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This book provides both neuroscientists and architects with methods of organizing research that would help us understand human experiences in architectural settings.

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for—a practical guide to teaching inquiry and teaching through inquiry, as recommended by the National Science Education Standards. This will be an important resource for educators who must help school boards, parents, and teachers understand "why we can't teach the way we used to." "Inquiry" refers to the diverse ways in which scientists study the natural world and in which students grasp science knowledge and the methods by which that knowledge is produced. This book explains and illustrates how inquiry helps students learn science content, master how to do science, and understand the nature of science. This book explores the dimensions of teaching and

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Learning science as inquiry for K-12 students across a range of science topics. Detailed examples help clarify when teachers should use the inquiry-based approach and how much structure, guidance, and coaching they should provide. The book dispels myths that may have discouraged educators from the inquiry-based approach and illuminates the subtle interplay between concepts, processes, and science as it is experienced in the classroom. Inquiry and the National Science Education Standards shows how to bring the standards to life, with features such as classroom vignettes exploring different kinds of inquiries for elementary, middle, and high school and Frequently

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Asked Questions for teachers, responding to common concerns such as obtaining teaching supplies. Turning to assessment, the committee discusses why assessment is important, looks at existing schemes and formats, and addresses how to involve students in assessing their own learning achievements. In addition, this book discusses administrative assistance, communication with parents, appropriate teacher evaluation, and other avenues to promoting and supporting this new teaching paradigm.

This book takes a sweeping view of the ways we build things, beginning at the scale of products and interiors, to that of regions

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and global systems. In doing so, it answers questions on how we effect and are affected by our environment and explores how components of what we make—from products, buildings, and cities—are interrelated, and why designers and planners must consider these connections.

Making Places for People explores twelve social questions in environmental design. Authors Christie Johnson Coffin and Jenny Young bring perspectives from practice and teaching to challenge assumptions about how places meet human needs. The book reveals deeper complexities in addressing basic questions, such as: What is the story of this place? What logic orders it? How

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Providing an overview of a growing body of knowledge about people and places, Making Places for People stimulates curiosity and further discussion. The authors argue that critical understanding of the relationships between people and their built environments can inspire designs that better contribute to health, human performance, and social equity—bringing meaning and delight to people's lives.

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