

1. Record Nr.	UNISALENTO991001595399707536
Titolo	Le garanzie personali e reali / [coordinamento: Giuseppe Cassano e Fabio Mastrosera] ; [Marco Bellante ... et al.]
Pubbl/distr/stampa	Torino : UTET giuridica, c2006
ISBN	8802072655
Descrizione fisica	xxiii, 605 p. ; 22 cm
Collana	Il diritto privato nella giurisprudenza / a cura di Paolo Cendon
Altri autori (Persone)	Bellante, Marco Cassano, Giuseppe <1973- >author Mastrosera, Fabioauthor
Disciplina	346.07402648
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Include bibliografia (p. 581-601)

2. Record Nr.	UNINA9910789038103321
Autore	Chambliss Daniel F. <1953->
Titolo	How college works / / Daniel F. Chambliss, Christopher G. Takacs, authors
Pubbl/distr/stampa	Cambridge, Massachusetts ; ; London, England : , : Harvard University Press, , 2014 ©2014
ISBN	0-674-72703-7 0-674-72609-X
Descrizione fisica	1 online resource (224 p.)
Altri autori (Persone)	TakacsChristopher G
Disciplina	378
Soggetti	College students
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	Front matter -- Contents -- 1 The Search for a Solution -- 2 Entering -- 3 Choosing -- 4 The Arithmetic of Engagement -- 5 Belonging -- 6 Learning -- 7 Finishing -- 8 Lessons Learned -- Appendix Methods -- Notes -- Acknowledgments -- Index
Sommario/riassunto	Constrained by shrinking budgets, can colleges do more to improve the quality of education? And can students get more out of college without paying higher tuition? Daniel Chambliss and Christopher Takacs conclude that limited resources need not diminish the undergraduate experience. How College Works reveals the decisive role that personal relationships play in determining a student's success, and puts forward a set of small, inexpensive interventions that yield substantial improvements in educational outcomes. At a liberal arts college in New York, the authors followed nearly one hundred students over eight years. The curricular and technological innovations beloved by administrators mattered much less than did professors and peers, especially early on. At every turning point in undergraduate lives, it was the people, not the programs, that proved critical. Great teachers were more important than the topics studied, and just two or three good friendships made a significant difference academically as well as socially. For most students, college works best when it provides the daily motivation to learn, not just access to information. Improving

higher education means focusing on the quality of relationships with mentors and classmates, for when students form the right bonds, they make the most of their education.
