for the frontline instructor contributors offer proven strategies for using technologies to benefit students at all levels for each technology covered the handbook explains how the technology fosters students metacognitive or self regulated learning identifies features designed to study or support metacognitive srl behaviors reviews how its specific theory or model addresses learners metacognitive srl processes provides detailed findings on its effectiveness toward learning discusses its implications for the design of metacognitive tools examines any theoretical instructional or other challenges these leading edge perspectives make the international handbook of metacognition and learning technologies a resource of great interest to professionals and researchers in science and math education classroom teachers human resource researchers and industrial and other instructors

humans process quantity information without the aid of language or symbols to guide a variety of everyday life decisions the cognitive system that supports this intuitive skill is often referred to as the approximate number system ans it has been argued that the ans serves as the foundation of the formal symbolic number system mathematics abundant empirical evidence is supportive of this view acuity of the ans is positively correlated with symbolic math performance training of the ans may cause improvements in symbolic math performance and the ans and symbolic number processing may share a common neural underpinning however recently several theories and empirical data cast doubt on the role of the ans in symbolic math processing this e book aims to advance our understanding of the underlying mechanisms of the overlap between the ans and mathematics

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how children s development is shaped by early childhood education and care ecec classrooms and especially by teacher child interactions in those settings is a major issue in research and politics which has been researched for several decades this book investigates this important topic by raising three overarching questions 1 what are good teacher child interactions and how they can be measured 2 which individual and or contextual aspects are associated with teacher child interactions 3 what is the impact of teacher child interactions on the development of children s competencies the book ties in these fundamental questions with educational research by bringing together international studies from interdisciplinary backgrounds and presenting current research on the characteristics predictivity dependency and methodological issues of teacher child interactions in ecec classrooms the considered studies conducted in australia austria finland germany greece and portugal each aim to enrich the scientific discourse and provide fruitful implications for policy and practice this book was originally published as a special issue of the research papers in education journal

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