

1. Record Nr.	UNISA996397054403316
Autore	Ravisius Textor Joannes <ca. 1480-1524.>
Titolo	Epistolæ Joan. Ravigii Textoris [[electronic resource]] : non vulgaris eruditionis : nunc recens, in gratiam studiosæ juventutis, multo quam antehac unquam emendatores in lucem editæ
Pubbl/distr/stampa	Cantabrigiæ, : Ex Officina Joannis Hayes, 1672
Descrizione fisica	[2], 115 p
Lingua di pubblicazione	Latino
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Reproduction of original in the Huntington Library.
Sommario/riassunto	eebo-0113
2. Record Nr.	UNINA9910865269803321
Autore	Thoars Cassandra
Titolo	Education, Engagement, and Youth Crime : Case Studies in the Lived Experience of Education and Recidivism / / by Cassandra Thoars, David Moltow
Pubbl/distr/stampa	Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2024
ISBN	9789819719266 9789819719259
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Descrizione fisica	1 online resource (172 pages)
Collana	Education in the Asia-Pacific Region: Issues, Concerns and Prospects, , 2214-9791 ; ; 71
Altri autori (Persone)	MoltowDavid
Disciplina	361.3083
Soggetti	Social service Juvenile delinquents Educational sociology Educational psychology Children and Youth Work Youth Offending and Juvenile Justice Sociology of Education Educational Psychology

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Formato	Materiale a stampa
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Nota di contenuto	1. Introduction -- 2. Children, Young People, and Adolescence -- 3. Education and Engagement -- 4. Youth Crime, Justice, and Recidivism -- 5. Case studies -- 6. Consolidating the Findings -- 7. Conclusions, implications, and considerations .
Sommario/riassunto	<p>This book presents insights into how affective educational experiences may be associated with youth criminal behaviour and the pathway to recidivism. It explores the perspectives and lived school experiences of five young adult male prison inmates, including while they were incarcerated as youths. Through these case studies, the book explores the relationship between affective engagement in education and recidivism. This book shows that participants were affectively disengaged from education prior to their initial incarceration in a youth detention facility, and that their disaffection before, during, and after youth incarceration both generated and impacted on their cognitive and behavioural disengagement from education. Moreover, a range of additional factors not directly causally related to their schooling were shown to have had a significant effect on their engagement in education. The book considers a number of key findings. First, the foundational role that a sense of belonging plays in how young people experience education and its relation to crime. Second, the importance of individualized transition plans for youth at risk, and youth offenders before, during, and after incarceration. Third, the extent to which successful transition from youth offending and recidivism hinges on interagency collaboration. This book will be beneficial to teacher educators, education researchers, criminologists and sociologists.</p>