

1. Record Nr.	UNINA9910457394803321
Titolo	The Anna Freud Tradition : Lines of Development - Evolution of Theory and Practice over the Decades / / edited by Norka T. Malberg and Joan Raphael-Leff
Pubbl/distr/stampa	London : , : Taylor and Francis, , 2018
ISBN	0-429-90585-8 0-429-48108-X 1-283-32114-9 9786613321145 1-84940-938-2
Edizione	[First edition.]
Descrizione fisica	1 online resource (449 p.)
Collana	Lines of development : evolution of theory and practice over the decades
Disciplina	150.19/52 150.1952
Soggetti	Child analysis Child psychoanalysts 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 indexes.
Nota di contenuto	pt. 1. Anna Freud : her work and legacy -- pt. 2. Clinical work and applications of Anna Freud's developmental tradition -- pt. 3. Specialized work in the Anna Freudian tradition : past, current, and future -- pt. 4. Personal and theoretical reflections from clinicians trained at the Anna Freud Centre.
Sommario/riassunto	"This volume honours Anna Freud's work and legacy by providing a detailed summary of the Psychoanalytic Developmental Tradition and illustrations of its contributions to the field of Child Psychotherapy and beyond. Through the use of clinical, historical, anecdotal and outreach narratives, this book seeks to acknowledge how regardless of the evolution of child psychoanalytic theory and practice, and recent changes at the Anna Freud Centre in terms of a broad scope of trainings and interventions, the underlying psychoanalytic principles set by its founder continue to inform the work of clinicians and

scholars, both within and outside this school of thought."--Provided by publisher.

2. Record Nr.	UNINA9910808848203321
Autore	deBoef S.
Titolo	It's time to complete community college : student outcome studies show what it takes to succeed / / S. deBoef
Pubbl/distr/stampa	Lanham : , : Rowman & Littlefield, , [2018] ©2018
ISBN	1-4758-4054-3
Descrizione fisica	1 online resource (145 pages)
Disciplina	378.15430973
Soggetti	Community colleges - United States Community college students - United States Academic achievement - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Intro -- Contents -- Foreword -- Preface -- Acknowledgments -- PART I. COMMUNITY COLLEGE COMPLETION: CONCERN OR CRISIS? -- Chapter 1. The Value of Two-Year Colleges -- Chapter 2. Measuring Student Learning -- Chapter 3. Academic Inputs and Student Learning Outcomes -- Chapter 4. Instructional and Institutional Practices and Student Outcomes -- PART II. HOW DO INSTRUCTIONAL PRACTICES INFLUENCE STUDENT OUTCOMES? -- Chapter 5. A Study of Student Outcomes in a Gateway Course -- Chapter 6. Course Grading Practices and Work-Pace -- Chapter 7. Instructional Practices That Support Student Outcomes -- PART III. DOES INCREASING STUDENT ACCESS IMPROVE STUDENT SUCCESS? -- Chapter 8. The Continuum of Instructional Course Designs -- Chapter 9. Patterns of Student Enrollment across Course Designs -- Chapter 10. Improving Student Access and Learning Outcomes -- Appendixes -- Appendix A. Systems Used to Determine Student Ability -- Appendix B1. Criterion- Referenced, Work-Pace 1 Syllabus -- Appendix B2. Norm-Referenced, Work-Pace 2 Syllabus -- Appendix B3. Criterion-Referenced, Work-

Pace 3 Syllabus -- Appendix B4. Norm-Referenced, Work-Pace 4 Syllabus -- Appendix C. Instructional Practices and Student Outcome Statistical Discussion and Tables -- Appendix D1. Example of a Face-to-Face Paper Rubric -- Appendix D2. Online Essay and Essay Response Rubrics -- Appendix D3. Course Design and Student Outcome Statistical Discussion and Tables -- References -- Index -- About the Author.

Sommario/riassunto

At least half of all college students in the U.S. today attend two-year colleges; yet, fewer than half of these students achieve their educational goals. This book, written by an experienced community college teacher summarizes specific evidence-based methods to improve student learning and completion.
