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Titolo	Feedback in higher and professional education : understanding it and doing it well / / edited by David Boud and Elizabeth Molloy
Pubbl/distr/stampa	Abingdon, Oxon : , : Routledge, , 2013
ISBN	0-203-07433-5 1-283-89412-2 1-135-10747-5
Descrizione fisica	1 online resource (241 p.)
Altri autori (Persone)	BoudDavid MolloyElizabeth
Disciplina	371.102/2
Soggetti	Communication in education Motivation in education Feedback (Psychology) Education, Higher Professional education Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	Cover; Title; Copyright; Contents; Acknowledgements; Contributors; 1 What is the problem with feedback?; 2 Changing conceptions of feedback; 3 Resituating feedback from the reactive to the proactive; 4 The impact of emotions in feedback; 5 Socio-cultural considerations in feedback; 6 Trust and its role in facilitating dialogic feedback; 7 Written feedback What is it good for and how can we do it well?; 8 Feedback in the digital environment; 9 Feedback in clinical procedural skills simulations; 10 Implementing multisource feedback; 11 The role of peers in feedback processes 12 Utilising the voice of others The example of consumer-delivered feedback 13 Decision-making for feedback; Index
Sommario/riassunto	"Learners complain that they do not get enough feedback, and educators resent that although they put considerable time into generating feedback, students take little notice of it. Both parties agree

that it is very important. Feedback in Higher and Professional Education explores what needs to be done to make feedback more effective. It examines the problem of feedback and suggests that there is a lack of clarity and shared meaning about what it is and what constitutes doing it well. It argues that new ways of thinking about feedback are needed. There has been considerable development in research on feedback in recent years, but surprisingly little awareness of what needs to be done to improve it and good ideas are not translated into action. The book provides a multi-disciplinary and international account of the role of feedback in higher and professional education. It challenges three conventional assumptions about feedback in learning: - That feedback constitutes one-way flow of information from a knowledgeable person to a less knowledgeable person. - That the job of feedback is complete with the imparting of performance-related information. - That a generic model of best-practice feedback can be applied to all learners and all learning situations"--

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Autore

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Burns Sean

Archie Green [[electronic resource]] : the making of a working-class hero / / Sean Burns ; foreword by David Roediger ; with a final interview conducted by Nick Spitzer

Urbana, : University of Illinois Press, 2011

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Folklorists - United States

Working class - United States

Labor unions - United States

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Livello bibliografico**Note generali****Nota di bibliografia****Nota di contenuto****Sommario/riassunto****Monografia**

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Includes bibliographical references (p. [173]-182) and index.

""Cover""; ""Title Page""; ""Copyright""; ""Contents""; ""Foreword"";
""Illustrations""; ""Abbreviations""; ""Introduction: Worker, Scholar, and
Organizer""; ""Part 1. Of Shreds and Patches: Early Political Formation"";
""Chapter 1. Family, Revolution, and Emigration""; ""Chapter 2. Boyle
Heights in the 1920's""; ""Chapter 3. Student Politics and Labor in the
Thirties""; ""Part 2. Triangle of Commitments: San Francisco Maritime
Politics of the Thirties""; ""Chapter 4. From Berkeley Stacks to Stake-
Side Trucks""
""Chapter 5. Brother Slugging Brother: Sailors, Longshoremen, and
Legacies of the 34 Strike""""Chapter 6. Harry Bridges and
Reconsiderations of Communist Party History""; ""Chapter 7. Union
Service and Organizing World War II Veterans""; ""Part 3. A Decent
Philosophy: Culture, Politics and the American Folk Revivalism"";
""Chapter 8. Folk Music and the American Communist Party""; ""Chapter
9. Moments in the Making of a Laborlorist""; ""Chapter 10. Vernacular
Music and Cultural Pluralism""; ""Part 4. Always on Stolen Time:
Folklore, Labor History, and Cultural Studies""
""Chapter 11. Alternative Popular Front Imaginary""""Chapter 12. New
Labor History and American Cultural Studies""; ""Chapter 13. Laborlore:
A Pedagogy of the Working Class""; ""Epilogue: A Conversation with
Archie""; ""Acknowledgments""; ""Notes""; ""Bibliography""; ""Index""

" Archie Green: The Making of a Working-Class Hero celebrates one of
the most revered folklorists and labor historians of the twentieth
century. Devoted to understanding the diverse cultural customs of
working people, Archie Green (1917-2009) tirelessly documented these
traditions and educated the public about the place of workers' culture
and music in American life. Doggedly lobbying Congress for support of
the American Folklife Preservation Act of 1976, Green helped establish
the American Folklife Center at the Library of Congress, a significant
collection of images, recordings, and written accounts that preserve the
myriad cultural productions of Americans. Capturing the many
dimensions of Green's remarkably influential life and work, Sean Burns
draws on extensive interviews with Green and his many collaborators to
examine the intersections of radicalism, folklore, labor history, and
worker culture with Green's work. Burns closely analyzes Green's
political genealogy and activist trajectory while illustrating how he
worked to open up an independent political space on the American Left
that was defined by an unwavering commitment to cultural pluralism"

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