

1. Record Nr.	UNINA9910480278303321
Titolo	Archaeological approaches to shamanism : mind-body, nature, and culture / / edited by Dragos Gheorghiu [and three others]
Pubbl/distr/stampa	Newcastle upon Tyne, UK : , : Cambridge Scholars Publishing, , 2017
ISBN	1-5275-0955-9
Descrizione fisica	1 online resource (281 pages) : illustrations, maps
Disciplina	201.44
Soggetti	Shamanism Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
2. Record Nr.	UNINA9910783743203321
Autore	Francis Becky
Titolo	Boys, girls and achievement : addressing the classroom issues / / Becky Francis
Pubbl/distr/stampa	London ; ; New York : , : RoutledgeFalmer, , 2000
ISBN	1-134-57921-7 1-280-32871-1 1-134-57922-5 0-203-13645-4 0-203-16978-6
Descrizione fisica	1 online resource (177 p.)
Disciplina	306.43
Soggetti	Sex differences in education Academic achievement
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 (p. [158]-164) and index.

## Nota di contenuto

Book Cover; Title; Contents; List of tables; Acknowledgements; Introduction; Gender and Achievement: A Summary of Debates; Theoretical Perspectives of Gender Identity; Gendered Classroom Culture; Young People's Constructions of Gender and Status; Young People's Talk about Gender and Studentship; Young People's Views of the Importance of Gender and Education for their Lives; Young People's Talk about Gender and Behaviour; Discussion: Gender, Achievement and Status; Teaching Strategies for the Future; Interview Schedule; Transcript Conventions; Attributes of an Ideal Pupil; Notes; References Index

## Sommario/riassunto

Girls are now out-performing boys at GCSE level, giving rise to a debate in the media on boys' underachievement. However, often such work has been a 'knee-jerk' response, led by media, not based on solid research. Boys, Girls and Achievement - Addressing the Classroom Issues fills that gap and:<sup>\*</sup>provides a critical overview of the current debate on achievement;<sup>\*</sup>Focuses on interviews with young people and classroom observations to examine how boys and girls see themselves as learners;<sup>\*</sup>analyses the strategies teachers can use to improve the educational achievements of both bo