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| 1. Record Nr. | UNICAMPANIAVAN0085724 |
| Autore | Marotta, Lucio |
| Titolo | Il sindacato del giudice ordinario sull'atto amministrativo / Lucio Marotta |
| Pubbl/distr/stampa | Napoli, : Jovene, 1976 |
| Descrizione fisica | 154 p. ; 24 cm |
| Soggetti | Atti amministrativi - Sindacabilità |
| Lingua di pubblicazione | Italiano |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
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| 2. Record Nr. | UNINA9910789903203321 |
| Autore | Macintyre Latta Margaret |
| Titolo | Placing Practitioner Knowledge at the Center of Teacher Education
[[electronic resource]] : Rethinking the Policies and Practices of the Education Doctorate |
| Pubbl/distr/stampa | Charlotte, : IAP - Information Age Publishing, Inc., 2014 |
| ISBN | 1-61735-739-1 |
| Descrizione fisica | 1 online resource (332 p.) |
| Collana | Education Policy in Practice: Critical Cultural Studies |
| Altri autori (Persone) | WunderSusan A |
| Disciplina | 370.71173 |
| Soggetti | Doctor of education degree - United States |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Description based upon print version of record. |
| Nota di contenuto | ""Placing Practitioner Knowledge at the Center of Teacher Education"";
""CONTENTS""; ""Introduction""; ""CHAPTER 1""; ""Investing in the
Formative Nature of Professional Learning""; ""Redirecting, Mediating,
and Generating Education Practice-As-Policy""; ""Margaret Macintyre
Latta and Susan Wunder""; ""Context""; ""Personal Investment in the
Book""; ""Overview of Book""; ""Note""
""1. For more information on the Carnegie Project on the Education |

Doctorate and the work of The Carnegie Foundation for the Advancement of Teaching see: <http://www.carnegiefoundation.org/education-doctorate> . Phase I of CPED was implemented from 2007...

""""References"""; ""INTRODUCTION""; ""TURNING TO PRACTITIONER KNOWLEDGE: POLICIES and PRACTICES IN RELATION TO THE EDD""; ""CHAPTER 2""; ""Why We Need the EdD to Prepare New Faculty""; ""Eric Watts and David Imig""; ""State of the Scene""; ""Accountability Expectations for Schools and Teachers Reshapes Demand""; ""Statement of the Problem""

""The Rise of Clinical Faculty in Education""""The Need for Faculty to Work in New Roles in Schools With Practicing Teachers in Noncourse Situations""; ""Differentiated Faculty Roles and Responsibilities""; ""Redefining the EdD""Using the EdD to Forge New Roles and Relationships""; ""Parameters of the Initiative""; ""Envisioning a Model""; ""What Outcomes?""; ""A New World""; ""Notes""; ""References""; ""CHAPTER 3""; ""What History Reveals About the Education Doctorate""; ""Jill Alexa Perry""; ""Professional Education in the United States""; ""The EdD Versus PhD Debate""

""1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.""2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.""3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.""4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.""

""5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.""6. Emphasizes the generation, transformation, and use of professional knowledge and practice. (Carnegie Project on the Education Doctorate, 2009b)""; ""Conclusion""; ""Note""

""1. Normal courses and normal schools were part of the Horace Mann's common school for the preparation of new teachers. The name a "normala" comes from the French name, Ecole Normale, and refers to the education of teachers in general or a "normal..."
