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Titolo	Criminal justice in Scotland / / edited by Hazel Croall, Gerry Mooney and Mary Munro
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Altri autori (Persone)	CroallHazel <1947-> MooneyGerry <1960-> MunroMary <1951->
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and practice"

"9. Policing, surveillance and security in contemporary Scotland:

Nicholas R. Fyfe""10. Sentencing and penal decision-making: is

Scotland losing its distinctive character?: Cyrus Tata"; ""11. Fines,

community sanctions and measures in Scotland: Mary Munro and

Fergus McNeill"; ""12. Prisons and imprisonment in Scotland:

Jacqueline Tombs and Laura Piacentini"; ""Part 4: Looking ahead";

""13. Criminal justice in Scotland: overview and prospects: Mary Munro,

Gerry Mooney and Hazel Croall"; ""Index"

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Titolo

Whisperings from the Corridors : Stories of Teachers in Higher Education / / edited by Susanne Garvis, Rachael Dwyer

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DwyerRachael

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Nota di contenuto

Preliminary Material / Susanne Garvis and Rachael Dwyer --
Whisperings from the Corridors / Rachael Dwyer and Susanne Garvis --
Looking Forward, Looking Back... Recounts, Recollections and Flights
from the Field by Teacher Educators / Susanne Garvis , Donna
Pendergast and Jayne Keogh -- The Importance of Supervision in
Higher Education / Susanne Garvis and Donna Pendergast -- Portraits
of Pedagogical Thinking / Mia O'Brien -- "The Assessment is the
Learning" / Susanne Garvis and Rachael Dwyer -- An Emerging
Pedagogy / Sarah Davey Chesters -- Who Cares? Tensions and Conflicts
from the Field of Teacher Education / Susanne Garvis , Sarah Davey
Chesters , Rachael Dwyer , Jayne Keogh and Donna Pendergast.

This book is intended to illuminate the experiences of teachers working in higher education, the tensions they face in working in an increasingly complex professional landscape. Higher teaching loads, increased expectations of research output, and changing social and economic structures that shape the way students view their tertiary education have a profound affect on university teachers' work. The pages of this volume are filled with the stories of teachers in universities that allow the reader to look deeply into the complexities of their work. We and the other authors do not pretend that the stories told here are representative of all university teachers, that they are in any way generalisable, but that others may learn from the knowledge that is shared.
