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| 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 ASSESSMENT USEFUL 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

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| 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.
