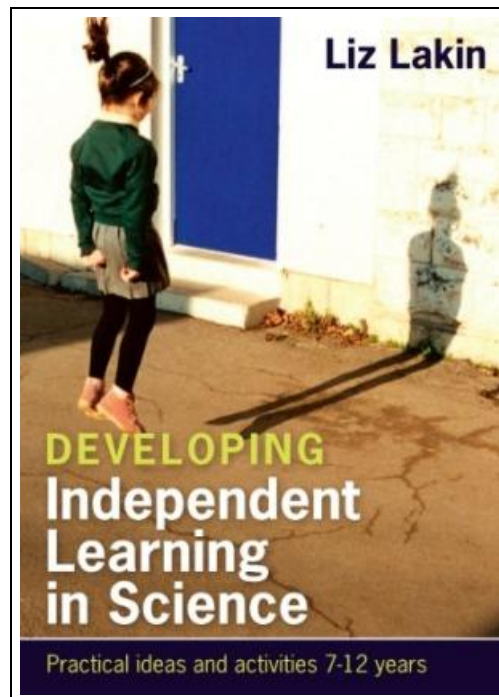


Developing Independent Learning in Science: Practical Ideas and Activities for 7-12 Year Olds



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(Miss Dakota Zulauf)

DEVELOPING INDEPENDENT LEARNING IN SCIENCE: PRACTICAL IDEAS AND ACTIVITIES FOR 7-12 YEAR OLDS



To read **Developing Independent Learning in Science: Practical Ideas and Activities for 7-12 Year Olds** eBook, remember to refer to the link under and download the document or get access to additional information that are in conjunction with DEVELOPING INDEPENDENT LEARNING IN SCIENCE: PRACTICAL IDEAS AND ACTIVITIES FOR 7-12 YEAR OLDS ebook.

Open University Press. Paperback. Book Condition: new. BRAND NEW, Developing Independent Learning in Science: Practical Ideas and Activities for 7-12 Year Olds, Liz Lakin, This practical guide to promoting and developing independent learning is presented in a mixed format using both diagrammatic and textual stimulus. It offers tips and suggestions to achieve effective teaching and learning, and raises standards by enabling the pupil to become independent and responsible for their own learning; autonomous in their thinking and creative and critical in their understanding. Liz Lakin describes a progression away from dependency on the classroom teacher, whose role changes readily from teacher to facilitator. Drawing on practice-based research, she introduces the skills and processes associated with independent learning through established strategies such as 'Assessment for Learning', the use of 'Active learning' techniques, problem solving activities and peer-assessment. Each chapter presents tried and tested ideas, strategies and activities for the development of higher-order skills such as application, synthesis, evaluation and reflection, to use with pupils across the dependency spectrum. Several relate to the higher levels of attainment and are therefore applicable at Key Stage 3. The effectiveness of teacher/pupil feedback and the role of homework form a significant focus for the latter part of the book. "A truly-thought provoking, interactive book with a difference that takes teachers on a learning journey. It encourages us to reflect on how we learn, how our pupils learn and what the collective implications for effective teaching and helping pupils to construct their learning are. Reading and actively engaging with this book is indeed a learning journey, invaluable to practitioners. The text contains many invaluable references and deals with topics such as the value of homework, how people learn and how people respond to techniques addressee to hem in learning situations. An essential reading for practicing teachers and...



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