

1.	Record Nr.	UNISA996397054403316
	Autore	Ravisius Textor Joannes <ca. 1480-1524.>
	Titolo	Epistolæ Joan. Ravisii Textoris [[electronic resource] ] : non vulgaris eruditionis : nunc recens, in gratiam studiosæ juventutis, multo quam antehac unquam emendatiores 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
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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>