Taxonomy Of Educational Objectives The Classification Of Educational Goals

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Designing and Assessing Educational Objectives - Robert J. Marzano 2008-05-01 Educators across grade levels and content areas can apply the concepts of Marzano's New Taxonomy to turn standards into concrete objectives and assessments to measure student learning.
The Everything New Teacher

Book - Melissa Kelly 2010-03-18 Being a great teacher is more than lesson plans and seating charts. In this revised and expanded new edition of the classic bestseller, you learn what it takes to be the very best educator you can be, starting from day one in your new classroom! Filled with

real-world life lessons from experienced teachers as well as practical tips and techniques, you'll gain the skill and confidence you need to create a successful learning environment for you and your students, including how to: Organize a classroom Create engaging lesson plans Set ground rules and use proper behavior management Deal with prejudice, controversy, and violence Work with colleagues and navigate the chain of command Incorporate mandatory test preparation within the curriculum Implement the latest educational theories In this book, veteran teacher Melissa Kelly provides you with the confidence you'll need to step into class and teach right from the start.

Mastery Learning: Theory and Practice - Peter W. Airasian 1971
A report on educational strategies and practices recently developed to promote high levels of learning in regular classrooms

The New Taxonomy of Educational Objectives - Robert J. Marzano 2006-12-18 Thoroughly field-tested and used in a wide variety of educational environments, Marzano's Taxonomy reflects the most current research and today's movement to standards-based education.

Modern Advances in Intelligent Systems and Tools - Wei Ding 2012-08-16
Intelligent systems provide a platform to connect the research in artificial intelligence to real-world problem solving applications. Various intelligent systems have been developed to face real-world applications. This book discusses the modern advances in intelligent systems and the tools in applied artificial intelligence. It consists of twenty-three chapters authored by participants of the 25th International Conference on Industrial, Engineering & Other Applications of Applied Intelligent Systems (IEA/AIE 2012) which was held in Dalian, China. This book is divided into six parts, including

Applied Intelligence, Cognitive Computing and Affective Computing, Data Mining and Intelligent Systems, Decision Support Systems, Machine Learning, and Natural Language Processing. Each part includes three to five chapters. In these chapters, many approaches, applications, restrictions, and discussions are presented. The material of each chapter is self-contained and was reviewed by at least two anonymous referees to assure the high quality. Readers can select any individual chapter based on their research interests without the need of reading other chapters. We hope that this book provides useful reference values to researchers and students in the field of applied intelligence. We also hope that readers will find opportunities and recognize challenges through the papers presented in this book.

Taxonomy of Educational Objectives: Affective domain - Benjamin Samuel Bloom 1964

Creating Significant Learning Experiences - L. Dee Fink 2003-06-17
Dee Fink poses a fundamental question for all teachers: "How can I create courses that will provide significant learning experiences for my students?" In the process of addressing this question, he urges teachers to shift from a content-centered approach to a learning-centered approach that asks "What kinds of learning will be significant for students, and how can I create a course that will result in that kind of learning?" Fink provides several conceptual and procedural tools that will be invaluable for all teachers when designing instruction. He takes important existing ideas in the literature on college teaching (active learning, educative assessment), adds some new ideas (a taxonomy of significant learning, the concept of a teaching strategy), and shows how to systematically combine these in a way that results in powerful learning experiences for students. Acquiring a deeper understanding of the design

process will empower teachers to creatively design courses for significant learning in a variety of situations.

Taxonomy of Educational Objectives - Benjamin Samuel Bloom 1956

Krathwohl - Lorin W. Anderson 2013-11-01 Embodying advances in cognitive psychology since the publication of Bloom's taxonomy, this revision of that framework is designed to help teachers understand and implement standards-based curriculums as well as facilitate constructing and analyzing their own. A revision only in the sense that it builds on the original framework, it is a completely new manuscript in both text and organization. Its two-dimensional framework interrelates knowledge with the cognitive processes students use to gain and work with knowledge. Together, these define the goals, curriculum standards, and objectives students are expected to learn. The framework facilitates the exploration of curriculums from four perspectives-what is intended to be taught, how it is to be taught, how learning is to be assessed, and how well the intended aims, instruction and assessments are aligned for effective education. This revisited framework allows you to connect learning from all these perspectives.

Designing and Delivering Effective Online Instruction - Linda Dale Bloomberg 2021-05-14 The Spring of 2020 saw educational institutions around the world abruptly convert to online teaching formats. While this transition may be unfamiliar--and even uncomfortable--the skills and techniques needed to engage and empower online learners can be learned and mastered to serve the current and ever-expanding need. This indispensable resource focuses on combining multimodal teaching strategies with innovative technology to help adult learners engage more meaningfully. The book distills decades of research in adult

learning and education to provide evidence-based strategies that directly and practically apply to online environments. The author identifies five core areas for focus: principles of adult learning, engagement through presence, diversity and inclusion, community building, and enhancing learner empowerment; thereby demonstrating how to prepare for the online learning environment, design and deliver engaging course content, and effectively evaluate the learning experience. Book Features: A holistic approach that addresses and integrates every key dynamic to ensure the design, development, and delivery of optimal online learning experiences. Appropriate for instructors and course designers as they manage blended or fully online teaching models. Content is readily applicable across disciplines and institutional types. Grounded firmly in research, theory, and best practices related to social presence, engagement, inclusive pedagogy, Understanding by Design (UBD), Universal Design for Learning (UDL), reflective practice, and principles of adult learning and development. Comprehensive checklists provide overviews of key action items and associated steps involved in course design, development, and delivery. Reflection is a cornerstone of deep learning, and reflective questions are included in each chapter.

Teach Like a Champion 2.0 - Doug Lemov 2015-01-12 One of the most influential teaching guides ever—updated! Teach Like a Champion 2.0 is a complete update to the international bestseller. This teaching guide is a must-have for new and experienced teachers alike. Over 1.3 million teachers around the world already know how the techniques in this book turn educators into classroom champions. With ideas for everything from boosting academic rigor, to improving classroom management, and

inspiring student engagement, you will be able to strengthen your teaching practice right away. The first edition of Teach Like a Champion influenced thousands of educators because author Doug Lemov's teaching strategies are simple and powerful. Now, updated techniques and tools make it even easier to put students on the path to college readiness. Here are just a few of the brand new resources available in the 2.0 edition: Over 70 new video clips of real teachers modeling the techniques in the classroom (note: for online access of this content, please visit my.teachlikeachampion.com) A selection of never before seen techniques inspired by top teachers around the world Brand new structure emphasizing the most important techniques and step by step teaching guidelines Updated content reflecting the latest best practices from outstanding educators Organized by category and technique, the book's structure enables you to read start to finish, or dip in anywhere for the specific challenge you're seeking to address. With examples from outstanding teachers, videos, and additional, continuously updated resources at teachlikeachampion.com, you will soon be teaching like a champion. The classroom techniques you'll learn in this book can be adapted to suit any context. Find out why Teach Like a Champion is a "teaching Bible" for so many educators worldwide.
Encyclopedia of the Sciences of Learning - Norbert M. Seel 2011-10-05
Over the past century, educational psychologists and researchers have posited many theories to explain how individuals learn, i.e. how they acquire, organize and deploy knowledge and skills. The 20th century can be considered the century of psychology on learning and related fields of interest (such as motivation, cognition, metacognition etc.) and it is fascinating to see the various mainstreams of learning, remembered and

forgotten over the 20th century and note that basic assumptions of early theories survived several paradigm shifts of psychology and epistemology. Beyond folk psychology and its naïve theories of learning, psychological learning theories can be grouped into some basic categories, such as behaviorist learning theories, connectionist learning theories, cognitive learning theories, constructivist learning theories, and social learning theories. Learning theories are not limited to psychology and related fields of interest but rather we can find the topic of learning in various disciplines, such as philosophy and epistemology, education, information science, biology, and – as a result of the emergence of computer technologies – especially also in the field of computer sciences and artificial intelligence. As a consequence, machine learning struck a chord in the 1980s and became an important field of the learning sciences in general. As the learning sciences became more specialized and complex, the various fields of interest were widely spread and separated from each other; as a consequence, even presently, there is no comprehensive overview of the sciences of learning or the central theoretical concepts and vocabulary on which researchers rely. The Encyclopedia of the Sciences of Learning provides an up-to-date, broad and authoritative coverage of the specific terms mostly used in the sciences of learning and its related fields, including relevant areas of instruction, pedagogy, cognitive sciences, and especially machine learning and knowledge engineering. This modern compendium will be an indispensable source of information for scientists, educators, engineers, and technical staff active in all fields of learning. More specifically, the Encyclopedia provides fast access to the most relevant theoretical terms provides up-to-date, broad and authoritative coverage of the

most important theories within the various fields of the learning sciences and adjacent sciences and communication technologies; supplies clear and precise explanations of the theoretical terms, cross-references to related entries and up-to-date references to important research and publications. The Encyclopedia also contains biographical entries of individuals who have substantially contributed to the sciences of learning; the entries are written by a distinguished panel of researchers in the various fields of the learning sciences. Taxonomy of Educational Objectives - 1984

A Taxonomy for Learning, Teaching, and Assessing - Benjamin Samuel Bloom 2001 This revision of Bloom's taxonomy is designed to help teachers understand and implement standards-based curriculums. Cognitive psychologists, curriculum specialists, teacher educators, and researchers have developed a two-dimensional

framework, focusing on knowledge and cognitive processes. In combination, these two define what students are expected to learn in school. It explores curriculums from three unique perspectives- cognitive psychologists (learning emphasis), curriculum specialists and teacher educators (C & I emphasis), and measurement and assessment experts (assessment emphasis). This revisited framework allows you to connect learning in all areas of curriculum. Educators, or others interested in educational psychology or educational methods for grades K-12.

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A History of the Work Concept - Agamenon R. E. Oliveira 2013-11-19 This book traces the history of the concept of work from its earliest stages and shows that its further formalization leads to equilibrium principle and to the principle of virtual works, and so pointing the way ahead for future research and applications. The idea that something remains constant in a machine operation is very old and has been expressed by many mathematicians and philosophers such as, for instance, Aristotle. Thus, a concept of energy developed. Another important idea in machine operation is Archimedes' lever principle. In modern times the concept of work is analyzed in the context of applied mechanics mainly in Lazare Carnot mechanics and the mechanics of the new generation of polytechnical engineers like Navier, Coriolis and Poncelet. In this context the word "work" is finally adopted. These engineers are also responsible for the incorporation of the concept of work into the discipline of economics when they endeavoured to combine the study of the work of machines and men together.

Planning Programs for Adult Learners - Sandra Ratcliff Daffron 2021-03-30 Strengthen your adult education program planning with this essential guide Planning Programs for Adult Learners: A Practical Guide, 4th Edition is an interactive,

practical, and essential guide for anyone involved with planning programs for adult learners. Containing extensive updates, refinements, and revisions to this celebrated book, this edition prepares those charged with planning programs for adult learners across a wide variety of settings. Spanning a variety of crucial subjects, this book will teach readers how to: Plan, organize, and complete other administrative tasks with helpful templates and practical guides Focus on challenges of displacement, climate change, economic dislocation, and inequality Plan programs using current and emerging digital delivery tools and techniques including virtual and augmented reality Planning Programs for Adult Learners provides an international perspective and includes globally relevant examples and research that will inform and transform your program planning process. Perfect for adult educators and participants in continuing education programs for adults, the book will also be illuminating for graduate students in fields including education, nursing, human resource development, and more.

The Virtual University - Steve Ryan 2013-10-18 A discussion of the increased accessibility to the Internet and how this has lead to a variety of resources being used for learning. Case studies and examples show the benefits of using the Internet as part of resource-based learning.

Learning and the Affective Approach - Acene Fleurmons 2017-05-16 My book, Learning and the Affective Approach, is a demonstration of the importance of affection, love, association, and integration for kids, preschoolers, and schoolers in their immediate environment and learning journey. That was an intellectual work that led us to a profound reflection on learning and on human intelligence (which we redefined in chapter 1), which facilitates the learning

process—how we acquire knowledge, what makes people appear more intelligent or less, and what hinders the process of acquiescing knowledge. Lastly, we have come to understand why Benjamin Bloom had so much success with the publication of his "Taxonomy of Educational Objectives: Cognitive Domain" in 1956. In addition, we understood why David Krathwohl had to build upon Bloom's ideas to publish a new book on educational taxonomy related to affection. The former infuses cognitive notions into the kids' mind, and the latter relaxes it to facilitate the reception (chapter 2).

Gyn/Ecology - Mary Daly 2016-07-26
This revised edition includes a New Intergalactic Introduction by the Author. Mary Daly's New Intergalactic Introduction explores her process as a Crafty Pirate on the Journey of Writing Gyn/Ecology and reveals the autobiographical context of this "Thunderbolt of Rage" that she first hurled against the patriarchs in 1979 and no hurls again in the Re-Surging Movement of Radical Feminism in the Be-Dazzling Nineties.

Taxonomy of Educational Objectives - Benjamin Samuel Bloom 1964

The Sourcebook for Teaching Science, Grades 6-12 - Norman Herr 2008-08-11
The Sourcebook for Teaching Science is a unique, comprehensive resource designed to give middle and high school science teachers a wealth of information that will enhance any science curriculum. Filled with innovative tools, dynamic activities, and practical lesson plans that are grounded in theory, research, and national standards, the book offers both new and experienced science teachers powerful strategies and original ideas that will enhance the teaching of physics, chemistry, biology, and the earth and space sciences.

How to Use Bloom's Taxonomy in the Classroom The Complete Guide - Mike Gershon

2018-08-03
How to Use Bloom's Taxonomy in the Classroom: The Complete Guide is your one-stop shop for improving the quality of the lessons, questions, activities and assessments you plan. Never before has there been such a detailed, practical analysis of the taxonomy - of how it works, why it works and how you can use it to raise achievement in your classroo

The context of natural forest management and FSC certification in Brazil - Claudia Romero 2015-12-30 Management decisions on appropriate practices and policies regarding tropical forests often need to be made in spite of innumerable uncertainties and complexities. Among the uncertainties are the lack of formalization of lessons learned regarding the impacts of previous programs and projects. Beyond the challenges of generating the proper information on these impacts, there are other difficulties that relate with how to socialize the information and knowledge gained so that change is transformational and enduring. The main complexities lie in understanding the interactions of social-ecological systems at different scales and how they varied through time in response to policy and other processes. This volume is part of a broad research effort to develop an independent evaluation of certification impacts with stakeholder input, which focuses on FSC certification of natural tropical forests. More specifically, the evaluation program aims at building the evidence base of the empirical biophysical, social, economic, and policy effects that FSC certification of natural forest has had in Brazil as well as in other tropical countries. The contents of this volume highlight the opportunities and constraints that those responsible for managing natural forests for timber production have experienced in their efforts to improve their practices in Brazil. As such, the goal of the studies in this volume is to

serve as the foundation to design an impact evaluation framework of the impacts of FSC certification of natural forests in a participatory manner with interested parties, from institutions and organizations, to communities and individuals.

The Rat - S. A. Barnett 2017-07-12
The laws of animal behavior have been revised and revealed through research performed by zoologists, physiologists and experimental psychologists. Each has contributed much. Their main meeting ground has been the study of mammals, especially rats. This classic book is unique in bringing together the principal conclusions of these researchers in a compact, well illustrated, and lucid form. The author himself made important original contributions to wild rat behavior; his account of "white rat psychology" and of relevant work on other species is equally authoritative. Experience as a teacher enabled him to write an unusually logical and comprehensive text, suitable for students of zoology, psychology and medicine. This book belongs to no particular school of biology or psychology. Rather it admits the work of all schools and strict adherence to none. The principal topics covered include: movement in the living space; feeding behavior; social and reproductive behavior; the analysis of "instinct"; the analysis of learned behavior; "motivation" and "drive"; the brain and behavior. The book includes a full, carefully selected bibliography, current up to the time of original publication of the original edition.

NANDA International Nursing Diagnoses - T. Heather Herdman 2021-02-11
The quintessential guide to nursing diagnoses from NANDA-I experts in new updated edition Fully updated and revised by editors T. Heather Herdman, Shigemi Kamitsuru, and Camila Takáo Lopes, NANDA International Nursing Diagnoses: Definitions and Classification, 2021-2023,

12th Edition is the definitive guide to nursing diagnoses, as reviewed and approved by the NANDA International (NANDA-I) Diagnosis Development Committee (DDC). In this new edition of a seminal text, the editors have revised all introductory chapters, providing critical information needed for nurses to understand assessment, its link to diagnosis and clinical reasoning, and the purpose and use of taxonomic structure for nurses at the bedside. Researchers will also find new recommendations to improve the terminology. Additional Key Updates 46 new nursing diagnoses and 67 revised diagnoses Changes to 17 nursing diagnosis labels, ensuring they are consistent with current literature and reflect a human response Refinement of the vast majority of the nursing diagnosis related/risk factors Standardization of diagnostic indicator terms (defining characteristics, related factors, risk factors) to further aid clarity for students and clinicians Coding of all terms for those using electronic versions of the terminology Web-based resources include reference lists for new and revised diagnoses New chapter on revised Level of Evidence Criteria for diagnosis submission Rigorously updated and revised, the new edition of this acclaimed text is a must-have resource for all nursing students, professional nurses, nurse educators, nurse informaticists, nurse researchers, and nurse administrators.

Understanding by Design - Grant Wiggins 2005 Presents a multifaceted model of understanding, which is based on the premise that people can demonstrate understanding in a variety of ways.

Argumentation in Chemistry Education - Sibel Erduran 2019-02-12 Many studies have highlighted the importance of discourse in scientific understanding. Argumentation is a form of scientific discourse that plays a central role in the building of

explanations, models and theories. Scientists use arguments to relate the evidence that they select from their investigations and to justify the claims that they make about their observations. The implication is that argumentation is a scientific habit of mind that needs to be appropriated by students and explicitly taught through suitable instruction. Edited by Sibel Erduran, an internationally recognised expert in chemistry education, this book brings together leading researchers to draw attention to research, policy and practice around the inclusion of argumentation in chemistry education. Split into three sections: Research on Argumentation in Chemistry Education, Resources and Strategies on Argumentation in Chemistry Education, and Argumentation in Context, this book blends practical resources and strategies with research-based evidence. The book contains state of the art research and offers educators a balanced perspective on the theory and practice of argumentation in chemistry education.

How to Write and Use Instructional Objectives - Norman Edward Gronlund 2000
Intended for courses in Test and Measurement. This text is a concise and practical resource to writing and using objectives. It describes and illustrates how to state instructional objectives in performance terms that define desired learning outcomes (intellectual, affective, and performance skills) and expected student performance.
Measurement for Educational Evaluation - Clinton I. Chase 1978

Developing Talent in Young People - Benjamin Bloom 1985-01-12
The dramatic findings of a ground-breaking study of 120 immensely talented individuals reveal astonishing new information on developing talent in young people. • The Nature of the Study and Why It Was Done • Learning to Be a

Concert Pianist • One Concert Pianist • The Development of Accomplished Sculptors • The Development of Olympic Swimmers • One Olympic Swimmer • Learning to Be a World-Class Tennis Player • The Development of Exceptional Research Mathematicians • One Mathematician: "Hal Foster" • Becoming an Outstanding Research Neurologist • Phases of Learning • Home Influences on Talent Development • A Long-Term Commitment to Learning • Generalizations About Talent Development

The Wisdom of Our Hands - Doug Stowe 2022-02-22 A guide to living fully and humanely by learning the wisdom of authentic manual work. Most of us modern people live in a world of constant abstraction, immersed in our heads and our screens. But there is a deeper wisdom in working with your hands in the real world. In The Wisdom of Our Hands, craftsman and educator Doug Stowe shows how working with handcrafts, either professionally or as a hobby, is essential for a full education and a full life. Based on his 45 years as a woodworker and 20 years as a teacher of handcrafts, Stowe argues that human beings have a natural need to express themselves creatively through tangible work. The use of one's hands and whole body to make physical things promotes both physical and mental health and fosters a sense of mastery in both young and adult students. A life of craftsmanship is also an opportunity and obligation to define one's own values. Drawing on his experiences living and working in Eureka Springs, Arkansas, a town dedicated to handcrafts and arts, Stowe demonstrates how craft work creates community, forges deeper social bounds, and fosters a saner attitude about the value of relative value of human labor and material goods. A quietly radical and spiritual blueprint for a deeper and more connected way of life, The Wisdom of Our Hands is a transformational book.
Introducing English

Grammar - Kersti Borjars
2013-01-11
Answering key questions such as 'Why study grammar?' and 'What is standard English?', Introducing English Grammar guides readers through the practical analysis of the syntax of English sentences. With all special terms carefully explained as they are introduced, the book is written for readers with no previous experience of grammatical analysis. It is ideal for all those beginning their study of linguistics, English language or speech pathology, as well as students with primarily literary interests who need to cover the basics of linguistic analysis. The approach taken is in line with current research in grammar, a particular advantage for students who may go on to study syntax in more depth. All the examples and exercises use real language taken from newspaper articles, non-standard dialects and include excerpts from studies of patients with language difficulties. Students are encouraged to think about the terminology as a tool kit for studying language and to test what can and cannot be described using these tools. This new edition has been fully revised in line with recent research. There is a new chapter on World English, a new glossary and a free website with extensive further reading and answers to the exercises.

Information and Communication Technologies and Real-Life Learning - Tom J. van Weert 2006-01-28
Information and Communication Technologies in Real-Life Learning presents the results of an International Federation for Information Processing (IFIP) working conference held December 2004 in Melbourne, Australia. The working conference was organized by IFIP Working Group 3.2 (Informatics and ICT in Higher Education) and IFIP Working Group 3.4 (Professional and Vocational Education in Information Technology). The papers in this

book present a cross-section of issues in real-life learning in which Information and Communication Technology (ICT) plays an important role. Some of the issues covered include: education models for real-life learning enabled by ICT; effective organization of a real-life learning environment; the changing role of the student; the changing role of educational institutions and their relationship with business and industry; the changing role of teachers and their use of ICT; and managment of ICT-rich education change.
Tools for Teaching - Barbara Gross Davis 2009-07-17 This is the long-awaited update on the bestselling book that offers a practical, accessible reference manual for faculty in any discipline. This new edition contains up-to-date information on technology as well as expanding on the ideas and strategies presented in the first edition. It includes more than sixty-one chapters designed to improve the teaching of beginning, mid-career, or senior faculty members. The topics cover both traditional tasks of teaching as well as broader concerns, such as diversity and inclusion in the classroom and technology in educational settings.
A Conceptual Framework for Educational Objectives - A. Dean Hauenstein 1998 A Conceptual Framework for Educational Objectives introduces a framework for holistic learning that restructures the traditional taxonomies of the cognitive, affective, and psychomotor domains while unifying them and reducing the number of categories and subcategories with a new behavioral domain. The author discusses the application of a student-centered curriculum and instruction by integrating subject areas, while working from the concept of constructivism, in which individuals construct their knowledge from their own experiences. This proposal makes the assumption that students cannot learn material without an experience with it, and creates a much simpler

taxonomy focused on the same traditional domains, yet applies much more easily to the whole learning process so that no part of the learning process is left. Holistic learning leads to complete, effective teaching with a more focused and less complex system.

The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation - Bruce B. Frey 2018-01-29 This encyclopedia is the first major reference guide for students new to the field, covering traditional areas while pointing the way to future developments.

Objectives for Instruction and Evaluation - Robert J. Kibler 1981

A Taxonomy of the Psychomotor Domain - Anita J. Harrow 1972

Why Learn History (When It's Already on Your Phone) - Sam Wineburg 2018-09-17 Let's start with two truths about our era that are so inescapable as to have become clichés: We are surrounded by

more readily available information than ever before. And a huge percentage of it is inaccurate. Some of the bad info is well-meaning but ignorant. Some of it is deliberately deceptive. All of it is pernicious. With the internet always at our fingertips, what's a teacher of history to do? Sam Wineburg has answers, beginning with this: We definitely can't stick to the same old read-the-chapter-answer-the-questions-at-the-back snoozefest we've subjected students to for decades. If we want to educate citizens who can sift through the mass of information around them and separate fact from fake, we have to explicitly work to give them the necessary critical thinking tools. Historical thinking, Wineburg shows us in Why Learn History (When It's Already on Your Phone), has nothing to do with test prep–style ability to memorize facts. Instead, it's an orientation to the world that we can cultivate, one that encourages reasoned skepticism, discourages haste,

and counters our tendency to confirm our biases. Wineburg draws on surprising discoveries from an array of research and experiments—including surveys of students, recent attempts to update history curricula, and analyses of how historians, students, and even fact checkers approach online sources—to paint a picture of a dangerously mine-filled landscape, but one that, with care, attention, and awareness, we can all learn to navigate. It's easy to look around at the public consequences of historical ignorance and despair. Wineburg is here to tell us it doesn't have to be that way. The future of the past may rest on our screens. But its fate rests in our hands.