1. Record Nr.   UNINA9910139477803321

   Autore   Trepanier Claire

   Titolo   C'est le temps d'en parler : L'histoire de Marie-Louise Bouchard Labelle / / Claire Trepanier

   Pubbl/distr/stampa Athabasca University Press, 2009

                      Edmonton, Alberta : , : Montreal, Quebec : , : AU Press : , : Carte Blanche, , 2009
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   ISBN   1-282-81961-5
                      9786612819612
                      1-897425-25-2

   Descrizione fisica 1 online resource (241 pages) : illustrations; digital, PDF file(s)

   Disciplina   971.38404092

   Soggetti   Ottawa (Ont.) Biography

   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 and index.

   Nota di contenuto Avant-propos -- Remerciements -- Préface -- Arbres généalogiques -- Prologue -- Chapitre 1. Des Escoumins à Hanmer (1891–1906) -- Chapitre 2. Le nouveau venu (1858–1906) -- Chapitre 3. Le rond-point (1906–1916) -- Chapitre 4. Vie de famille (1916–1928) -- Chapitre 5. « Veuve » avec trois enfants (1928–1935) -- Chapitre 6. Tirer le diable par la queue (1935–1944) -- Chapitre 7. Nanny (1944–1965) -- Chapitre 8. Retour aux sources (1960–1964) -- Chapitre 9. Vieillesse, humour et tendresse (1965–1970) -- Chapitre 10. Vivre la paix (1970–1973) -- Épilogue -- Postface -- Traduction des extraits écrits en anglais dans le texte -- Appendices -- Liste des personnes interviewées -- Liste des personnes qui m'ont aidée dans mes recherches -- Photos de famille -- Documents -- Bibliographie -- Chronologie abrégée -- Index.

   Sommario/riassunto La biographie de Marie-Louise Bouchard Labelle raconte la vie d'une jeune Canadienne d'humble origine qui tombe en amour avec le cure de son village, et qui en subit les terribles consequences pour le reste de ses jours. L'histoire de cette femme s'etend sur plus d'un siecle (de 1858 a 1973), une periode qui voit surgir plusieurs evenements

determinants de l'histoire du Canada dont la Grande Depression.

2.
Record Nr.	UNINA9910791917303321
Autore	O hAodha Micheal
Titolo	'Insubordinate Irish' [[electronic resource]] : travellers in the text / / Micheal O hAodha
Pubbl/distr/stampa	Manchester ; ; New York, : Manchester University Press, c2011
ISBN	1-84779-783-0
	1-78170-243-8
	1-84779-407-6
Descrizione fisica	1 online resource (241 p.)
Disciplina	305.9/0691809415
Soggetti	Irish Travellers (Nomadic people)
	Irish Travellers (Nomadic people) - Ireland - Social life and customs
	Irland
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographic references and index.
Nota di contenuto	Irish travellers and the nineteenth century "others" -- The traveller colonised -- Irish travellers and the Bardic tradition -- Theoretical perspectives and the Irish context -- Mapping "difference": Irish travellers and the questionaire -- Travellers as countercultural -- Travellers in the Irish imaginary: contested terrains -- Anti-traveller prejudice: the narrative within the Irish imaginary -- The counter-tradition and symbolic inversion -- The dichotomy of self and other: some considerations.
Sommario/riassunto	This book traces a number of common themes relating to the representation of Irish Travelers in Irish popular tradition and how these themes have impacted on Ireland's collective imagination. A particular focus of the book is on the exploration of the Traveler as "Other," an "Other" who is perceived as both inside and outside Ireland's collective ideation. Frequently constructed as a group whose cultural tenets are in a dichotomous opposition to that of the "settled" community, this book demonstrates the ambivalence and complexity of

the Irish Traveler "Other" in the context of a European postcolonial country. Not only has the construction and representation of Travelers always been less stable and "fixed" than previously supposed, these images have been acted upon and changed by both the Traveler and non-Traveler communities as the situation has demanded. Drawing primarily on little-explored Irish language sources, this volume demonstrates the fluidity of what is often assumed as reified or "fixed." As evidenced in Irish-language cultural sources the image of the Traveler is inextricably linked with the very concept of Irish identity itself. They are simultaneously the same and "Other" and frequently function as exemplars of the hegemony of native Irish culture as set against colonial traditions. This book is an important addition to the Irish Studies canon, in particular as relating to those exciting and unexplored terrains hitherto deemed "marginal" - Traveler Studies, Romani Studies, and Diaspora/Migration Studies to name but a few.

3.	Record Nr.	UNINA9910483749803321
	Titolo	Reflections on the Teaching of Programming : Methods and Implementations / / edited by Jens Bennedsen, Michael E. Caspersen, Michael Kölling
	Pubbl/distr/stampa	Berlin, Heidelberg : , : Springer Berlin Heidelberg : , : Imprint : Springer, , 2008
	ISBN	3-540-77934-5
	Edizione	[1st ed. 2008.]
	Descrizione fisica	1 online resource (X, 261 p.)
	Collana	Programming and Software Engineering ; ; 4821
	Disciplina	005.107
	Soggetti	Education—Data processing Computers and civilization Software engineering Computers and Education Computers and Society Software Engineering/Programming and Operating Systems
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Note generali	Bibliographic Level Mode of Issuance: Monograph
	Nota di bibliografia	Includes bibliographical references and author index.

Nota di contenuto	Issues in Introductory Programming Courses -- to Part I Issues in Introductory Programming Courses -- Exposing the Programming Process -- Apprentice-Based Learning Via Integrated Lectures and Assignments -- Experiences with Functional Programming in an Introductory Curriculum -- Learning Programming with the PBL Method — Experiences on PBL Cases and Tutoring -- Using On-Line Tutorials in Introductory IT Courses -- Introducing Object-Oriented Programming -- to Part II Introducing Object-Oriented Programming -- Transitioning to OOP/Java — A Never Ending Story -- Using BlueJ to Introduce Programming -- Model-Driven Programming -- CS1: Getting Started -- Teaching Software Engineering Issues -- to Part III Teaching Software Engineering Issues -- Experiences with a Focus on Testing in Teaching -- Teaching Software Development Using Extreme Programming -- Frameworks in Teaching -- Assessment -- to Part IV Assessment -- Active Learning and Examination Methods in a Data Structures and Algorithms Course -- Mini Project Programming Exams.
Sommario/riassunto	For50years,wehavebeenteachingprogramming.Inthattime,wehaveseen-mentouschanges. Fromteachinga'rstcourseusinganassemblylanguageorF- tran I to using sophisticated functional and OO programming languages. From computerstouchedonlybyprofessionaloperatorstocomputersthatchildren play with. From input on paper tape and punch cards, with hour-long waits for o- put from computer runs, to instant keyboard input and instant compilation and execution. Fromdebuggingprogramsusingpages-longoctaldumpsofmemoryto sophisticateddebuggingsystemsembeddedinIDEs.Fromsmall, toyassignments to ones that inspire because of the ability to include GUIs and other supporting software. From little knowledge or few theories of the programming process to structured programming, stepwise re'nement, formal development methodo- gies based on theories of correctness, and software engineering principles. And yet, teaching programming still seems to be a black art. There is no consensus on what the programming process is, much less on how it should be taught. We do not do well on teaching testing and debugging. We have debates notonlyonwhether toteachOO'rstbutonwhether it can be taught'rst.This muddled situation manifests itself in several ways. Retention is often a problem. Our colleaguesin other disciplines expect students to be able to programalmost anything after a course or two, and many complain that this does not happen. In some sense, we are still ?oundering, just as we were 50 years ago. Part of the problem may be that we are not sure what we are teaching. Are we simply providing knowledge, or are we attempting to impart a skill? Many introductorytextsareorientedatteachingprograms ratherthanprogramming-- theycontainlittle materialonthe programmingprocessandonproblemsolving.