1. Record Nr.   UNINA9910463729003321

   Autore   White Edward M (Edward Michael), <1933->

   Titolo   Very like a whale : the assessment of writing programs / / Edward M. White, Norbert Elliot, Irvin Peckham

   Pubbl/distr/stampa   Boulder, Colorado : , : Utah State University Press, , 2015
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   ISBN   0-87421-986-8

   Descrizione fisica   1 online resource (211 p.)

   Disciplina   808/.0420711

   Soggetti   English language - Rhetoric - Study and teaching (Higher) - Evaluation
                    Academic writing - Study and teaching (Higher) - Evaluation
                    Report writing - Study and teaching (Higher) - Evaluation
                    Electronic books.

   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   Contents; Introduction; 1. Trends; 2. Lessons; 3. Foundations; 4. Measurement; 5. Design; Glossary; References; About the Authors; Index

   Sommario/riassunto   "Written for those who design, redesign, and assess writing programs, Very Like a Whale is an intensive discussion of writing program assessment issues. Taking its title from Hamlet, the book explores the multifaceted forces that shape writing programs and the central role these programs can and should play in defining college education. Given the new era of assessment in higher education, writing programs must provide valid evidence that they are serving students, instructors, administrators, alumni, accreditors, and policymakers. This book introduces new conceptualizations associated with assessment, making them clear and available to those in the profession of rhetoric and composition/writing studies. It also offers strategies that aid in gathering information about the relative success of a writing program in achieving its identified goals. Philosophically and historically aligned with quantitative approaches, White, Elliot, and Peckham use case study and best-practice scholarship to demonstrate the applicability of their innovative approach, termed Design for Assessment (DFA). Well

grounded in assessment theory, Very Like a Whale will be of practical use to new and seasoned writing program administrators alike, as well as to any educator involved with the accreditation process"--

2. Record Nr.	UNINA9910786484303321
Autore	Stedman Allison <1974->
Titolo	Rococo fiction in France, 1600-1715 [[electronic resource]] : seditious frivolity / / Allison Stedman
Pubbl/distr/stampa	Lanham, Md., : Bucknell University Press, c2012
ISBN	1-283-73349-8
	1-61148-437-5
Descrizione fisica	1 online resource (243 p.)
Collana	Transits: literature, thought & culture 1650-1850
Disciplina	843/.409
Soggetti	French fiction - 17th century - History and criticism
	Literature and society - France - History - 17th century
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	CONTENTS; ACKNOWLEDGMENTS; A NOTE ON TRANSLATIONS; INTRODUCTION; Chapter 1. INNOVATION IN EARLY SEVENTEENTH-CENTURY FRANCE; Chapter 2. THE ORIGINS OF THE ROCOCO; Chapter 3. THE ROCOCO AND THE TRANSFIGURATION OF THE OLD-REGIME SOCIAL SPHERE; Chapter 4. THE ROCOCO AND THE TRANSFIGURATION OF THE SALON; CONCLUSION; NOTES; BIBLIOGRAPHY; INDEX; ABOUT THE AUTHOR
Sommario/riassunto	Rococo Fiction in France, 1600-1715: Seditious Frivolity by Allison Stedman, PhD makes a case for the rococo as a seventeenth-century literary phenomenon that provided an aesthetic and ideological counterpoint to the emergence of the classical-baroque style and the rise of French political absolutism. Tracing the rococo's evolution over the course the seventeenth-century, and exploring its radicalization during the 1670s, 80s and 90s, the study unearths the rococo's counter-vision for the origins and trajectory

3.

Record Nr.	UNINA9910139481303321
Autore	Terry Anderson
Titolo	The theory and practice of online learning / / edited by Terry Anderson
Pubbl/distr/stampa	Edmonton, : AU Press, c2008
ISBN	9786612819483
	9781282819481
	1282819488
	9781897425077
	1897425074
Edizione	[2nd ed.]
Descrizione fisica	1 online resource (472 pages) : illustrations
Collana	Issues in Distance Education
Altri autori (Persone)	AndersonTerry <1950->
Disciplina	371.334
Soggetti	Computer-assisted instruction
	Internet in education
	Distance education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Frontmatter
Sommario/riassunto	Every chapter in the widely distributed first edition has been updated, and four new chapters on current issues such as connectivism and social software innovations have been added. Essays by practitioners and scholars active in the complex, diverse, and rapidly evolving field of distance education blend scholarship and research; practical attention to the details of teaching and learning; and mindful attention to the economics of the business of education.