

1. Record Nr.	UNISA996385186503316
Autore	Adams Edward
Titolo	The young soldier's desire answered, or, A piece of military discipline [[electronic resource]] : wherein is shewed, distances, facings, doublings, counter-marches, and wheelings : with some firings both offensive and defensive against an enemy // by Edward Adams
Pubbl/distr/stampa	London, : Printed for John Evans ... and are to be sold by William Jacob ... and the author ..., 1678
Descrizione fisica	[4], 31 p
Soggetti	Military discipline - England
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Reproduction of original in Cambridge University Library.
Sommario/riassunto	eebo-0021

2. Record Nr.	UNINA9910823195103321
Titolo	Developing student criticality in higher education : undergraduate learning in the arts and social sciences // Brenda Johnston ... [et al.]
Pubbl/distr/stampa	New York, : Continuum International Pub. Group, 2011
ISBN	1-283-06667-X 9786613066671 1-4411-0651-0
Edizione	[1st ed.]
Descrizione fisica	1 online resource (256 p.)
Collana	Continuum Studies in Educational Research
Altri autori (Persone)	JohnstonBrenda
Disciplina	378.1/7
Soggetti	Critical thinking - Study and thinking (Higher) Thought and thinking
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	Cover; Contents; Acknowledgements; Chapter 1: Introduction; Chapter 2: Conceptualizations of Criticality in Higher Education: Philosophical, Field-Specific and Political Engagement Approaches; Chapter 3: Conceptualizations of Criticality in Higher Education: Psychological Approaches; Chapter 4: A Proposed Framework for Criticality Development; Chapter 5: Criticality Goals in the Undergraduate Curriculum; Chapter 6: Becoming Critical: Teaching and Learning Processes; Chapter 7: Student Writing and Criticality Development; Chapter 8: Experiential Learning and Criticality Development Chapter 9: Conclusions and ImplicationsReferences; Index
Sommario/riassunto	Critical thinking is a major and enduring aspect of higher education and the development of criticality in students has long been a core aim. However, understandings of criticality are conceptually and empirically unclear. The book combines a well developed conceptual discussion of the nature of criticality appropriate for the twenty-first century, the extent to which it is attainable by arts and social science undergraduates, and the paths by which it is developed during students' higher education experiences. Drawing upon empirical accounts and case studies of teaching and learning in diffe

