

1. Record Nr.	UNINA9910148693303321
Autore	Christianson Paul Kenneth
Titolo	Reformers and Babylon : English Apocalyptic Visions from the Reformation to the Eve of the Civil War // Paul Kenneth Christianson
Pubbl/distr/stampa	Toronto : , : University of Toronto Press, , [2017] ©1978
ISBN	1-4426-5469-4 1-4426-5278-0
Descrizione fisica	1 online resource (296 pages)
Collana	Heritage
Disciplina	274.2
Soggetti	Apocalyptic literature - History and criticism Eschatology - History of doctrines Dissenters, Religious - England Criticism, interpretation, etc. Church history Electronic books. England Church history 16th century England Church history 17th century
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Based on the author's thesis, University of Minnesota, 1971.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Forming the English protestant apocalyptic tradition -- The parting of the stream -- The swelling of the prophecy -- The soldiers of anti-Laud -- From expectation to militance -- Appendix I : The early works of John Lilburne -- Appendix II : Attribution of a glimpse of Sions glory.
Sommario/riassunto	Starting in the 1530s with John Bale, English reformers found in the apocalyptic mysteries of the Book of Revelation a framework for reinterpreting the history of Christianity and explaining the break from the Roman Catholic Church. Identifying the papacy with antichrist and the Roman Catholic Church with Babylon, they pictured the reformation as a departure from the false church that derived its jurisdiction from the devil. Those who took the initiative in throwing off the Roman yoke acted as instruments of God in the cosmic warfare against the power of evil that raged in the latter days of the world. The reformation ushered

in the beginning of the end as prophesied by St. John.Reformers and Babylon examines the English apocalyptic tradition as developed in the works of religious thinkers both within and without the Established Church and distinguishes the various streams into which the tradition split. By the middle of Elizabeth's reign the mainstream apocalyptic interpretation was widely accepted within the Church of England. Under Charles I, however, it also provided a vocabulary of attack for critics of the Established Church. Using the same weapons that their ancestors had used to justify the reformation in the first place, reformers like John Bastwick, Henry Burton, William Prynne, and John Lilburne attacked the Church of England's growing sympathies with Romish ways and eventually prepared parliamentarians to take up arms against the royalist forces whom they saw as the forces of antichrist.Scholars of sixteenth- and seventeenth-century intellectual history will welcome this closely reasoned study of the background of religious dissent which underlay the politics of the time.

2. Record Nr.

Autore

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Chan Roy Y

Rethinking Hybrid and Remote Work in Higher Education : Global Perspectives, Policies, and Practices after COVID-19 / / edited by Roy Y. Chan, Xi Lin, Krishna Bista

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Education, Higher

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School management and organization

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Educational Policy and Politics

Digital Education and Educational Technology

International and Comparative Education

Organization and Leadership

Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	<p>Section I: Shift towards remote and/or hybrid learning and teaching in higher education during the COVID-19 pandemic -- 1. Effective strategies development for remote teaching and learning -- 2. Adaptation to emergency remote and/or hybrid teaching -- 3. Mental health and wellbeing of faculty and students -- 4. Challenge and opportunities of professional lives of faculty -- 5. Equity, diversity, inclusiveness, and community building in online classrooms -- Section II: Technology and digital communication in remote and/or hybrid work -- 6. Digital readiness and preparation of faculty, staff, and students in higher education setting -- 7. Development of innovative technology and digital communication for remote and/or hybrid teaching and learning -- 8. Assessment distance learning in higher education -- 9. Digital transformation of education -- 10. Development of digital literacy skills and/or competence -- Section III: Support for remote and/or hybrid working during the COVID-19 pandemic -- 11. Development of remote and flexible work policies -- 12. Remote adjust faculty and student success -- 13. Hybrid academic advisors and career coaches -- 14. Virtual student affairs practitioners and student development from a distance -- 15. Virtual senior international officers and study abroad practitioners in higher education -- Section VI: The future of remote and/or hybrid working -- 16. Deigning for the new normal after COVID-19 pandemic -- 17. Cyber university concept and higher education post COVID-19 pandemic -- 18. Rethinking the roles and modes of higher education -- 19. Recovering higher education during and after the COVID-19 pandemic -- 20. Strategies of coping with future healthy emergency.</p>
Sommario/riassunto	<p>This timely volume explores the current and future state of hybrid and remote work in higher education from national, regional, and global perspectives. Today, colleges and universities worldwide must ensure that they have adequate information and communications technology (ICT) infrastructure, equipment, and systems to adapt to the “new normal” post-COVID-19. Hybrid and remote work can be a source of boosting productivity and advancing institutional change in higher education. Common within the management and leadership literature, hybrid and remote work is an understudied phenomenon in higher education administration. This book investigates the rapid rise of remote and hybrid work during and after the global pandemic and what it means for the future of higher education in the United States and abroad. By developing a comprehensive, research-based knowledge and framework this book seeks to equip and empower teacher-scholars and practitioners to operate safely, securely, and efficiently in a remote or hybrid environment. Roy Y. Chan is Assistant Professor of Education and Director of the Doctor of Education (EdD) program in Leadership and Professional Practice in the Helen DeVos College of Education at Lee University, USA. His research agenda broadly focuses on graduate and professional education, online and distance education, and international higher education. Chan currently serves as Chair of the Study Abroad and International Students (SAIS) SIG at the Comparative and International Education Society (CIES). Xi Lin is Assistant Professor of Adult Education in the Department of Interdisciplinary Professions at East Carolina University, USA. Her research focuses on international</p>

students and international faculty in US higher education, instructional strategies for distance learning, and learning motivation of adult learners. Lin currently serves as digital production editor for the Journal of International Students. Krishna Bista is Professor of Higher Education in the Department of Advanced Studies, Leadership and Policy at Morgan State University, USA. His research focuses on college student experiences related to classroom participation, perceptions of academic integrity, faculty-student relationships, role of advisors, and cross-cultural teaching and learning strategies in higher education. Previously, Bista served as the director of Global Education at the University of Louisiana at Monroe, where he was Chase Endowed Professor of Education in the School of Education. Bista is Founding Editor of the Journal of International Students and Executive Vice President for the STAR Scholars Network and Founding Chair of the Study Abroad and International Students (SAIS) SIG at the Comparative and International Education Society (CIES).
