

1. Record Nr.	UNINA9910777367203321
Titolo	Feedback for learning / / edited by Susan Askew ; written by members of the group Assessment, Guidance and Effective Learning at the Institute of Education, University of London
Pubbl/distr/stampa	London ; ; New York : , : Routledge/Falmer, , 2000
ISBN	1-134-55807-4 1-134-55808-2 1-280-05327-5 0-203-01767-6
Descrizione fisica	1 online resource (192 p.)
Altri autori (Persone)	AskewSue
Disciplina	370.15/23 370.1523
Soggetti	Feedback (Psychology) Interaction analysis in education Learning Learning, Feedback (Psychology)
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Book Cover; Title; Copyright; Contents; 1 Gifts ping pong and loops linking feedback and learning; 2 Teacher feedback strategies in primary classrooms new evidence; 3 Getting it right distance marking as accessible and effective feedback in the primary classroom; 4 Dialogue discussion and feedback views of secondary school students on how others help their learning; 5 Feedback between teachers; 6 Student views on careers education and guidance what sort of feedback to careers co ordinators; 7 Learning from research 8 Communications between school and home correction consultation or conversation for learning9 Promoting organisational learning in schools the role of feedback; 10 Value added feedback for the purpose of school self evaluation; 11 Using your initiative feedback to an LEA on a school improvement initiative; Index
Sommario/riassunto	Teachers may be surrounded by feedback and involved in it every day, but the notion is poorly analysed and poorly used. Feedback for

Learning provides an important collection of contributions to the highly topical theme of feedback to support learning. The book spans three major areas which affect all teachers: \*young people's learning\*teachers' learning \*organisational learning. The authors critically examine the assumption that feedback necessarily has positive learning outcomes and describe models and practices which are more likely to result in effective learning

2. Record Nr.	UNINA9910973320903321
Autore	Lefkowitz Mary R. <1935->
Titolo	History lesson : a race odyssey / / Mary Lefkowitz
Pubbl/distr/stampa	New Haven, Conn., : Yale University Press, c2008
ISBN	1-282-08945-5 9786612089459 0-300-14519-5
Edizione	[1st ed.]
Descrizione fisica	1 online resource (208 p.)
Disciplina	907.1/17447
Soggetti	History - Study and teaching (Higher) - Massachusetts Postmodernism and higher education Racism in higher education Antisemitism in higher education Academic freedom
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references (p. 161-187) and index.
Nota di contenuto	A racist incident? -- Discovering afrocentrism -- Two views of ancient history -- Turning myths into history -- A new anti-Semitism -- Truth or slander? -- Reparations? -- A racist polemic? -- Turning history into fiction.
Sommario/riassunto	In the early 1990's, Classics professor Mary Lefkowitz discovered that one of her faculty colleagues at Wellesley College was teaching his students that Greek culture had been stolen from Africa and that Jews were responsible for the slave trade. This book tells the disturbing story of what happened when she spoke out. Lefkowitz quickly learned

that to investigate the origin and meaning of myths composed by people who have for centuries been dead and buried is one thing, but it is quite another to critique myths that living people take very seriously. She also found that many in academia were reluctant to challenge the fashionable idea that truth is merely a form of opinion. For her insistent defense of obvious truths about the Greeks and the Jews, Lefkowitz was embroiled in turmoil for a decade. She faced institutional indifference, angry colleagues, reverse racism, anti-Semitism, and even a lawsuit intended to silence her. In *History Lesson* Lefkowitz describes what it was like to experience directly the power of both postmodernism and compensatory politics. She offers personal insights into important issues of academic values and political correctness, and she suggests practical solutions for the divisive and painful problems that arise when a political agenda takes precedence over objective scholarship. Her forthright tale uncovers surprising features in the landscape of higher education and an unexpected need for courage from those who venture there.

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