

1. Record Nr.	UNINA9910711676003321
Titolo	2014 farm bill: conservation practices and programs for your land // United States Department of Agriculture, Natural Resources Conservation Service
Pubbl/distr/stampa	[Washington, D.C.] : , : United States Department of Agriculture, Natural Resources Conservation Service, , 2015
Descrizione fisica	1 online resource (2 unnumbered pages) : color illustrations
Collana	Program aid ; ; 2172
Soggetti	Agricultural conservation - United States Conservation of natural resources - United States Soil conservation - United States Watershed restoration - United States Restoration ecology - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"August 2015."

2. Record Nr.	UNINA9910645888803321
Titolo	Educational Assessment and Inclusive Education : Paradoxes, Perspectives and Potentialities / / by Christian Ydesen, Alison L. Milner, Tali Aderet-German, Ezequiel Gomez Caride, Youjin Ruan
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2022
ISBN	9783031190049 3031190041
Edizione	[1st ed. 2022.]
Descrizione fisica	1 online resource (382 pages)
Disciplina	371.26
Soggetti	Teaching Inclusive education International education Comparative education Education and state Educational tests and measurements Pedagogy Inclusive Education International and Comparative Education Educational Policy and Politics Assessment and Testing
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Chapter 1. Introducing a Research Agenda -- Chapter 2. Researching Educational Assessment and Inclusive Education -- Chapter 3. Unpacking Layers of Assessment and Inclusive Education in National Settings: Links and Disconnections in Policy and Practice -- Chapter 4. Changes in the Organisation of Schooling: Recontextualising the Assemblages of Assessment and Inclusion -- Chapter 5. Images of Accountability: From Responsible Professional Practices to the Hyperrealities of Assessment and Inclusion -- Chapter 6. Leading Inclusive Schools: From the Effectiveness of the Individual to L'affect of

Collectivities -- Chapter 7. Becoming a Teacher: Assessment and Inclusion in Professional Practices and Subjectivities -- Chapter 8. Students: Who Is In and Who Is Out as a Result of Policies and Practices in the Assemblages of Assessment and Inclusion? -- Chapter 9. Conclusions: Unpacking the Assemblages of Assessment and Inclusion -- Chapter 10 Research Contributions: TransversalConnections in an Interdisciplinary Field and Some Forward-Looking Points of Attention.

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## Sommario/riassunto

This book brings together policymaker and practitioner knowledge, experiences, and perspectives on the interaction between the assessment and inclusion agenda to the fore. The book's analysis is built on comparative qualitative data from five different countries on four continents: Argentina, China, Denmark, England, and Israel. These countries have been chosen for their distinctive, and even contrasting, education policies, sociocultural and economic circumstances, and variations in performance across supranational and national standardised student assessments. In addressing these specific contexts, the book provides insights into the pitfalls and synergies which emerge as key stakeholders attempt to mediate these two educational concerns in both policy and practice. Christian Ydesen is Professor in the Department of Culture and Learning at Aalborg University, Denmark. He is the editor of The OECD's Historical Rise in Education (2019). Alison L. Milner is a postdoctoral researcher in the Department of Culture and Learning at Aalborg University, Denmark. Tali Aderet-German is a postdoctoral researcher in the Department of Culture and Learning at Aalborg University, Denmark. Ezequiel Gomez Caride holds a PhD in the Department of Curriculum and Instruction at the University of Wisconsin-Madison, USA and is currently a postdoctoral researcher. Youjin Ruan is a postdoctoral researcher in the Department of Culture and Learning at Aalborg University, Denmark. .

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