1. Record Nr. UNISANNIONAP0428556

Autore	Abate, Italo
Titolo	Il Sannio : un territorio a rischio idrogeologico / I. Abate, M. L'Altrelli
Pubbl/distr/stampa	[S.l., : s.n.], 1995 ((Benevento) : Microprint
Descrizione fisica	327 p. : ill. ; 30 cm.
Altri autori (Persone)	L'Altrelli, Maurizio
Soggetti	Geoidrologia - Benevento <prov.> Sannio <territorio> - Geoidrologia
Collocazione	POZZO LIB.ECON MON 3401
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia

2. Record Nr. UNINA9910151579603321

Autore	Baker Dana Lee
Titolo	Neuroethics in Higher Education Policy / / by Dana Lee Baker, Brandon Leonard
Pubbl/distr/stampa	New York : , : Palgrave Macmillan US : , : Imprint : Palgrave Macmillan, , 2017
ISBN	9781137590206 1137590203
Edizione	[1st ed. 2017.]
Descrizione fisica	1 online resource (XI, 183 p.)
Disciplina	320.6
Soggetti	Political planning Education and state America - Politics and government Education, Higher Educational psychology Neuropsychology Public Policy Education Policy American Politics Higher Education Educational Psychology

Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Neuroethics and Higher Education -- History of Higher Education and Capacity Difference Admissions Process -- Tending the Gate: Admitting Students -- Teaching and Learning -- Learning Evaluation -- Peer Interactions -- Combat Acquired: Veterans and Neurological Difference -- Circumstance of Difference: Socioeconomic Status -- Conclusion.
Sommario/riassunto	This book focuses on neuroethics in higher education in the United States. After introducing readers to the philosophical and policy foundations of the neuroethics of higher education, this book explores essential conundrums in the neuroethical practice of higher education in modern democracies. Focusing on neuroethics from the perspective of universally designed learning and policy design sets this project apart from other work in the field. Advances in neuroscience and changes in attitudes towards disability have identified mechanisms by which higher education infrastructures interact with both individuals considered neurotypical and those with identified disabilities to diminish students' capacity to enter, persist, and complete higher education. Policy to date has focused on identified disabilities as a requirement for accommodations. This strategy both underestimates the effect of ill-fitting infrastructures on those considered neurologically typical and serves to stratify the student body. As a result, neuroethical gaps abound in higher education. .