The Self-Directed Learning Handbook offers teachers and principals an innovative program for customizing schooling to the learning needs of individual students—and for motivating them to take increasing responsibility for deciding what and how they should learn. Whether the students are struggling or proficient, the program is designed to nurture their natural passion for learning and mastery, challenging them to go beyond the easy and familiar so they can truly excel. The program can be introduced in stages in any middle or high school classroom and enables students of diverse abilities to design and pursue independent course work, special projects, or even artistic presentations, community field work or apprenticeships. Using this approach, the students take on an increasingly autonomous, self-directed role as they progress. The heart of the program is the action contract (or learning agreement) whereby the student sets challenging yet attainable goals, commits to a path for achieving them, and evaluates the results. Special emphasis is placed on developing skills and competencies that can serve the student well in his or her academic and career endeavors.

Children’s Books in Print, 2007

Samantha Fowler 2018-01-07 Concepts of Biology is designed for the single-semester introduction to biology course for non-science majors, which for many students is their only college-level science course. As such, this course represents an important opportunity for students to develop the necessary knowledge, tools, and skills to make informed decisions as they continue with their lives. Rather than being mired down with facts and vocabulary, the typical non-science major student needs information presented in a way that is easy to read and understand. Even more importantly, the content should be meaningful. Students do much better when they understand why biology is relevant to their everyday lives. For these reasons, Concepts of Biology is grounded on an evolutionary basis and includes exciting features that highlight careers in the biological sciences and everyday applications of the concepts at hand. We also strive to show the interconnectedness of topics within this extremely broad discipline. In order to meet the needs of today’s instructors and students, we maintain the overall organization and coverage found in most syllabi for this course. A strength of Concepts of Biology is that instructors can customize the book, adapting it to the approach that works best in their classroom. Concepts of Biology also includes an innovative art program that incorporates critical thinking and clicker questions to help students understand—and apply—key concepts.

Holt Science and Technology 2002

Mark A. Purnell

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