

1. Record Nr.	UNISANNIOUSM1499733
Autore	Alur, Deepak
Titolo	Core J2EE patterns : best practices and design strategies
Pubbl/distr/stampa	Upper Saddle River, : Prentice Hall/PTR, c2001
ISBN	0130648841
Descrizione fisica	XXX, 460 p. ; 24 cm.
Altri autori (Persone)	Crupi, John Malks, Dan
Disciplina	005.2 005.2762
Soggetti	Elaboratori elettronici - Linguaggio Java
Collocazione	RCOST 005.2 ALU.co
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

2. Record Nr.	UNINA9910966691103321
Autore	Hymer Barry
Titolo	Gifted & talented learners : creating a policy for inclusion / / Barry Hymer with Deborah Michel
Pubbl/distr/stampa	London ; ; New York : , : Routledge, , 2012
ISBN	9781134154654 1134154658 9781138175914 1138175919 9781315070094 131507009X 9781134154586 1134154585
Edizione	[1st ed.]
Descrizione fisica	1 online resource (128 p.)
Altri autori (Persone)	MichelDeborah <1953->
Disciplina	371.950941
Soggetti	Gifted children - Education - Great Britain Inclusive education - Great Britain
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"First published in Great Britain in 2002 by David Fulton Publishers"--T. p. verso.
Nota di contenuto	Cover; Title; Copyright; Contents; Acknowledgements; Foreword; NACE Mission Statement; 1 Overview; 2 Who is gifted? Issues around models and definitions of giftedness; 3 Who says she's gifted? Issues around identification strategies; 4 On becoming wise: The 'trans-intellective' domain; 5 Teaching for giftedness and talent: Examples of inclusive provision; 6 Getting it together: Policy formulation and delivery; 7 Support and further reading; References; Index
Sommario/riassunto	This book sets out the educational challenges, benefits and possibilities of embracing a truly inclusive approach to gifted and talented education and provides a framework for a school to create its own inclusive policy in this area of need. Calling on international research, current educational initiatives, and work within the Barrow Education Action Zone (EAZ) and elsewhere, the authors set out to demonstrate that the inclusion and standards agendas can - and should - take with

them the growing interest in the educational needs of gifted and talented pupils. The result is a
