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Titolo	Children's perceptions of learning with trainee teachers // edited by Hilary Cooper and Rob Hyland
Pubbl/distr/stampa	London ; ; New York, : RoutledgeFalmer, 2000
ISBN	9780203252063 1-134-60539-0 1-280-32801-0 1-134-60540-4 0-203-13277-7 0-203-25206-3
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Altri autori (Persone)	CooperHilary <1943-> HylandRob <1955->
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Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Book Cover; Title; Contents; Notes on contributors; Foreword; Acknowledgements; Introduction HILARY COOPER; The Big Picture: what children told us about their work with trainee teachers HILARY COOPER; Why children's perceptions? The context for the inquiry ROB HYLAND; Drama: pupils' perceptions of the power game NIGEL TOYE; Student teachers in the infant classroom: many hands make light work? SUZANNE LEA; Geography: can't you tell us the answer Miss? NEIL SIMCO; The properties that matter: children's perceptions of student teachers in science ANNE RIGGS AND AFTAB GUJRAL Technology: wheels within wheels MAUREEN HARRISON1066 and all that!: pupil misconceptions in history MIKE MUGGINS; Literacy activities: purposeful tasks or ways of keeping busy? SAM TWISELTON; Mathematics: can trainees count? ROBIN FOSTER; Art and design: a view from the classroom JILL PEMBERTON; Music as you like it? KEVIN HAMEL; Information and communication technology: who dares wins!

LIZ ELLIOTT AND PETE SAUNDERS; Physical education: challenging stereotypes JIM LAVIN; 'Oh no not Jonah again!': is aversion to 'Bible story' inevitable? LORNA CROSSMAN  
'Solicitous tenderness': discipline and responsibility in the classroom KATE JACQUES Please Sir! Yes Miss! OWAIN EVANS; Miss, why are you brown?': some children's perceptions of black and Asian trainee teachers in 'all-white' schools CHARLES BATTESON; Afterword MARION BLAKE AND FLORENCE SAMSON; Index

## Sommario/riassunto

This book is unique as it focuses on pupils' perceptions of their learning with trainee teachers in primary schools. It aims to raise trainee teachers' awareness of the importance of considering pupils' perceptions in evaluating their teaching and provides frameworks for doing so. It enables teachers to make links between theory, research and practice as part of their on-going development. The text includes:  
\*interviews with primary pupils\*examples of new teaching approaches\*case studies offering pupil insights into curriculum subjects\*chapter summaries giving suggestions for

## 2. Record Nr.

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## Autore

Stroll Avrum <1921->

## Titolo

Moore and Wittgenstein on certainty / / Avrum Stroll

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0-19-773092-2

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## Descrizione fisica

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## Soggetti

Certainty

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## Livello bibliografico

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## Nota di contenuto

Contents; 1. Why Moore and Wittgenstein?; 2. Is There Such a Thing as Certainty?; 3. Moore; 4. Moore's Strategy; 5. Moore's Proof of an External World; 6. Finding the Beginning; 7. The Oddity of Moore's Proof; 8. Dreaming, Knowing, Doubting; 9. Wittgenstein's Foundationalism; 10. Folk Theory, Standing Fast, and Scepticism; Bibliography; Index; A; B; C; D; E; F; G; H; I; J; K; L; M; N; O; P; Q; R; S; T; U; V; W; Z

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## Sommario/riassunto

The philosophical relationship between Wittgenstein and G.E. Moore and their overlapping, but nevertheless differing, views are the subject of this book. It provides a critical analysis of their differing approaches to a set of fundamental epistemological problems.

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