

1. Record Nr.	UNICAMPANIASUN0125280
Autore	Khan, Akhtar A.
Titolo	Set-valued Optimization : An Introduction with Applications / Akhtar A. Khan, Christiane Tammer, Constantin Zlinescu
Pubbl/distr/stampa	xxii, 765 p., : ill. ; 24 cm
Edizione	[Berlin : Springer, 2015]
Descrizione fisica	Pubblicazione in formato elettronico
Altri autori (Persone)	Tammer, Christiane Zlinescu, Constantin
Soggetti	49-XX - Calculus of variations and optimal control; optimization [MSC 2020] 90Cxx - Mathematical programming [MSC 2020] 49K40 - Sensitivity, stability, well-posedness [MSC 2020] 49N15 - Duality theory (optimization) [MSC 2020] 49Jxx - Existence theories in calculus of variations and optimal control [MSC 2020] 90-XX - Operations research, mathematical programming [MSC 2020] 91B15 - Welfare economics [MSC 2020]
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

2. Record Nr.	UNINA9910783616503321
Autore	Cooper Paul <1955, >
Titolo	Effective schools for disaffected students : integration and segregation // Paul Cooper
Pubbl/distr/stampa	London ; ; New York : , : Routledge, , 1993
ISBN	1-134-92172-1 1-134-92173-X 1-282-77756-4 9786612777561 0-203-03244-6
Descrizione fisica	1 online resource (278 p.)
Disciplina	371.93
Soggetti	Alienation (Social psychology) - Great Britain Problem children - Education - United States Mainstreaming in education - Great Britain
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (pages [256]-262) and index.
Nota di contenuto	Book Cover; Title; Contents; Acknowledgements; Preface; Introduction; Introduction; Institutions and disaffection; Individuality, education and approaches to disruption; Introduction; Pupils tell their stories; The residential experience I: School life; The residential experience II: Interpersonal relationships and personal outcomes; Introduction; School effectiveness; Tackling disaffection in the mainstream school: One school's experience; Conclusion: Schools for individuals; Appendix: A note on the research method; References; Index
Sommario/riassunto	Disaffected pupils respond well in circumstances where they feel secure, where they have a sense of being valued and respected, and where they perceive there to be opportunities for them to succeed. Effective Schools for Disaffected Students offers insights into how these outcomes might be achieved in both mainstream and segregated settings. The investigation is based on the views of pupils who have been excluded from mainstream schools for pupils with emotional and behavioural difficulties. The author relates the pupils' experiences of the different types of school to research in

