

Program za organiziranje virov in citiranje:



Mendeley



Univerza v Ljubljani
Pedagoška fakulteta

Knjižnica UL PEF

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Tutorka za informacijske vire



UL PEF, Zoom, 21. 11. 2024

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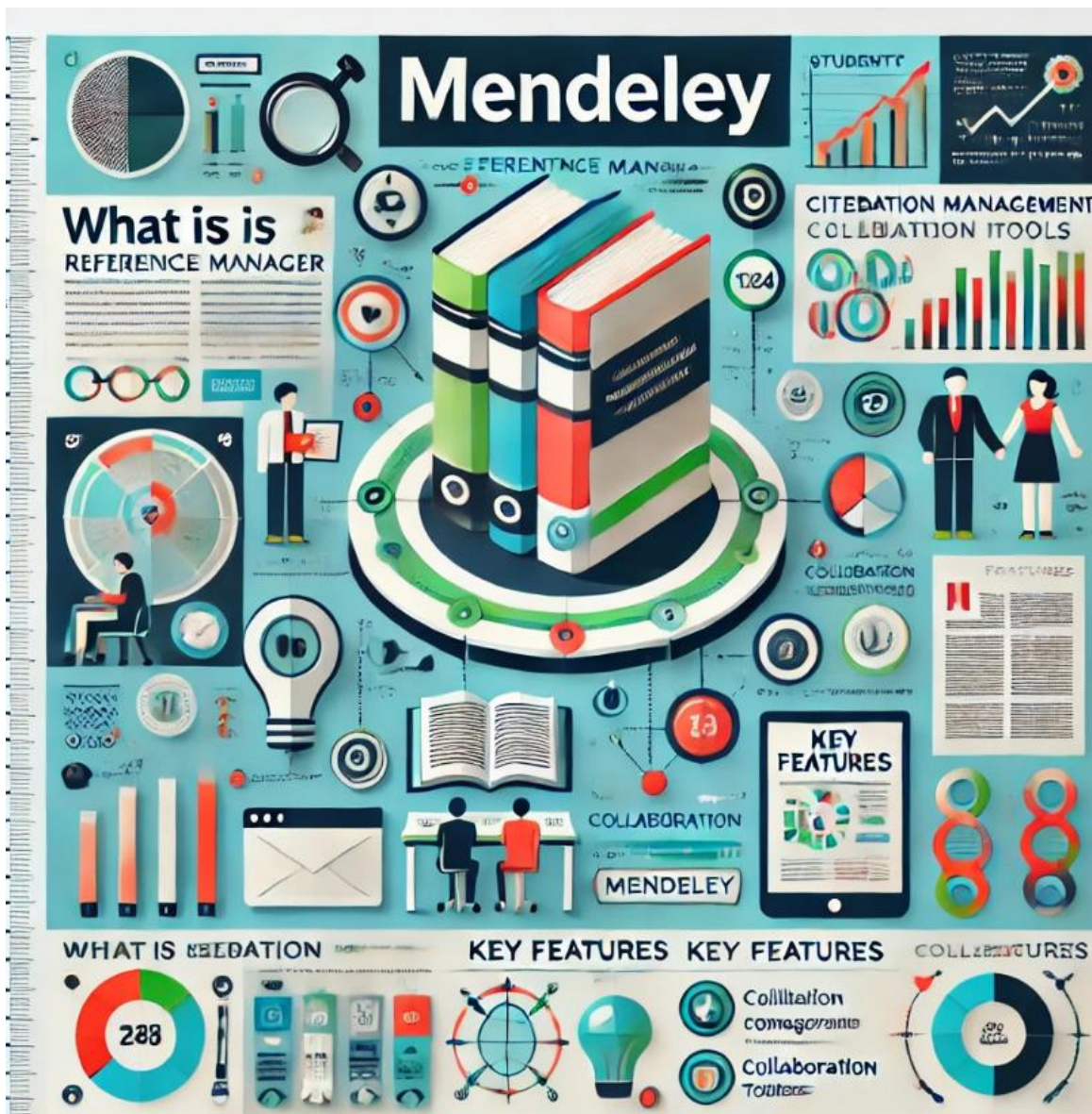




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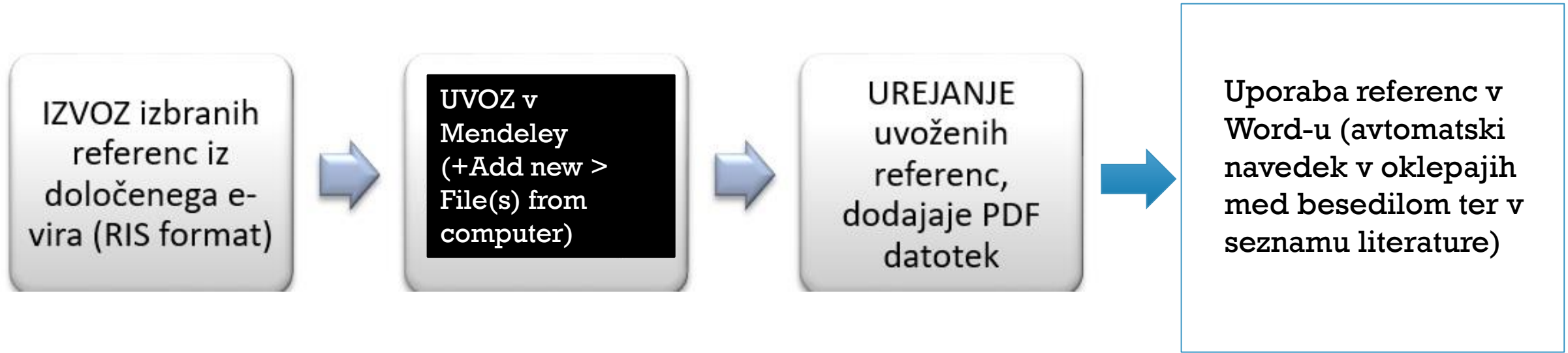
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Mendeley je namenjen:

- Študentom**, ki pripravljajo seminarske naloge, diplomska ali magistrska dela.
- Raziskovalcem**, ki želijo organizirati literaturo za svoje projekte.
- Akademikom in strokovnjakom**, ki objavljajo članke in iščejo vire za nadaljnje raziskave.

Kaj omogoča?

- Upravljanje referenc**: Omogoča shranjevanje, organizacijo in citiranje virov v različnih stilih (APA, MLA, Chicago itd.).
- Sodelovanje**: Uporabniki lahko ustvarijo skupine za skupno rabo referenc in raziskovalnih gradiv.
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Osnovni princip delovanja v 4. korakih



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Citiranje in navajanje literature v Word-u (4. korak)

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zavihek **Sklici** > Mendeley > „Insert citations“

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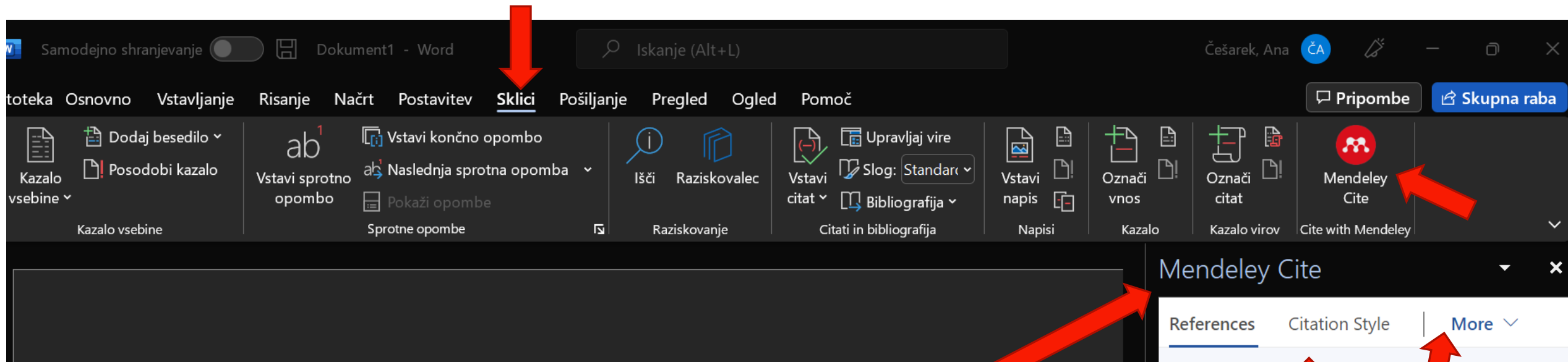
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- seznam literature

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Vtičnik Mendeley v Word-u



Napišemo neko besedilo, v kateri se navezujemo na drugo raziskavo in dodamo citat tako, da kliknemo na »Sklici« in »Insert Citation« (Kostanjevec et al., 2018). Avtomatično se izpiše citat med oklepajem.

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Kostanjevec, S., Lovšin, F., & Erjavšek, M. (2018). *The relationship between teachers' education and their self-perceived competence for teaching home economics*. 76(2), str. 175-187. <http://oaji.net/articles/2017/457-1524597478.pdf>

Vstavite referenco s klikom na „References“.

Zamenjajte stil citiranja (npr. APA7) s klikom na Citation Style.

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(1. korak)





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Osnovni podatki

Podrobni podatki



Teaching mathematics in a context of lockdown: A study focused on teachers' praxeologies

Aldon, Gilles; Cusi, Annalisa; Schacht, Florian; Swidan, Osama

Education sciences, 02/2021, Letnik: 11, Številka: 2
Journal Article

This study aims to explore how teachers from four countries—France, Israel, Italy, and Germany—manage teaching-learning activity in the context of lockdown due to the COVID-19 pandemic. About 700 teachers from the four countries participated in this study. They were given an online questionnaire that involved 22 open-ended items, in which they were requested to complete the items that were structured taking into account the relationships between teacher, students, mathematics and resources. The qualitative analysis of teachers' answers was carried out, referring to both the meta-didactical transposition model and Bishop's framework on values to investigate teachers' teaching-learning activities and the reasons underlying their choices. The empirical analysis suggests four tasks corresponding to the main challenges that teachers had to face during the time of lockdown: (a) managing distance learning to support students' learning through specific methodologies; (b) managing distance learning to develop assessment; (c) managing distance learning to support those students that face difficulties and/or are living a difficult situation/developing inclusive teaching; and (d) managing distance learning to exploit its potentialities for fostering typical mathematical processes. The values that motivated the teachers to change their teaching-learning activities are discussed, conclusions of how the time of lockdown affects the mathematics teaching is drawn, and finally, recommendations and insights from this study are shared.

Citiranje

... izberi citatni format

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APA — American Psychological Association 7th edition

MLA — Modern Language Association 8th edition

AMA — American Medical Association 11th edition

Harvard — Anglia Ruskin University

NLM — National Library of Medicine (grant proposals with PMCID/PMID)

Vancouver

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Shrani opozorilo (beta)

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2.

☒



Fluid identities for equitable mathematics teaching: narrative analysis of prospective teachers' foregrounds
Yolcu, Ayşe

Teachers and teaching, theory and practice, 05/19/2021, 2021-00-00, 2021-05-30, 2021-05-19, 20210101, Letnik: 27, Številka: 1-4

Journal Article

This study investigates the identity development of prospective teachers (PTs) in a mathematics methods course informed by equitable mathematics teaching practices. The experiences and ...

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<https://doi.org/10.3402/edui.v5.23925>

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Volume 5, 2014 - Issue 2

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To double a recipe – interdisciplinary teaching and learning of mathematical content knowledge in a home economics setting

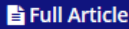
Göran Brante  & Albina Brunosson 

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Abstract

This study examines if interdisciplinary teaching can be said to facilitate the learning and use of fractions by Swedish 12-year-old pupils. Home and Consumer Studies is well suited to interdisciplinary teaching, and young people can therefore find it interesting to study maths since the setting is relevant to them. Building on variation theory and a learning study, we examined pupils' (n=18) ability to double fractions greater than $\frac{1}{2}$ when using a recipe. The general results show that what is to be learned benefits if it is presented in

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Tatsushi Fukaya, *Journal of Education for Teaching*, 2018

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Meta-analysis of the effect of practical reasoning instruction on student outcome in Home Economics education in Korea

Nan Sook Yu

[Asia Pacific Education Review](#) **13**, 649–664(2012) | [Cite this article](#)

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Abstract

This meta-analysis reviewed the effect of practical reasoning instruction (PRI) on student outcome in Home Economics education in Korea. In this meta-analysis, 25 studies with 35 effect sizes were analyzed. The results of this review indicated that PRI is more effective than traditional instruction on student outcomes. A medium and significant mean effect was found.

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Dissecting the Flipped Classroom: Using a Randomized Controlled Trial Experiment to Determine When Student Learning Occurs

Matthew D. Casselman*, Kinnari Atit, Grace Henbest, Cybill Guregyan, Kiana Mortezaei and Jack F. Eichler*

 **Cite this:** *J. Chem. Educ.* 2020, 97, 1, 27-35
Publication Date: November 14, 2019
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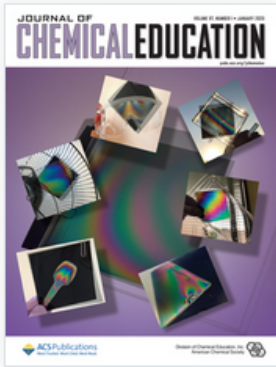
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International Journal of Consumer Studies

ORIGINAL ARTICLE | Full Access

Fast-food addiction and anti-consumption behaviour: The moderating role of consumer social responsibility

Maya F. Farah , Muhammad Faisal Shahzad

First published: 12 February 2020 | <https://doi.org/10.1111/ijcs.12574>

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Abstract

This study aims to understand the drivers of fast-food consumption and anti-consumption behaviour. Due to growing health concerns, consumers have been avoiding the consumption of fast food. This study examines the moderating role of consumer social responsibility (CSR) on the relationship between fast-food consumption and anti-consumption behaviour. The study includes a sample of 200 respondents, all pertaining to generation Y in Pakistan. The results indicate that CSR has a significant positive effect on anti-consumption behaviour, and this effect is moderated by fast-food consumption. The study also includes a sample of 200 respondents, all pertaining to generation Y in Pakistan. The results indicate that CSR has a significant positive effect on anti-consumption behaviour, and this effect is moderated by fast-food consumption.

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Poverty, Academic Achievement, and Giftedness: A Literature Review

Paula Olszewski-Kubilius, Susan Corwith

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Article information

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Abstract

In this article, we review research on poverty, both poverty rates and the effects of poverty on academic achievement more generally and on the identification and services for low-income gifted children specifically. This review sets the stage for further discussion of the research findings on identification practices including the efficacy of various approaches to increase the identification of gifted students in poverty. We then review research on the effectiveness of programs designed specifically to identify students with potential and support them through talent development services. Finally, we conclude the literature review with recommendations for future research.

Keywords

special populations/underserved gifted, low income, identification, programming/service delivery models

Poverty is a significant problem within our society, affecting educational opportunity, upward mobility, and even basic health and security for many children. It also has significant implications for the development of talent. In this article, we present national-level statistics with the aim of giving the reader a comprehensive picture of the nature of poverty in the United States. We briefly review research about the effects of poverty on educational achievement with a specific focus on how poverty affects the educational development of low-income, gifted learners as they progress through school. We then review research on selective promising identification practices designed to increase the identification of low-income and minority gifted students.

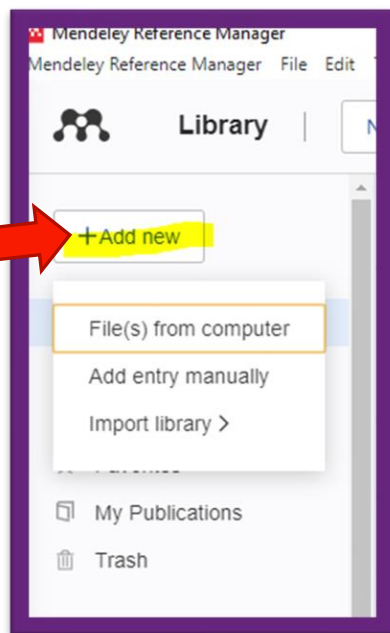
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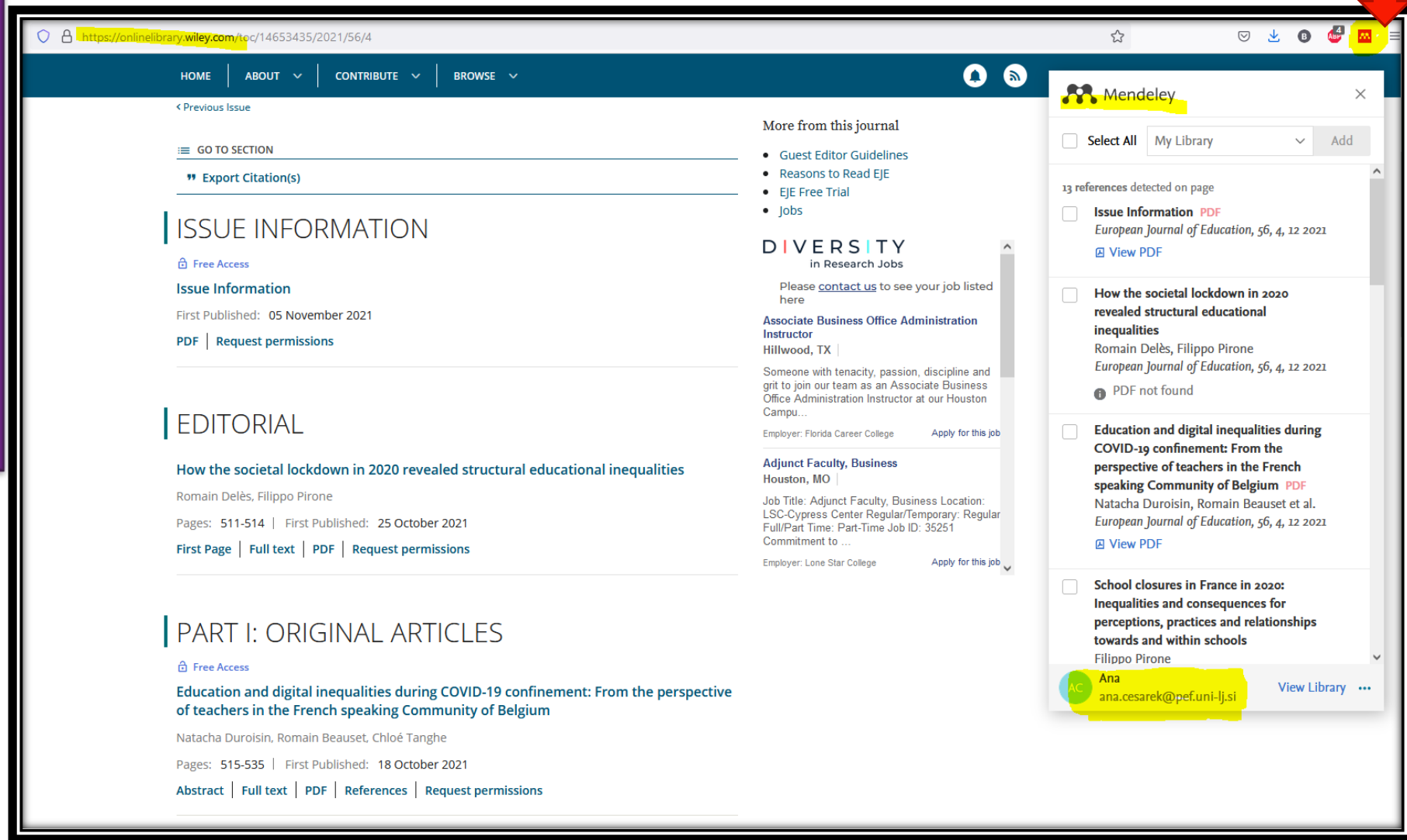
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 **Toward better teaching of home economics [1980]**
Fleck, Henrietta Christina

Since all home economists do some teaching, principles of effective teaching of home economics are presented. The role of home economics educators in today's lifestyles, in the environment and the family, in finding solutions to social problems, and in educational movements as a whole is explored. The teaching of specific age groups (children, youth and adults) is also discussed. Other topics consider the learning environment; research; creativity; and values. The concept of professionalism is addressed in chapters on nutrition education, professional preparation and training, public relations, legislation and grant writing. Throughout the text, the latest theories, ideas and issues concerning the teaching of home economics are examined

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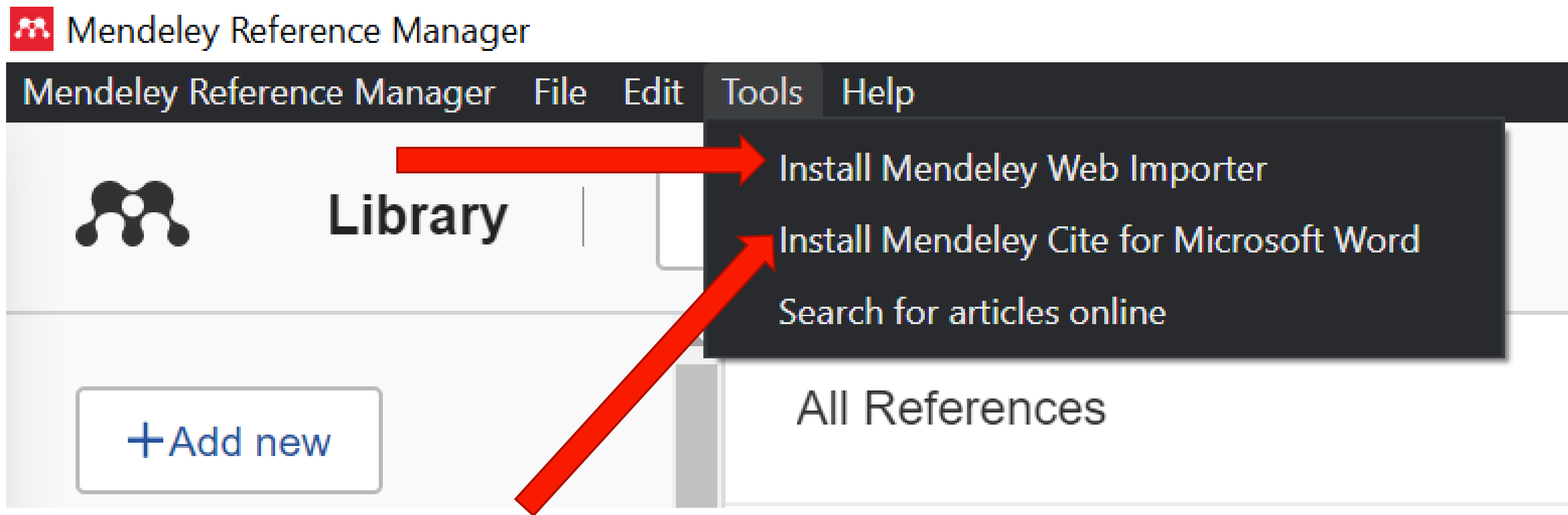
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Open Access Publishing: What Authors Want, Nariani R, Fernandez L

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Open Access Publishing: What Authors Want

Rajiv Nariani and Leila Fernandez

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Open Access Publishing: What Authors Want

Nariani R, Fernandez L

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