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Brent futures fell \$1.50, or 2.0%, to settle at \$74.68 a

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STEM Integration in K-12 Education examines current efforts to connect the STEM disciplines in K-12 education. This report identifies and characterizes existing approaches to integrated STEM education, both in formal and after- and out-of-school settings. The report reviews the evidence for the impact of integrated approaches on various student outcomes, and it proposes a set of priority research questions to advance the understanding of integrated STEM education. STEM Integration in K-12 Education proposes a framework to provide a common perspective and vocabulary for researchers, practitioners, and others to identify, discuss, and



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investigate specific integrated STEM initiatives within the K-12 education system of the United States. STEM Integration in K-12 Education makes recommendations for designers of integrated STEM experiences, assessment developers, and researchers to design and document effective integrated STEM education. This report will help to further their work and improve the chances that some forms of integrated STEM education will make a positive difference in student learning and interest and other valued outcomes.

Let Randi Stone and her award-winning teachers demonstrate tried-and-tested best practices for

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teaching science in diverse elementary, middle, and high school classrooms. Linked to companion volumes for teaching writing and mathematics, this resource for new and veteran educators helps build student confidence and success through innovative approaches for raising student achievement in science, such as: Expeditionary learning, technology and music, and independent research study Model lessons in environmental studies and real-world science Inquiry-based strategies using robotics, rockets, straw-bale greenhouses, "Project Dracula," "Making Microbes Fun," and more! With engaging activities weaving through science fact and fiction to lead learners on intriguing journeys of discovery, this

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guide is sure to fascinate and inspire both you and your students!

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Creativity, Technology, and Learning provides a

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comprehensive introduction to theories and research on creativity in education and, in particular, to the role of digital-learning technologies in enabling creativity across classroom learning environments. Topical coverage includes play, constructionism, multimodal learning and project-/problem-based learning. Creativity is uniquely positioned throughout the book as an integral component of the educational process and also as a foundational aspect of self-actualization, thriving communities, and humane societies. Through in-depth, empirically based discussions of the philosophical, curricular and pedagogical elements of creativity, Sullivan demonstrates how creativity can be fostered across

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the curriculum through the use of digital-learning technologies in design, personal expression and problem-solving activities.

The purpose of this study was to better understand cognitive strategies used by high school technology education students who have participated in technology education instruction with an engineering design focus. Specifically, this study evaluated the cognitive strategies of students participating in "Project Lead the Way" curriculum programs compared with students participating in technology

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education programs partnering with the National Center for Engineering and Technology Education (NCETE). High school students from these two groups were studied as they worked through an ill-defined problem: moving drinking water in developing countries. The data collected from these protocols was analyzed using a coding process and a list of universal technical mental processes (Halfin,1973) and OPTEMP software, (Hill, 1997) to record frequency and time of each mental process employed by the students. The study identified common cognitive strategies employed by students and identified where greatest emphasis was placed in the design process among the two groups. This study provides important

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insight for technology education as it seeks to implement engineering design. Appended are: (1) Activity; (2) Group 1 Student Demographic Information; (3) Demographic Information for Group 1 Teacher; (4) Demographic Information for Group 2 Teacher; and (5) The Original Cognitive Processes identified by Halfin's 1973 Study of High-level Designers. (Contains 4 tables and 5 figures.).

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