

1. Record Nr.	UNINA9910785706503321
Autore	Volet Simone
Titolo	Interpersonal Regulation of Learning and Motivation [[electronic resource]] : Methodological Advances
Pubbl/distr/stampa	Hoboken, : Taylor and Francis, 2013 New York : , : Routledge, , 2013
ISBN	1-283-91934-6 0-203-11773-5 1-136-30557-2
Descrizione fisica	1 online resource (241 p.)
Collana	New Perspectives on Learning and Instruction
Classificazione	EDU000000EDU009000EDU037000
Altri autori (Persone)	VaurasMarja
Disciplina	370.15 370.154
Soggetti	EDUCATION / Educational Psychology EDUCATION / General EDUCATION / Research Interaction analysis in education Interpersonal relations in children Learning, Psychology of Motivation in education Education Social Sciences Theory & Practice of 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	Cover; Interpersonal Regulation of learning and Motivation: Methodological Advances; Copyright; Contents; List of Figures; List of Tables; List of Contributors; Preface; 1. The Study of Interpersonal Regulation in Learning and Its Challenge to the Research Methodology; 2. Video Analysis of Self-regulated Learning in Social and Naturalistic Contexts: The Case of Preschool and Primary School Children; 3. Tracing Students' Regulation of Learning in Complex Collaborative Tasks; 4. Metacognitive Regulation in Collaborative Learning: Conceptual Developments and Methodological Contextualizations

5. Understanding Quality Variation in Socially Shared Regulation: A Focus on Methodology
6. Interpersonal Regulation in Instructional Interaction: A Dynamic Systems Analysis of Scaffolding;
7. Observing Interpersonal Regulation of Engagement During Instruction in Middle School Classrooms;
8. Analyzing Regulation of Motivation as an Individual and Social Process: A Situated Approach;
9. Recontextualizing Practices: Situative Methods for Studying the Development of Motivation, Identity, and Learning in and Through Multiple Contexts over Time
10. Interpersonal Regulation in Collaborative Learning Activities: Reflections on Emerging Research Methodologies

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Sommario/riassunto

Interpersonal Regulation of Learning and Motivation is the first book in the field to focus on major methodological advances in research on interpersonal regulation of learning and motivation. Interest in developing ways of capturing the dynamics of interpersonal regulation in real-life learning interactions is growing rapidly. Understanding these dynamics is particularly timely given the increased use of collaborative learning activities in schools and university settings, as well as through face-to-face and computer supported collaborative learning (CSCL) environments. Whi

2. Record Nr.	UNINA9910790074203321
Autore	Wilson Richard Ashby <1964->
Titolo	Writing history in international criminal trials / / Richard Ashby Wilson [[electronic resource]]
Pubbl/distr/stampa	Cambridge : , : Cambridge University Press, , 2011
ISBN	1-139-06333-2 1-107-21519-6 1-283-11098-9 9786613110985 1-139-07561-6 0-511-97350-0 1-139-07787-2 1-139-06985-3 1-139-08016-4 1-139-08244-2
Descrizione fisica	1 online resource (xiv, 257 pages) : digital, PDF file(s)
Classificazione	LAW051000
Disciplina	341.6/9
Soggetti	Crimes against humanity War crimes Prosecution Evidence, Documentary Political violence - History Civil war - History War - History
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Title from publisher's bibliographic system (viewed on 05 Oct 2015).
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Machine generated contents note: 1. Assessing court histories of mass crimes; 2. What does the 'international' actually mean for international criminal trials?; 3. Contrasting evidence: international and common law approaches to expert testimony; 4. Does history have any legal relevance in international criminal trials?; 5. From monumental history to micro-histories; 6. Exoneration and mitigation in defense histories;

7. Misjudging Rwandan society and history at the international criminal tribunal for Rwanda; 8. Permanent justice: the international criminal court; 9. Conclusion: new directions in international criminal trials.

Sommario/riassunto

Why do international criminal tribunals write histories of the origins and causes of armed conflicts? Richard Ashby Wilson conducted research with judges, prosecutors, defense attorneys and expert witnesses in three international criminal tribunals to understand how law and history are combined in the courtroom. Historical testimony is now an integral part of international trials, with prosecutors and defense teams using background testimony to pursue decidedly legal objectives. In the Slobodan Milosevic trial, the prosecution sought to demonstrate special intent to commit genocide by reference to a long-standing animus, nurtured within a nationalist mindset. For their part, the defense called historical witnesses to undermine charges of superior responsibility, and to mitigate the sentence by representing crimes as reprisals. Although legal ways of knowing are distinct from those of history, the two are effectively combined in international trials in a way that challenges us to rethink the relationship between law and history.