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Sommario/riassunto	Most university teachers have ideas about the typical good or not-so-good student in their classes, but rarely do they share these thoughts with others. By keeping quiet about the preconceptions - or stereotypes - they harbour, teachers put themselves at risk of missing key evidence to help them revise their beliefs; more importantly, they

may fail to notice students in real need of their support and encouragement. In this unique work, the authors explore UK and US university teachers' beliefs about their students' performance and reveal which beliefs are well-founded, which ar

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