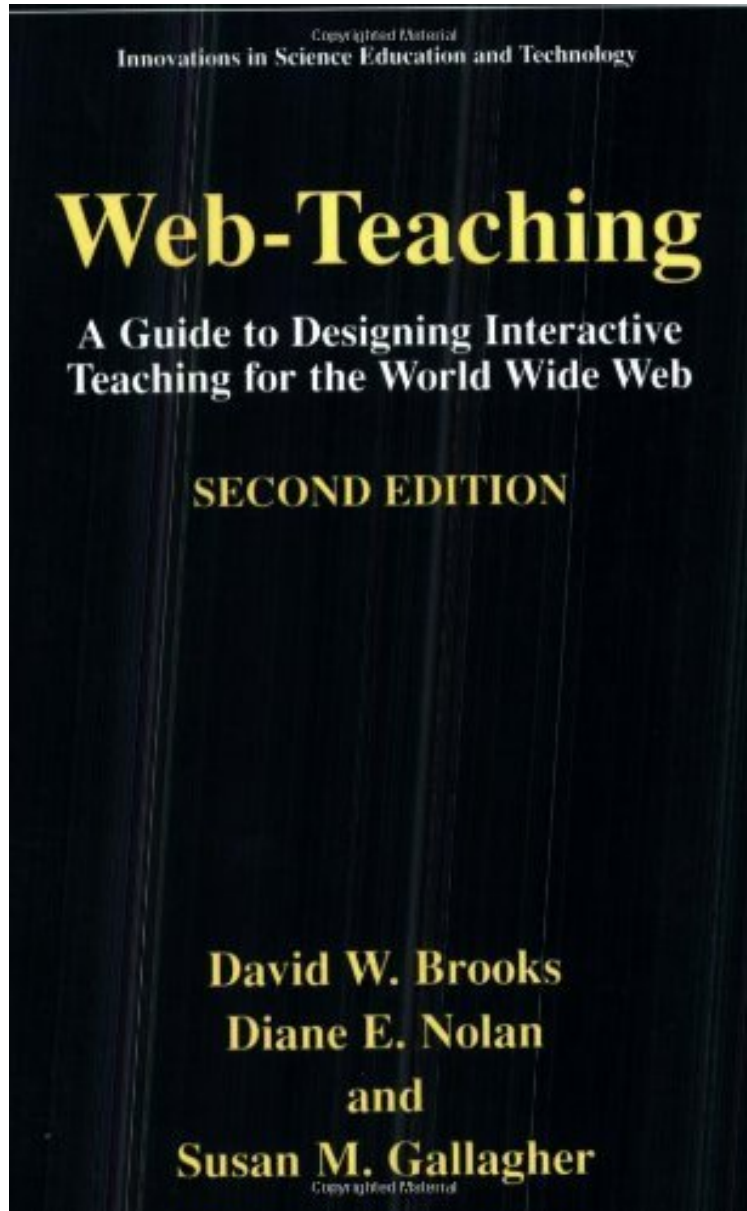


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Von David W. Brooks, Diane E. Nolan, Susan M. Gallagher
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before purchasing it in order to gauge whether or not it would be worth my time, and all praised *Web-Teaching: A Guide to Designing Interactive Teaching for the World Wide Web (Innovations in Science Education and Technology)*:

KundenrezensionenHilfreichste Kundenrezensionen0 von 0 Kunden fanden die folgende Rezension hilfreich. Some insights, but quite datedVon B. JacobsenThe book does a good job of discussing teaching theory and how it relates to web-based instruction. Alas, its technology discussions, which make up half the book, are quite dated (like the book says Java hasn't really shipped yet -- ok, quiet you cynics -- but will be incredibly influential).0 von 0 Kunden fanden die folgende Rezension hilfreich. Excellent resource for teachers on effective use of the webVon Ein KundeI found Brooks' account of the instructional use of the web as practical and thought provoking. He does not portray the internet as the saving grace for all aspects of education but, demonstrates proven strategies for instruction

KurzbeschreibungThis book delves into a review of current research, active learning strategies, Web courseware, metacognition, strategies for Web discussions, promoting student self-regulation, building interactive Web pages, basic HTML coding, managing Web sites, using databases, automated testing, and security and legal issues. It helps readers pick and choose what aspects of the Web to employ to achieve the greatest student learning gains.Pressestimmen`Web - Teaching is a very common title for a very uncommon book. Written from the perspective of a college teacher, the volume provides how-to instructions for the use of the World Wide Web in teaching, as well as a soul-searching discussion of the appropriateness and effectiveness of different instructional approaches.' Science Books Films, December 1997 `From a simultaneous review of *Internet Links for Science Education and Web Teaching*: `One cannot finish this book without understanding why science is best learned through an interactive inquiry-based approach....These two books provide a breath of fresh air and clarity....Both books construct the pedagogical groundwork required to successfully integrate the Internet and the Web into the new paradigm in science education.' *BioScience*, May 1998KurzbeschreibungThis book delves into a review of current research, active learning strategies, Web courseware, metacognition, strategies for Web discussions, promoting student self-regulation, building interactive Web pages, basic HTML coding, managing Web sites, using databases, automated testing, and security and legal issues. It helps readers pick and choose what aspects of the Web to employ to achieve the greatest student learning gains.