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| 1. Record Nr.           | UNINA9910777905503321   |
| Autore                  | Andrews Richard <1953 Apr. 1->  |
| Titolo                  | Argumentation in higher education [[electronic resource] ] : improving practice through theory and research / / Richard Andrews   |
| Pubbl/distr/stampa      | New York, : Routledge, 2009   |
| ISBN                    | 1-135-27652-8<br>1-282-28440-1<br>9786612284403<br>0-203-87271-1  |
| Descrizione fisica      | 1 online resource (244 p.)  |
| Disciplina              | 808.53  |
| Soggetti                | Academic disputations<br>Debates and debating - Study and teaching (Higher)<br>Communication in education   |
| 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 and index.  |
| Nota di contenuto       | Book Cover; Title; Copyright; Contents; Illustrations; Acknowledgements; 1 Why Argument?; 2 The Current State of Argumentation in Higher Education; 3 Generic Skills in Argumentation; 4 Discipline-Specific Skills in Argumentation; 5 The Balance Between Generic and Discipline-Specific Skills; 6 Information and Communication Technologies, Multimodality and Argumentation; 7 Further Evidence from Research; 8 Students' Views on Argumentation; 9 Students' Essays and Reports in a Range of Disciplines; 10 The Significance of Feedback from Lecturers<br>11 Methodological Issues in Researching Argumentation<br>12 Conclusion and a Way Forward in Argumentation Studies in Education; References and Bibliography; Index |
| Sommario/riassunto      | Argumentation in Higher Education offers professors, lecturers and researchers informative guidance for teaching effective argumentation skills to their undergraduate and graduate students. This professional guide aims to make the complex topic of argumentation open and transparent. Grounded in empirical research and theory, but with student voices heard strongly throughout, this book fills the gap of  |

argumentation instruction for the undergraduate and graduate level. Written to enlighten even the most experienced professor, this text contributes to a better understanding of

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