

1. Record Nr.	UNINA9911075840603321
Titolo	Assessment of undiscovered conventional oil and gas resources in the greater Carpathian area : 2024
Pubbl/distr/stampa	Reston, VA : , : U.S. Department of the Interior, U.S. Geological Survey, , 2026
Descrizione fisica	1 online resource (4 pages) : illustrations
Collana	Fact Sheet ; ; 2026-3060
Soggetti	Fuel
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	This is a publication issued by the United States federal government or produced with federal funds. In scope of the U.S. Government Publishing Office Cataloging and Indexing Program (C&I) and Federal Depository Library Program (FDLP). "January 2026." "National and Global Petroleum Assessment"

2. Record Nr.	UNINA9911100935203321
Titolo	Handbook of research on schools, schooling, and human development // edited by Judith L. Meece, Jacquelynne S. Eccles
Pubbl/distr/stampa	New York : , : Routledge, , 2010
ISBN	1-135-28386-9 1-135-28387-7 1-282-64006-2 1-78034-747-2 9786612640063 0-203-87484-6 9780203874844
Edizione	[1st ed.]
Descrizione fisica	1 online resource (534 pages)
Altri autori (Persone)	EcclesJacquelynne S MeeceJudith L
Disciplina	370.158 370.7/2
Soggetti	Adolescence - Research Adolescent development - Research Child development - Research Education, Primary - Research Education, Secondary - Research Educational achievement - Research Academic achievement - Research
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Two columns to the page.
Nota di contenuto	Book Cover; Title; Copyright; Contents; List of Figures; List of Tables; Preface; Acknowledgments; Part I: Introduction; 1 Schools as a Context of Human Development; 2 An Ecological View of Schools and Development; Part II: Classroom Contexts; 3 Classroom Environments and Developmental Processes: Conceptualization and Measurement; 4 Linking the Classroom Context and the Development of Children's Memory Skills; 5 Learner-Centered Practices: Providing the Context for Positive Learner Development, Motivation, and Achievement; 6

Students' Relationships with Teachers

7 The Challenges and Promise of Research on Classroom Goal Structures
Part III: Schools as Social Context for Development; 8 School Contexts that Promote Students' Positive Development; 9 School Contexts and the Development of Adolescents' Peer Relations; 10 Individual and Contextual Influences on Bullying: Perpetration and Victimization; Part IV: Developmental Effects of School Transitions; 11 The Transition to School in Rural America: A Focus on Literacy; 12 Literacy Development in the Transition to School: An Integrative Framework; 13 Middle School Transitions and Adolescent Development
14 Bringing Rigor to the Study of Rigor: Are Advanced Placement Courses a Useful Approach to Increasing College Access and Success for Urban and Minority Youths? Part V: Schooling and Educational Equity; 15 Socioeconomic Status: Its Broad Sweep and Long Reach in Education; 16 Expectations, Stereotypes, and Self-Fulfilling Prophecies in Classroom and School Life; 17 The Schooling of African American Children; 18 Parental and School Influences Promoting Academic Success among Latino Students; 19 Schooling, Cultural Diversity, and Student Motivation
Part VI: School Organization and Educational Policy
20 Issues in Studying the Effects of Retaining Students with High-Stakes Promotion Tests: Findings from Chicago; 21 School Calendars and Academic Achievement; 22 Developmental and Educational Role of Recess in School; 23 Protect, Prepare, Support, and Engage: The Roles of School-Based Extracurricular Activities in Students' Development; 24 After-School Program Participation and Children's Development; 25 Parents' Involvement in Children's Schooling: A Context for Children's Development; Part VII: School-Based Interventions
26 The Yale Child Study Center School Development Program
27 Success for All: Prevention and Early Intervention in School-Wide Reform; 28 The Talent Development Middle Grades Model: A Design for Improving Early Adolescents' Developmental Trajectories in High-Poverty Schools; 29 The Impact of Concept-Oriented Reading Instruction on Students' Reading Motivation, Reading Engagement, and Reading Comprehension; 30 Taking "Steps" toward Positive Social Relationships: A Transactional Model of Intervention; Contributors; Index

Sommario/riassunto

Children spend more time in school than in any social institution outside the home. And schools probably exert more influence on children's development and life chances than any environment beyond the home and neighbourhood. The purpose of this book is to document some important ways schools influence children's development and to describe various models and methods for studying schooling effects. Key features include: Comprehensive Coverage - this is the first book to provide a comprehensive review of what is known about schools as a context for human development. Topical covera

3. Record Nr.	UNINA9911095345403321
Titolo	2000 years and beyond : faith, identity, and the 'common era' / / edited by Paul Gifford ... [et al.]
Pubbl/distr/stampa	London ; ; New York, : Routledge, 2003
ISBN	1-134-47078-9 1-134-47079-7 1-280-05676-2 0-203-39848-3 9780203398487
Descrizione fisica	1 online resource (238 p.)
Altri autori (Persone)	GiffordPaul <1944->
Disciplina	200/.9/0511
Soggetti	Christianity Religion Christianity - Forecasting Humanism Capitalism - Religious aspects - Christianity Postmodernism - Religious aspects - Christianity
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. 208-219) and index.
Nota di contenuto	BOOK COVER; TITLE; COPYRIGHT; CONTENTS; 1 2000 years: looking backwards and forwards; 2 Progress and abyss; 3 Enlightenment humanism as a relic of Christian monotheism; 4 Historiography and the representation of the past; 5 The future of human nature; 6 The mimetic theory of religion: an outline; 7 Second comings: neo-Protestant ethics and millennial capitalism in Africa, and elsewhere; 8 Can a premodern bible address a postmodern world?; 9 Conclusion: dialogue on the 'Common Era'; Notes; Bibliography and further reading; Index
Sommario/riassunto	2000 Years and Beyond brings together some of the most eminent thinkers of our time - specialists in philosophy, theology, anthropology and cultural theory. In a horizon-scanning work, they look backwards and forwards to explore what links us to the matrix of the Judaeo-

Christian tradition from which Western cultural identity has evolved. Their plural reflections raise searching questions about how we move from past to future - and about who 'we' are. What do the catastrophes of the twentieth century signify for hopes of progress? Can post - Enlightenment humanism and its notion of
