

1.	Record Nr.	UNICAMPANIASUN0101516
	Titolo	Trattato breve dei nuovi danni / diretto da Paolo Cendon
	Pubbl/distr/stampa	[Assago] : CEDAM, 2014
	ISBN	978-88-13-34001-8
	Descrizione fisica	volumi ; 25 cm.
	Disciplina	346.45033
	Soggetti	Danni alla persona - Italia Danni morali - Italia
	Lingua di pubblicazione	Italiano
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
2.	Record Nr.	UNINA9910949132703321
	Autore	Dikilitas Kenan <1973->
	Titolo	A Practical Guide to Understanding and Implementing Challenge-Based Learning / / by Kenan Dikilita, Tim Marshall, Masoumeh Shahverdi
	Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Palgrave Macmillan, , 2025
	ISBN	9783031670114 3031670116
	Edizione	[1st ed. 2025.]
	Descrizione fisica	1 online resource (324 pages)
	Altri autori (Persone)	MarshallTim ShahverdiMasoumeh
	Disciplina	371.36
	Soggetti	Education, Higher Teaching Maturation (Psychology) Teachers - Training of Higher Education Pedagogy Personal Development Didactics and Teaching Methodology Teaching and Teacher Education

Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Chapter 1 – CBL and its evolution as an instructional and pedagogical practice -- Chapter 2 -CBL framework today and CBL learning outcomes -- Chapter 3- CBL assessment, feedback and evaluation -- Chapter 4- CBL categorisation through a micro, meso, macro framework -- Chapter 5- CBL micro frame level case studies -- Chapter 6 - CBL meso level frame case studies -- Chapter 7-CBL macro level frame case studies -- Chapter 8- CBL future implications for teachers, practitioners, students, and external stakeholders -- Chapter 9 - CBL conversations with colleagues and students -- Conclusion.
Sommario/riassunto	This open access book maps the role of challenge-based learning (CBL) in the transformation of higher education pedagogy, towards being sector-informed as well as student-driven. CBL democratises the process of learning by repositioning students as drivers, who are empowered to make decisions on course content, assess needs in the real world and develop opinions. Teachers monitor student learning and engagement and mentor students to express their needs. Chapters showcase existing CBL practices in different settings, and include case studies which detail the practical application of CBL in multiple contexts. The authors develop an emerging theory of practical learning based on the insights of the curriculum designers, practitioners and students. The book will be of interest to researchers, teacher educators/trainers and research supervisors in higher education.