

1. Record Nr.	UNINA9910790183003321
Autore	Krasner Jonathan B
Titolo	The Benderly boys & American Jewish education [[electronic resource] /] / Jonathan B. Krasner
Pubbl/distr/stampa	Waltham, Mass., : Brandeis University Press, c2011
ISBN	1-283-87527-6 1-61168-293-2
Descrizione fisica	1 online resource (511 p.)
Collana	Brandeis series in American Jewish history, culture, and life
Disciplina	370.89/924073
Soggetti	Jews - Education - United States - History - 20th 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	Series Page; Title Page; Contents; Acknowledgments; Introduction; Part I: Making Order out of Chaos, 1900-1939; 1 The Making of the Master; 2 The New York Bureau and Its Critics; 3 A Few Good Men (and Women); 4 The Struggle for a Modern School System; 5 The Organization of a Jewish Education Profession; 6 Progress under Threat; Part II: Jewish Learning for Jewish Living, 1910-1945; 7 Education as Enculturation; 8 The Jewish School Curriculum and the Limits of Progressive Reform; 9 The Central Jewish Institute; 10 "An Environment of Our Own Making" Part III: Between "'K'lal Yisrael'" and Denominationalism, 1940-1965 11 Unity in Diversity?; 12 Rebuilding, Renewal, and Reconciliation in the Postwar Era; Conclusion; Notes; Index
Sommario/riassunto	The first full-scale history of the creation, growth, and ultimate decline of the dominant twentieth-century model for American Jewish education

2. Record Nr.	UNINA9910971773403321
Autore	Ghaye Tony
Titolo	Teaching and Learning through Reflective Practice : A Practical Guide for Positive Action
Pubbl/distr/stampa	Hoboken, : Taylor and Francis, 2010
ISBN	1-136-84252-7 1-136-84253-5 1-283-04141-3 9786613041418 0-203-83332-5
Edizione	[2nd ed.]
Descrizione fisica	1 online resource (221 p.)
Disciplina	371.102
Soggetti	Experiential learning Reflection (Philosophy) Teachers - In-service training - Great Britain Teachers - Training of Teachers - Training of - Great Britain Teachers --In-service training --Great Britain Teachers --Training of --Great Britain Teachers --Training of Teaching Teaching - Training of - Great Britain Reflection (Philosophy) - Training of Teachers 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 contenuto	Book Cover; Title; Copyright; Dedication; Contents; Illustrations; Preface; Acknowledgements; Introduction; CHAPTER 1 Some Major Developments in Reflective Practice; CHAPTER 2 Being a Reflective

Practitioner; CHAPTER 3 Some Views of the Nature of Reflection-on-practice; CHAPTER 4 A Strengths-based Reflective Practice; CHAPTER 5 Reflection-on-values; CHAPTER 6 Voicing Concerns and Asking Questions; CHAPTER 7 Evidence-based Reflective Practice; CHAPTER 8 Reflection-on-context: Partnership in Practice; CHAPTER 9 Reflections on the Whole: Thinking Again; References; Index

Sommario/riassunto

Now in its second edition, Teaching and Learning through Reflective Practice is a practical guide to enable all those involved in educational activities to learn through the practices of reflection. The book highlights the power that those responsible for teaching and learning have to appraise, understand and positively transform their teaching. Seeing the teacher as a reflective learner, the book emphasises a strengths-based approach in which positivity, resilience, optimism and high performance can help invigorate teaching, enhance learning and allow the teacher to reach their fu
