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Autore	Comstock Anna Botsford <1854-1930, >
Titolo	The Comstocks of Cornell : John Henry Comstock and Anna Botsford Comstock / / Anna Botsford Comstock
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Nota di bibliografia	Includes bibliographic references and index.
Nota di contenuto	Frontmatter -- Foreword / Herrick, Glenn W. -- Contents -- Illustrations -- 1. John Henry Comstock, Childhood and Youth- 1849-1864 -- 2. A Sailor and a Scholar - 1864-1869 -- 3. Student and Teacher at Cornell University- 1870- 1874 -- 4. Anna Botsford, Childhood and Youth- 1854-1874 -- 5. A Woman Student at Cornell University-1874-1876 -- 6. Marriage of Anna Botsford and Professor J. H. Comstock- 1876-1879 -- 7. As United States Entomologist-1879-1881 -- 8. Return to the Department of Entomology at Cornell - 1881-1888 -- 9. Studies of Entomology in Europe and America- 1888-1891 -- 10. Entomology at Stanford University; The Comstock Publishing Company- 1891-1897 -- 11. Nature Study Movement in New York State-1893- 1903 -- 12. Scientific Farming; Studies in the South- 1894-1903 -- 13. Nature Study Across a Continent- 1903-1906 -- 14. Sabbatic Year Abroad- 1907-1908 -- 15. Cornell's New Quarters for Entomology and Nature Study-1908-1912 -- 16. Summer in England; Plans for Retirement- 1912-1914 -- 17. Retirement of J. H. Comstock; Research and Writing- 1914-1917 -- 18. Retirement of Anna B. Comstock; Writing and Teaching- 1919-1921 -- 19. Tributes to Two Distinguished Scholars- 1921-1926 -- 20. "The Last of Life . . ."-

1926-1930 -- APPENDIXES AND INDEX -- "Sunset and Evening Star" / Herrick, Glenn W. -- In Honor of the Comstocks of Cornell / Smith, Ruby Green -- The Comstock Books / Herrick, Glenn W. / Smith, Ruby Green -- Index

Sommario/riassunto

The Comstocks of Cornell is the autobiography written by naturalist educator Anna Botsford Comstock about her life and her husband's, entomologist John Henry Comstock - both prominent figures in the scientific community and in Cornell University history. A first edition was published in 1953, but it omitted key Cornellians, historical anecdotes, and personal insights. Karen Penders St. Clair's twenty-first century edition returns Mrs. Comstock's voice to her book by rekeying her entire manuscript as she wrote it, and preserving the memories of the personal and professional lives of the Comstocks that she had originally intended to share. The book includes a complete epilogue of the Comstocks' last years and fills in gaps from the 1953 edition. Described as serious legacy work, the book is an essential part of Cornell University history and an important piece of Cornell University Press history.

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Titolo

Adult English Language Teaching : Transformation through Lifelong Learning / / edited by Valentina Kononova, Natasha Kersh, Tatiana Dobrydina

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Soggetti

Education  
Language and languages - Study and teaching  
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Educació permanent  
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Lingua di pubblicazione	Inglese
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Chapter 1. Post-Knowledge Economy and Lifelong Language Learning: New Agendas and Issues -- Chapter 2. Language Learning Policies In Context: Economic, Political And Legal Dimensions -- Chapter 3. Political, Social and University Framing of Lifelong Learning Policies: Countries' Views And Crossings -- Chapter 4. Spaces Of Adult Language Learning: Lifelong Language Learning in, for and Through The Workplace -- Chapter 5. Lifelong Language Learning: Voices From the Remote Regions -- Chapter 6. Learning In Diverse Learner Contexts -- Chapter 7. Teaching Adults: Learning Languages in the Pandemic Span -- Chapter 8. Assessment In Adult Language Learning -- Chapter 9. Technological Bridges Between the Language Teacher and the Language Learner -- Chapter 10. Adult Language and Communication Learning For Sustainable Human Development.
Sommario/riassunto	This book explores cross-international experiences in the field of adult English language teaching and learning, using cross-cultural dialogues to hear voices from different countries and different settings – formal, informal and non-formal – discussing how their lifelong learning has or is still in the process of helping them to change their lives. The book addresses two major questions: (1) How do adults learn languages and transform themselves through learning? (2) How do authorities and societies build capacity for sustainable language development? It will be of interest to researchers, policymakers and adult language teachers, concerned with diverse aspects of teaching and learning English as lingua franca for enhancing the public good internationally. The book draws on the way in which the Western paradigm of lifelong learning was applied by an international team of inspired professionals to English language education in the Tempus project “Lifelong Language Learning University Centre Network for New Career Opportunities and Personal Development (UNICO)”. This project was undertaken by eleven universities in three countries: the Siberian Federal District of the Russian Federation, the Kyrgyz Republic, and the Republic of Tajikistan, in partnership with the Charles University in Prague, the Institute of Education from the University College London, and the University of Córdoba in Spain. .