

- | | |
|-------------------------|--|
| 1. Record Nr. | UNIORUON00320223 |
| Titolo | La svolta di Praga : Raccolta di documenti / a cura di Gianlorenzo Pacini |
| Pubbl/distr/stampa | Roma, : Samonà e Savelli, 1968 |
| Descrizione fisica | 240 p. ; 18 cm. |
| Soggetti | CECOSLOVACCHIA - Storia Primavera di Praga <1968> |
| Lingua di pubblicazione | Italiano |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| 2. Record Nr. | UNINA9910968065603321 |
| Titolo | The dimensions of time and the challenge of school reform // edited by Patricia Gandara |
| Pubbl/distr/stampa | Albany, : State University of New York Press, c2000 |
| ISBN | 1-4384-0376-3 |
| Edizione | [1st ed.] |
| Descrizione fisica | vi, 260 p. : ill |
| Collana | SUNY series, restructuring and school change |
| Altri autori (Persone) | GandaraPatricia C |
| Disciplina | 371.2/42 |
| Soggetti | Schedules, School - United States Time management - United States Educational change - United States |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Nota di bibliografia | Includes bibliographical references and index. |
| Nota di contenuto | CONTENTS -- INTRODUCTION by Patricia Gándara -- PART I. CONCEPTUALIZING TIME AND SCHOOL REFORM -- 1. Time, Learning, and School Reform: A Conceptual Framework by Lorin W. Anderson -- PART II. TIME AS THE CONTENT OF SCHOOL REFORM -- 2. Time and Resources: The Early Experience of New American Schools by Susanna Purnell and Robert Reichardt -- 3. Effective Use of Time in the |

Education of English Language Learners by Catherine Minicucci -- 4. Rethinking Time and Teacher Working Conditions by Patricia Gándara -- 5. Increasing Achievement for Elementary Students, Including Those At-Risk, Through the Manipulation of Time and the School Calendar by Carolyn Kneese -- 6. Time: A Barrier to and Impetus for Reform. One District's Journey by Judy Fish -- PART III. TIME AS PROCESS IN SCHOOL REFORM -- 7. Teachers' Use of Time in a Period of Change by Allan Pitman and Thomas Romberg -- 8. Representing Time and Studying School Change: Lessons from a Collaborative Field Study by Jon Wagner -- 9. Time(s) for Educational Reform: The Experience of Two States by Audrey J. Noble and Mary Lee Smith -- 10. Reforming Time: Timescapes and Rhythms of Learning by John Lofty -- 11. When Time Is on Our Side: Redesigning Schools to Meet the Needs of Immigrant Students by Laurie Olsen and Ann Jaramillo -- LIST OF CONTRIBUTORS -- INDEX -- A -- B -- C -- D -- E -- F -- G -- H -- I -- K -- L -- M -- N -- O -- P -- R -- S -- T -- U -- V -- W -- Y -- Z.

Sommario/riassunto

Rather than simply lamenting that there is never enough time in the school day, this book looks at the dimensions of time as a significant factor in the success and failure of many of today's school reform efforts. As the education reform movement matures into its second decade, it is clear that many promising efforts have fallen short in their attempts to create real school change. One reason for this is that the process of school reform is much more complex than most reformers realized or were willing to acknowledge. *The Dimensions of Time and the Challenge of School Reform* points to another problem--the problem of time--and its role in both the success and failure of school reform efforts. The importance of understanding the role that time plays in both learning and instruction and finding ways to provide time for teachers grappling with change and students learning to accommodate a new language and culture are important themes in this book. This book is directed to policymakers and practitioners as well as to academics in that it combines theory with the "real world" experiences of many who have been active in the school reform movement and who have learned, through trial and error, how to think about time in innovative ways. [Contributors include Lorin Anderson, Judy Fish, Patricia Gandara, Anne Jaramillo, Carolyn Kneese, John Lofty, Catherine Minicucci, Audrey Noble, Laurie Olsen, Allan Pitman, Susanna Purnell, Robert Reichardt, Thomas Romberg, Mary Lee Smith, and Jon Wagner.] Patricia Gandara is Associate Professor of Education, University of California, Davis. She is the author of *Over the Ivy Walls: The Educational Mobility of Low-Income Chicanos*, also published by SUNY Press.
