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| 1. Record Nr.           | UNIPARTHENOPE000020644   |
| Autore                  | Cotter, Charles H.   |
| Titolo                  | The physical geography of the oceans / Charles H. Cotter   |
| Pubbl/distr/stampa      | London : Hollis & Carter, 1965   |
| Titolo uniforme         | The physical geography of the oceans   |
| Descrizione fisica      | 317 p. : ill. ; 22 cm  |
| Disciplina              | 551.46   |
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| Formato                 | Materiale a stampa   |
| Livello bibliografico   | Monografia   |
| 2. Record Nr.           | UNINA9910763595603321  |
| Titolo                  | Addressing Inequities in Modern Educational Assessment : Bridging the Gap // edited by Jorge Sainz, Ismael Sanz                                      |
| Pubbl/distr/stampa      | Cham : , : Springer International Publishing : , : Imprint : Springer, , 2023  |
| ISBN                    | 9783031458026<br>3031458028  |
| Edizione                | [1st ed. 2023.]  |
| Descrizione fisica      | 1 online resource (214 pages)  |
| Disciplina              | 929.605  |
| Soggetti                | Study skills<br>Educational tests and measurements<br>Education and state<br>Study and Learning Skills<br>Assessment and Testing<br>Education Policy |
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| Formato                 | Materiale a stampa   |
| Livello bibliografico   | Monografia   |

Nota di bibliografia

Includes bibliographical references.

Nota di contenuto

A Post-Covid Comparative Analysis of Digital Skills in Vocational Education Teachers for 4 Latin American Countries -- The Impact of the COVID-19 Pandemic on Education Learning -- The Role of International Education Agencies after the Pandemic -- Tutoring and its Effects on Academic Achievement: A Policy Evaluation with Machine Learning Methods -- The Impact of the School Closures on Bullying and Cyberbullying in Spain -- Virtual or Face-to-face Education: What have We Learned from the Years of the Pandemic? -- Opportunity Costs, Covid-19, and Early Dropout Rate -- Random Experiment on Relative Performance Feedback in Higher Education at URJC -- Gender Gap in STEM Education -- Digital Adoption in Times of Crisis: A Study for the European Countries -- A Review of Social Conditions During the Quarantine Period -Covid-19.

Sommario/riassunto

This edited book focuses on the central and up-to-date issues that represent some of the most relevant challenges and limitations of International Learning Assessments (ILSAs). It specifically sheds light on the general effects of the discontinuation of face-to-face education on students at diverse academic levels during the COVID-19 pandemic. Through the lens of the most relevant experts of the field, it highlights the asymmetric effects on students based on family income, education level, or employment, imposing a heavy toll on those with less resources. It raises issues regarding the impact on the mental health of students and education professionals due to school closures. Modern education is shifting its focus from just scores to detailed, qualitative feedback. Such comprehensive insights help students identify both strengths and growth areas, making assessments more constructive. This book is aimed for researchers in the field of educational assessments, graduate and postgraduate students, policy makers, and anyone interested in making informed decisions regarding ILSAs. COVID-19 brought immense educational challenges, it also presented an unprecedented opportunity: to reassess and reform existing systems, steering towards assessments that are both fair and empowering. .