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Autore	Harrison Mark <1949->
Titolo	Soviet planning in peace and war, 1938-1945 // Mark Harrison
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ISBN	1-139-08532-8 0-511-52364-5
Descrizione fisica	1 online resource (xiv, 315 pages) : digital, PDF file(s)
Collana	Cambridge Russian, Soviet and post-Soviet studies ; ; 45
Disciplina	338.947
Soggetti	World War, 1939-1945 - Economic aspects - Soviet Union Soviet Union Economic policy 1938-1942 Soviet Union Economic policy 1942-1945 Soviet Union Economic conditions 1917-1945
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	1. Economic planning and the search for balance -- 2. The coming of war : plans and realities in 1941 --3. The Soviet productive effort -- 4. The search for economic balance in wartime -- 5. Soviet lessons from World War II.
Sommario/riassunto	This book is about the impact of war on the Soviet system of economic planning and management between 1938 and 1945. What was the dynamic of change in the prewar Soviet economic system? How well was the Soviet economy prepared for war? What kind of war followed the German invasion of 1941, and what costs did it inflict on the Soviet Union? How did the Soviet economy measure up to wartime requirements, and what changes in economic organisation resulted? What lessons were laid down for the postwar Soviet approach to both peaceful and warlike tasks?

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Descrizione fisica	1 online resource
Disciplina	607.1
Soggetti	Technical education
Lingua di pubblicazione	Inglese
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Sommario/riassunto	Finding effective means of meeting students' varied needs during introductory programming classes is a perpetual challenge. Maintaining motivation and a sufficient level of engagement across an undergraduate group with diverse prior experience is not a simple task. Claims for successful approaches include forms of differentiated teaching and paired programming. Competitions run by professional bodies and the software industry are often used to provide further external motivation. This paper presents the outcomes of a collaborative initiative across four universities which drew on aspects of both these approaches. Academics in the partner institutions had already implemented specific practice to accommodate the variety of student needs. The TOPS project was designed to involve and extend students through the processes of devising and competing in an inter-university challenge. Analysis of the outcomes has enabled the development of further understanding and good practice in this important area.