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Autore	Miller, Timothy John Eastham
Titolo	Switched reluctance motors and their control / T. J. E. Miller
Pubbl/distr/stampa	Hillsboro (Oh), : Magna Physics Oxford, : Clarendon Press, 1993
ISBN	0198593872
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Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
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Pubbl/distr/stampa	London : , : Bloomsbury Publishing, , 2019
ISBN	1-350-03291-3 1-350-03290-5 1-350-03288-3
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Note generali	Includes index.

**Nota di bibliografia**

Includes bibliographical references and index.

**Nota di contenuto**

Part 1. Theoretical perspectives -- Part 2. Ethics and response-ability in pedagogical practices -- Part 3. Locating social justice pedagogies in diverse contexts.

**Sommario/riassunto**

"This book addresses contemporary philosophical issues in higher education and how we can create socially just pedagogies and a socially just university. Providing a forum for thinking through how critical posthumanism, affect theory and feminist new materialisms provide a useful lens for higher education, and shows how these standpoints can benefit methods and practices of learning and teaching. Gross inequalities in higher education continue to affect pedagogical practices across geopolitical contexts and there is a need to consider new theories which call into question the commonplace humanist assumptions currently dominating the discourse around social justice in this context. However scholarship on the affective turn, critical posthumanism and new material feminisms, opens both new possibilities and responsibilities for higher education pedagogies. The approaches of this book also provide imaginative ways of engaging with current dissatisfactions with higher education, from the marketization of education, to issues of racism, discrimination and lack of diversity. Of international relevance, this collection particularly foreground southern contexts and case studies, such as the student activism in South African universities that has sparked a global project of decolonization and social justice in educational institutions. This book is an urgent call to reconceptualize, rethink and reconfigure pedagogies in higher education and the implications for future citizenship and social participation."--Bloomsbury Publishing.