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Autore	S. E
Titolo	A letter from a person of honour in France, concerning the late transactions in England, in reference to the rights of the people in electing of Parliaments [[electronic resource]] : And also reasons the case, answering some objections made against the late King, and his posterity
Pubbl/distr/stampa	London, : Printed for Thomas Pool, , 1659. [i.e. 1660]
Descrizione fisica	1 sheet ([1] p.)
Soggetti	Broadsides - England - London Great Britain History Commonwealth and Protectorate, 1649-1660 Early works to 1800
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Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Year given according to Lady Day dating. Signed at end: S.E. Reproduction of original in the British Library.
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| 2. Record Nr. | UNICASCFI0118982 |
| Titolo | Storia e problemi contemporanei : [semestrale dell'Istituto regionale per la storia del movimento di liberazione delle Marche] |
| Pubbl/distr/stampa | Ancona, : Il lavoro editoriale, [1988?]- |
| ISSN | 1120-4206 |
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| Lingua di pubblicazione | Italiano |
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| Autore | Davis Brent |
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| Pubbl/distr/stampa | Mahwah, N.J., : L. Erlbaum Associates, 2004 |
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EPISTEME; 4 GNOSIS: MYSTICISM V RELIGION; 5 MYSTICISM: TEACHING AS DRAWING OUT; 6 RELIGION: TEACHING AS DRAWING IN; 7 EPISTEME: RATIONALISM V EMPIRICISM; 8 RATIONALISM: TEACHING AS INSTRUCTING; 9 EMPIRICISM: TEACHING AS TRAINING; 10 THE PHYSICAL: INTERSUBJECTIVITY V INTEROBJECTIVITY; 11 INTERSUBJECTIVITY: STRUCTURALISM V POSTSTRUCTURALISM; 12 STRUCTURALISM: TEACHING AS FACILITATING 13 POSTSTRUCTURALISM: TEACHING AS EMPOWERING14 INTEROBJECTIVITY: COMPLEXITY SCIENCE V ECOLOGY; 15 COMPLEXITY SCIENCE: TEACHING AS OCCASIONING; 16 ECOLOGY: TEACHING AS CONVERSING; 17 REINVENTIONS OF TEACHING: EXPANDING THE SPACE OF THE POSSIBLE; APPENDIX A: A GENEALOGICAL TREE OF CONTEMPORARY CONCEPTIONS OF TEACHING; APPENDIX B: A BRIEF INTRODUCTION TO FRACTALS; APPENDIX C: CLUSTERED GLOSSARY; ENDNOTES; REFERENCES; ACKNOWLEDGMENTS & DEDICATION; INDEX

Sommario/riassunto

Inventions of Teaching: A Genealogy is a powerful examination of current metaphors for and synonyms of teaching. It offers an account of the varied and conflicting influences and conceptual commitments that have contributed to contemporary vocabularies--and that are in some ways maintained by those vocabularies, in spite of inconsistencies and incompatibilities among popular terms. The concern that frames the book is how speakers of English invented (in the original sense of the word, "came upon") our current vocabularies for teaching. Conceptually, this book is unique in the educatio
