

Biology: A Successful Approach to Teaching: An Interdisciplinary Perspective for Teachers



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Reviews

I actually started reading this article ebook. It is actually packed with knowledge and wisdom Its been printed in an remarkably simple way and it is only after i finished reading this pdf where in fact modified me, alter the way i believe.

(Prof. Uriel Witting)

BIOLOGY: A SUCCESSFUL APPROACH TO TEACHING: AN INTERDISCIPLINARY PERSPECTIVE FOR TEACHERS

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CreateSpace Independent Publishing Platform. Paperback. Book Condition: New. This item is printed on demand. Paperback. 136 pages. Dimensions: 11.0in. x 8.5in. x 0.3in. Dr. Tsekas approach to defining learning styles stems from the notion that the concept of intelligence has been too narrowly defined. Dr. Tsekas argues that psychologists, in defining intelligence and designing instruments to measure and compare intelligence across individuals, have focused on a singular, unitary notion of intelligence. In Dr. Tsekas view, the dominant formal IQ test only measures one type of intelligence, yet humans can excel in multiple areas of intelligence. Students in classrooms have multiple areas of learning. Visual learners learn through seeing and prefer to learn through drawings, pictures, and other image-rich teaching tools. Auditory learners learn preferentially through hearing and are adept at listening to lectures and exploring material through discussions and might need to talk through ideas. Readingwriting learners learn preferentially through interaction with textual materials, whereas kinesthetic learners learn through touching and prefer learning experiences that emphasize doing, physical involvement, and manipulation of objects. To provide open access to science learning and encourage a broader spectrum of students to pursue studies in the sciences, weas teachers, instructors, and faculty must begin to address the diversity of learning styles among the students in our classrooms. Teachers aspire to have all of their students learn. This aspiration of reaching all students spans disciplines, age levels, and all varieties of institutions. Most teachers do so out of a genuine love for their discipline and a desire to share the wonder of their chosen field with others. Science teaching is no different than other disciplines in this respect. However, try as we may in science, the lack of diversity apparent in the statistics of who chooses to pursue scientific disciplines professionally suggests that we still have much...



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