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| 1. Record Nr. | UNISA996392235703316 |
| Autore | Cromwell Oliver <1599-1658.> |
| Titolo | A copy of the letter from His Excellency the Lord Generall Cromwell, sent to the members of Parliament [[electronic resource]] : called to take upon them the trust of the government of this common-vvealth : which began on Munday the fourth of June, 1653, the day appointed by the letters of summons from his Excellency the Lord Gen. Cromwell for the meeting of these gentlemen : with severall transactions since that time |
| Pubbl/distr/stampa | London, : Printed by M.S. for Tho. Jenner ..., 1656 |
| Descrizione fisica | [2], 50, 8 p. : ill., ports |
| Soggetti | Great Britain History Commonwealth and Protectorate, 1649-1660 |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Includes, besides reports of important events, various public documents of 1653-1656, notably the Instrument of government (published in 1653 with title "Articles signed by His Highness Oliver Cromwell ..."), lists members of Cromwell's Parliaments in 1653 and 1656, and "An act declaring what offences shall be adjudged treason", of 17 July 1649. Reproduction of original in Huntington Library. |
| Sommario/riassunto | eebo-0113 |

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| 2. Record Nr. | UNINA9910255159503321 |
| Autore | de Freitas Elizabeth |
| Titolo | Alternative Theoretical Frameworks for Mathematics Education Research : Theory Meets Data // by Elizabeth de Freitas, Margaret Walshaw |
| Pubbl/distr/stampa | Cham : , : Springer International Publishing : , : Imprint : Springer, , 2016 |
| ISBN | 9783319339610 3319339613 |
| Edizione | [1st ed. 2016.] |
| Descrizione fisica | 1 online resource (200 p.) |
| Disciplina | 370 |
| Soggetti | Education - Philosophy Mathematics - Study and teaching Educational Philosophy Mathematics Education |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Includes index. |
| Nota di contenuto | Chapter 1: Introduction -- Chapter 2: Pierre Bourdieu -- Chapter 3: Jacques Lacan -- Chapter 4: Michel Foucault -- Chapter 5: Gilles Deleuze -- Chapter 6: Bruno Latour -- Chapter 7: Rosi Braidotti -- Chapter 8: Concluding Narratives. |
| Sommario/riassunto | This book explicates some of the fundamental philosophical tenets underpinning key theoretical frameworks, and demonstrates how these tenets inform particular kinds of research practice in mathematics education research. We believe that a deep understanding of significant theories from the humanities and social sciences is crucial for doing high-quality research in education. For that reason, this book focuses on six key theoretical sources, unpacking their relevance and application to specific research examples. We situate these key theorists within a larger framework pertaining to the history of thought more generally, and discuss how competing theories of teaching and learning differ in terms of their philosophical assumptions. In so doing, we offer context and motivation for particular research methods, with the agenda of helping researchers reflect on why particular approaches and not others might work for them. |

