

1. Record Nr.	UNINA9910297036003321
Titolo	Rechtsdogmatik und rechtsvergleich im sozialrecht . I / / Ulrich Becker (herausgeber)
Pubbl/distr/stampa	Baden-Baden, Germany : , : Nomos Verlagsgesellschaft mbH, , 2010
ISBN	3-8452-2330-8
Edizione	[1.Auflage.]
Descrizione fisica	1 online resource (416 pages)
Disciplina	344.43
Soggetti	Social legislation - Germany Electronic books.
Lingua di pubblicazione	Tedesco
Formato	Materiale a stampa
Livello bibliografico	Monografia
2. Record Nr.	UNINA9910806790003321
Autore	Lomonaco, Fabrizio
Titolo	Contributo alla iconografia vichiana : 1744-1899 / Fabrizio Lomonaco
Pubbl/distr/stampa	[S. l.], : Bibliopolis, [1989?]
Descrizione fisica	[25]-156 p. : ill. ; 23 cm
Disciplina	195
Locazione	FLFBC
Collocazione	DFT OPUSC. 02 (18)
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Tit. della cop Estratto da: Bollettino del Centro di Studi Vichiani, a. 19 (1989)

3. Record Nr.	UNINA9910742499903321
Autore	Stephen Jacqueline S.
Titolo	Global Perspectives on Higher Education : From Crisis to Opportunity / / edited by Jacqueline S. Stephen, Georgios Korpas, Christine Coombe
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2023
ISBN	9783031316463 3031316460
Edizione	[1st ed. 2023.]
Descrizione fisica	1 online resource (491 pages)
Collana	Knowledge Studies in Higher Education, , 2566-8315 ; ; 11
Altri autori (Persone)	KorpasGeorgios CoombeChristine
Disciplina	378
Soggetti	Education, Higher Educational technology Teachers - Training of Inclusive education Education and state Higher Education Digital Education and Educational Technology Teaching and Teacher Education Inclusive Education Educational Policy and Politics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Chapter 1 - Volume Introduction – Global Perspectives on Higher Education: From Crisis to Opportunity -- Section 1: Teaching, Learning, and Assessment -- Chapter 2 - Online and Face-to-Face Courses Can Mirror One Another -- Chapter 3 - Prospective EFL Teachers' Self-Perceived Competence and Attitudes towards Teaching English to Young Learners -- Chapter 5: Enhancing Learning Through Formative Assessment: Evidence-based Strategies for Implementing Learner Reflection in Higher Education -- Section 2: Technology-Enhanced Teaching and Learning -- Chapter 6 - Successful Teaching with Technology in EAP Courses: A Practical Guide for Higher Education

Teachers -- Chapter 7: The Theory and Practice of Oral Presentations in Face-to-Face and Online Courses -- Chapter 9 - A Technology-Enhanced Context: The Case of Higher Education in Lebanon -- Chapter 10 - Blended Academic Communication On Technology-Enhanced Teaching and Learning in Digital and International Virtual Academic Cooperation (DIVA) -- Section3: Factors that Impact Student and Teacher Success -- Chapter 11 - Diversity, Equity, and Inclusion in Course Design and Instructional Material Development,- Chapter 12 - Responding to the New Normal: Strengthening Student Identity Development -- Chapter 13 - An Empirical Analysis of Motivational Factors that Enhance Student and Teacher Achievements: The Mediating Role of Evidence-Based Learning -- Chapter 14: Strategies Adopted for Building Students' Rapport in an Online Classroom -- Chapter 15 - Leveraging the Art of Medical Illustration to Enhance Anatomy Instruction -- Chapter 16 - The Future of Higher Education: Students' Perspectives in the United Arab Emirates -- Chapter 17 - The Impact of Emergency Remote Learning on Student Motivation and Opportunities to Shape a More Successful and Productive Educational Future -- Section 4: Curriculum, Course, and Instructional Design -- Chapter 18 - Strategies for Instructors: Establishing and Maintaining Presence in an Online Course -- Chapter 19 -RECIPE, an Innovative Model for Instructional Technology Task Design via Interactive Media -- Chapter 20 - Novel Times Call for Novel Ways: Effective Teaching and Learning in Digital Learning Environments -- Chapter 21 - Cultivating Student Employability Skills: Classroom to Career Preparedness and Readiness -- Chapter 22 - Distance Learning Considerations for Initial and Continuing Teacher Education in Brazil -- Chapter 23 - Sustaining Presence: Partnering with Technology During the COVID-19 Pandemic Lockdown -- Section 5: Future of Professional Development -- Chapter 24 - Moving Beyond Web Conferencing Tools: ESL Professional Development Workshops in Virtual Reality Platforms -- Chapter 25 - Transforming Teacher Professional Identity through Social Emotional Learning: Two Narrative Case Studies -- Chapter 26 - A Professional Development Model for English Teachers in Indonesia: A Pathway to the Industrial Revolution 4.0 Era -- Chapter 27 - Professional Development Support Systems in Public Universities in Kosovo -- Section 6: Academic and Administrative Support Systems -- Chapter 28 - Instructional Designers' Roles in the Post-COVID-19 Pandemic Era -- Chapter 29 - Graduate Students' Work Readiness in the Context of COVID-19: Challenges and Recommendations -- Chapter 30 - Pedagogical Transformations in Support Services: The New Normal -- Chapter 31 - Well-being as an Ecological Practice: Supporting Students Facing Housing Insecurity in Higher Education -- Chapter 32 - Digital Education, Academic Performance, and Mental Health: How Can Chinese Students' Development Be Facilitated while Engaging in E-Learning -- Chapter 33 - Replacing Commercial Textbooks with Free Online Educational Resources: A Qualitative Case Study for 21st Century Inclusive Education.

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#### Sommario/riassunto

This edited volume explores the impact of recent events worldwide that commanded rapid transformation with the areas of teaching, learning, assessment, administration, and academic support systems in today's higher education institutions globally. It draws on a range of theories and research to provide global perspectives on student and instructor-centered approaches, such as, teaching, learning, assessment, technology use, student and instructor success, curriculum and instructional design, professional development, and academic and administrative support systems. The chapters in this volume capture the personal experiences of educators, educational support

professionals, and emerging teachers who encountered crises in the form of disruptions (i.e., COVID-19 pandemic), advancements (i.e., technology), and transformations (i.e., practices, procedures).

Educators, administrators, and policymakers benefit by learning about the ways other institutions of higher education continue to adapt to address emerging gaps. The 33 chapters in this volume were authored by international researchers, practitioners, and experts from 20 countries. This diverse group of authors share their experiences in creating opportunities from challenges to address gaps in higher education exposed by disruptions from the external and internal environments.

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