

1. Record Nr.	UNINA9910460406403321
Autore	Patel Rambhai N
Titolo	Educational evaluation [[electronic resource] ] : theory & practice // Rambhai N. Patel
Pubbl/distr/stampa	Mumbai [India], : Himalaya Pub. House, 2010
ISBN	1-282-81254-8 9786612812545 1-4416-7494-2 93-5043-280-3
Edizione	[Rev. ed.]
Descrizione fisica	1 online resource (345 p.)
Disciplina	379.1/58
Soggetti	Educational evaluation Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	COVER; CONTENTS; EDUCATIONAL DECISION-MAKING; THE CONCEPT OF EDUCATIONAL EVALUATION; THE ROLE OF OBJECTIVES IN EDUCATIONAL EVALUATION; COMMUNICATING OBJECTIVES; OBJECTIVES AND SPECIFICATIONS; CONTENT ANALYSIS; LEARNING EXPERIENCES; THE YEAR PLAN; THE UNIT PLAN; THE UNIT TEST; A GOOD MEASURING INSTRUMENT; INTERPRETATION OF TEST RESULTS; THE CLASSROOM TESTING TEACHER-MADE TESTS - I (ESSAY TYPE); FORMATIVE AND SUMMATIVE EVALUATION; THE CLASSROOM TESTING TEACHER-MADE TESTS II(OBJECTIVE TYPE); THE CLASSROOM TESTING TEACHER-MADE TESTS-III(QUALITATIVE TECHNIQUES) SEMESTER SYSTEM AND INTERNAL ASSESSMENTUSEFUL STATISTICAL METHODS; BIBLIOGRAPHY; INDEX
Sommario/riassunto	This book covers both the theoretical and functional aspects of educational evaluation. In the beginning greater stress is laid on the theoretical aspect of the subject, but gradually the functional aspect is brought to the front. To make it absolutely functional, Part II of this book deals with some very useful concepts, and offers much useful information on elementary statistics. This approach is best suited to a teacher who is expected not only to know the theory of educational

evaluation but also to prepare the year`s plan, the unit plan, the unit test, and various tools to measure student

2. Record Nr.	UNINA9910480990903321
Autore	Chisholm Linda
Titolo	Teacher preparation in South Africa : history, policy and future directions // Linda Chisholm
Pubbl/distr/stampa	United Kingdom : , : Emerald Publishing Limited, , [2019] ©2019
ISBN	1-78973-831-8 1-78743-694-2
Descrizione fisica	1 online resource (285 pages)
Collana	Emerald Studies in Teacher Preparation in National and Global Contexts
Disciplina	370.710968
Soggetti	Education and state - South Africa Teachers - Training of - South Africa Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Introduction -- Part One: Chapter 1. Early Forms of Teacher Preparation at the Cape -- Chapter 2. Teacher Preparation in Nineteenth-century South Africa: Colonial Dimensions -- Chapter 3. Industrialisation, War and the Rise of the Training Institute, 1890–1910 -- Part Two: Chapter 4. Union, Segregation and the Decline of the Pupil-teacher System, 1910–1920 -- Chapter 5. Consolidating Segregation: Regulating Access, 1920–1939 -- Chapter 6. Consolidating Segregation: Curriculum and Pedagogy -- Part Three: Chapter 7. Apartheid and the Repositioning of Teacher Preparation -- Chapter 8. Teacher Preparation During ‘High’ Apartheid, 1959–1976 -- Chapter 9. Expanding Provision in an Unravelling System: 1976–1990 -- Part Four: Chapter 10. Dismantling and Reconfiguring the System: 1994–2018 -- Conclusion.
Sommario/riassunto	South Africa's transition to democracy has seen massive changes in the field of teacher education aimed at integrating its previously raced and

gendered character. This book provides a comprehensive historical overview and relational understanding of the patterns of teacher preparation supporting South Africa's unequal formal education system. It shows how emerging patterns, policies and pedagogies were deeply entangled with the country's position within a broader international and colonial order as well as with dominant national political and economic social frameworks. Using rich archival and oral evidence, this book illuminates how successive policies restricted and enabled access to different institutions, while differentiated curricula prepared teachers to teach students intended to play different roles in a society marked by class, race and gender division. It explores the location and control of teacher provision for black and white teachers provided by mission societies and the state in colleges and universities. Post-apartheid governments sought to reverse entrenched racial legacies in education through closure of the colleges and incorporation of teacher preparation into universities, altered admission criteria and new curricula. These have resulted in new tensions which have arisen in relation to a world of competing pressures on universities and teachers. By shedding new light on these tensions from a historical perspective, this book will prove an invaluable resource for education leaders and researchers in the field of global and comparative education.

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