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Teachers want their students to think, learn, and understand. Some teachers are more successful than others in achieving those goals. Two veteran educators provide a clear and detailed description of how to help teachers change their methods and raise the level of both thinking and learning in their classrooms.

This book develops a general theory of autonomous teaching by examining a mysterious educational idea: the teachable moment. By formulating an understanding of the teachable moment as predicated upon 'educational energy,' this book takes up John Dewey's view of teaching to articulate a law-like, scientifically oriented pedagogical theory. By offering a testable hypothesis about effective teaching through an innovative reading of Dewey's law, this book also provides insights into changes in school practice and schooling policy consonant with an understanding of teaching as a science.

The body is at the same time a place where we express duration and/or discontinuity in history, a witness of radical social changes, and a factor of stabilization, but also of the transformation of human life - and therefore an eminent challenge for every human being. This book will contribute in a decisively interdisciplinary and cross-cultural way to a better understanding of the place, role, and connection of the body within social, political, and cultural shifts.

'Freeman Dyson has designed nuclear reactors and bomb-powered spacecraft; he has studied the origins of life and the possibilities for the long-term future; he showed quantum mechanics to be consistent with electrodynamics and started cosmological eschatology; he has won international recognition for his

work in science and for his work in reconciling science to religion; he has advised generals and congressional committees. An STS (Science, Technology, Society) curriculum or discussion group that engages topics such as nuclear policies, genetic technologies, environmental sustainability, the role of religion in a scientific society, and a hard look towards the future, would count itself privileged to include Professor Dyson as a class participant and mentor. In this book, STS topics are not discussed as objectified abstractions, but through personal stories. The reader is invited to observe Dyson's influence on a generation of young people as they wrestle with issues of science, technology, society, life in general and our place in the universe. The book is filled with personal anecdotes, student questions and responses, honest doubts and passions. Contents: Walking with Grandfather Living in the Questions A Hexagonal Mountain Martha and Mary Engines With Souls Steered From Afar The Swamp Angel Rapid Rupture Arsenals of Folly To Touch the Face of the Stars Silence The Chainsaw and the White Oak "Why Should I Care?" Playing God Bonds of Kinship Two Windows Doubt and Faith Dreams of Earth and Sky Family First Readership: Students and academicians who are interested in issues related to science, technology and society. Key Features: Removes objective detachment and makes STS issues personal through story-telling: Science, technology and society issues are not merely objects of study; they are experiences, they are choices to be lived. Student real-time responses to Professor Dyson's insights bring the correspondence to life Includes honest questions that are more important than snappy answers: Few STS issues have black-and-white answers; they are, rather, about understanding the questions. For example, do we own our technology, or does our technology own us? Shows all things are connected: Practically every STS topic, it seems, reduces to values and ethics. STS issues are ultimately about relationships between us and nature, our machines, other species, other people — and ourselves. STS issues are too important to be left to scientists and technologists Keywords: Freeman J Dyson; Disturbing the Universe; Science Technology and Society; Bronowski, Jacob; Astronomical Habitat; Automation; Blake, William; Bomber Command; Car Culture; Chac ó n, Efrain; Climate Change; Cloning; Cold War; Cosmic Unity; Cosmology; Deforestation; Doubt and Faith; Dickens, Charles; Dyson, Alice; Dyson, Freeman J; Dyson, George; Dyson, Mildred; Einstein, Albert; Evolution; Fundamentalism; Future; Genetic Technologies; Greenhouse Effect; Homogenization of Society; Hydrogen Bomb; Environmental Sustainability; Exponential Growth; Environmental Sustainability; Hubbert's Peak; Kaufmann, Walter; Manhattan Project; Marshall, Joseph III; Masters, Edgar Lee; Mutual Assured Destruction; Native Americans; Nuclear Weapons; Oil Consumption; Pirsig, Robert; Population; Project Orion; Quetzal Education Research Center; Reverence For Life; Schweitzer, Albert; Science And Religion; Silence; Six Faces of Science; Space Exploration; Standing Bear, Luther; Stem Cells; Strategic Air Command; Thoreau, Henry David; Turkle, Sherry; Urban Sprawl; White Oak Model'

"Freeman Dyson has designed nuclear reactors and bomb-powered spacecraft; he has studied the origins of life and the possibilities for the long-term future; he showed quantum mechanics to be consistent with electrodynamics and started cosmological eschatology; he has won international recognition for his work in science and for his work in reconciling science to religion; he has advised generals and congressional committees. An STS (Science, Technology, Society) curriculum or discussion group that engages topics such as nuclear policies, genetic technologies, environmental sustainability, the role of religion in a scientific society, and a hard look towards the future, would count itself privileged to include Professor Dyson as a class participant and mentor. In this book, STS topics are not discussed as objectified abstractions, but through personal stories. The reader is invited to observe Dyson's influence on a generation of young people as they wrestle with issues of science, technology, society, life in general and our place in the universe. The book is filled with personal anecdotes, student questions and responses, honest doubts and passions"--

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Next Generation Science Standards identifies the science all K-12 students should know. These new standards are based on the National Research Council's A Framework for K-12 Science Education. The National Research Council, the National Science Teachers Association, the American Association for the Advancement of Science, and Achieve have partnered to create standards through a collaborative state-led process. The standards are rich in content and practice and arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked science education. The print version of Next Generation Science Standards complements the nextgenscience.org website and: Provides an authoritative offline reference to the standards when creating lesson plans Arranged by grade level and by core discipline, making information quick and easy to find Printed in full color with a lay-flat spiral binding Allows for bookmarking, highlighting, and annotating

Health professionals have shown a growing interest in the therapeutic value of 'hope' in recent years. However, hope has been examined mainly from psychological and biomedical perspectives. Importantly, Hope in Health explores how hope manifests and is sustained in various arenas of health, medicine and healthcare.

How we dispose of our rubbish, choose the foods we buy, enjoy art, relate to our families, and think about ourselves are just a few of the ways that ideas about nature shape our everyday ethical decisions. Nature and ' natural facts ' have long been used to make sense of why we act a certain way. Nature is a concept with great power: when we describe something as ' natural ' or ' unnatural ' , it has a moral force and political consequences. We see this in moral panics about genetically modified foods, the spread of government-enforced waste recycling schemes, concerns about assisted reproductive technologies. Our ideas about what is natural shape our ethical thinking, in terms of how people live (or want to live) their lives, but also in guiding our sense of morality, justice and truth. The idea of naturalness is essential to grasping Anglo-American cultures. Throughout history and in different places, nature has had different forms, meanings, and moral valences. It is a knowable fact, but at the same time almost a divine principle that is ultimately unfathomable. Yet with the rise of new technologies, there is increasing uncertainty about what we claim to be natural, who we are, how we are related to each other, and how we should live. This book examines the how ideas about nature and ethics overlap and separate across cultural, species, geographic, and moral boundaries. It compares the varied ways in which nature and ideas of naturalness pervade all aspects of people ' s lives, from family relationships, to the production and consumption of food, to ideas about scientific truth. In a world of increasing uncertainty, nature remains a powerful concept: the ultimate reference point, invested with profound moral authority to guide our ethical behaviour. This book was originally published as a special issue of Ethnos.