

1. Record Nr.	UNINA990000278840403321
Autore	Daniel, Cuthbert
Titolo	Applications of Statistics to Industrial Experimentation / Cuthbert Daniel
Pubbl/distr/stampa	New York : Wiley, 1976
Descrizione fisica	XVI,294 p. ; 24 cm
Collana	Wiley series in probability and mathematical statistics
Disciplina	607
Locazione	DINCH
Collocazione	04 032-5
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia
2. Record Nr.	UNINA9910464442503321
Autore	Cooper David D
Titolo	Learning in the plural : essays on the humanities and public life / / David D. Cooper ; foreword by Julie Ellison ; afterword by Scott J. Peters and Timothy K. Eatman
Pubbl/distr/stampa	East Lansing, Michigan : , : Michigan State University, , 2014 ©2014
ISBN	1-60917-402-X
Descrizione fisica	1 online resource (205 p.)
Collana	Transformations in Higher Education
Altri autori (Persone)	EllisonJulie K PetersScott J EatmanTimothy K
Disciplina	001.301
Soggetti	Humanities - Philosophy City and town life Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	<p>Contents; Foreword: On the Bus, by Julie Ellison; Introduction; Believing in Difference: The Ethics of Civic Literacy (1993); Moral Literacy (1994); Reading, Writing, and Reflection (1998); The Changing Seasons of Liberal Learning (1998); Academic Professionalism and the Betrayal of the Land-Grant Tradition (1999); Bus Rides and Forks in the Road: The Making of a Public Scholar (2002); Education for Democracy: A Conversation in Two Keys (2004); Is Civic Discourse Still Alive? (2007); Four Seasons of Deliberative Learning (2008); Can Civic Engagement Rescue the Humanities? (2013)</p> <p>Afterword: Speaking and Working in Critically Hopeful Terms, by Scott J. Peters and Timothy K. Eatman Acknowledgments</p>
Sommario/riassunto	<p>Can civic engagement rescue the humanities from a prolonged identity crisis? How can the practices and methods, the conventions and innovations of humanities teaching and scholarship yield knowledge that contributes to the public good? These are just two of the vexing questions David D. Cooper tackles in his essays on the humanities, literacy, and public life. As insightful as they are provocative, these essays address important issues head-on and raise questions about the relevance and roles of humanities teaching and scholarship, the moral footings and public purposes of the humaniti</p>