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Titolo	Centralizing fieldwork : critical perspectives from primatology, biological, and social anthropology // edited by Jeremy MacClancy and Agustin Fuentes
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Altri autori (Persone)	FuentesAgustin MacClancyJeremy
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Sommario/riassunto	Fieldwork is a central method of research throughout anthropology, a much-valued, much-vaunted mode of generating information. But its nature and process have been seriously understudied in biological

anthropology and primatology. This book is the first ever comparative investigation, across primatology, biological anthropology, and social anthropology, to look critically at this key research practice. It is also an innovative way to further the comparative project within a broadly conceived anthropology, because it does not focus on common theory but on a common method. The questions asked by

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Nota di contenuto	Cover -- Competence and Competence Development -- Contents -- Preface -- 1. Introduction / Valérie Cohen-Scali -- 2. Changes in Work and Competences / Alain Kokosowski -- 2.1 Main changes in the workplace -- 2.2 Continued existence of a wide variety of work situations -- 2.3 The question of competences in the new working environment -- 3. Professionalisation and the Development of Competences in Education and Training / Richard Wittorski -- 3.1 Professionalisation: A polysemous word -- 3.2. The development of competences: Varied processes -- 3.3 The development of competences and professionalisation: A question of identity -- 4. The Role of Professional Didactics in SkillsDevelopment for Training and Education Professionals / Thierry Piot -- 4.1 Introduction: From quality of service to the development of professional skills 4.2 Professional

didactics: Objectives and theoretical foundations -- 4.3 Analysing activity: A tool for understanding and action -- 4.4 Activities "aimed at other people" -- 4.5 Conclusion -- 5. Competence Evaluation Processes in Adult Education / Valérie Cohen-Scali -- 5.1 What is involved in evaluating competences? -- 5.2 Competences: A difficult object to evaluate -- 5.3 Psychosocial bias in competence evaluation -- 5.4 Competence evaluation tools -- 5.5 Evaluating competences in Europe -- 5.6 Conclusion -- 6. Competence Management and Adult Education / Valérie Cohen-Scali -- 6.1 The main determinants of competence management -- 6.2 Competence based on individual identity -- 6.3 Competence management practices and tools -- 6.4 Conclusions -- 7. Changes in Vocational Training and New Models of Competences for Individuals / Alain Kokosowski -- 7.1 New structures and new paradigms -- 7.2 The central role of work in vocational training -- 7.3 Principal changes in the teaching and training professions -- 7.4 Conclusion -- 8. Conclusion / Valérie Cohen-Scali -- List of Abbreviations -- Annotated Bibliography -- References List of Abbreviations -- Annotated Bibliography -- References -- About the Authors -- Index.

Sommario/riassunto

What are today's main concepts and theories – and the main stakes – associated with the issue of competences in organisations? Several topics are discussed, including competence issues regarding the evolution of work, professionalisation, competence evaluation, competence management, and the competences of adult educators and trainers, as well as European policies regarding competence needs and development. From the Contents: Changes in Work and Competences Professionalisation and the Development of Competences in Education and Training The Role of Professional Didactics in Skills Development for Training and Education Professionals Competence Evaluation Processes in Adult Education Competence Management and Adult Education Changes in Vocational Training and New Models of Competences for Individuals
Der Sammelband bietet eine Einführung in die französische Kompetenzdebatte, insbesondere in der beruflichen Weiterbildung und am Arbeitsplatz. DIE Zeitschrift für Erwachsenenbildung 4/2012
