

1. Record Nr.	UNIPARTHENOPE000031697
Titolo	Advances in hydroscience / edited by Ven Te Chow
Pubbl/distr/stampa	New York [etc.] : Academic press, [1964-]
Titolo uniforme	Advances in hydroscience
ISBN	0120218089 0120218097
Descrizione fisica	v. : ill. ; 24 cm
Disciplina	627
Collocazione	DISAM 620.4162/2 DISAM 620.4162/3
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Vol. 8.: 1972 / contributors to volume 8 John L. Bogardi ... [et al.]. - IX, 359 p. : ill. ; 23 cm. Vol. 9.: 1973 / contributors to volume 9 J. Amorocho ... [et al.]. - X, 342 p. : ill ; 23 cm.

2. Record Nr.	UNINA9910450907303321
Titolo	Teaching popular culture : beyond radical pedagogy // edited by David Buckingham
Pubbl/distr/stampa	London ; ; Bristol, Pa. : , : UCL Press, , 1998
ISBN	1-135-36045-6 0-203-15864-4 0-203-00706-9 1-280-40064-1
Descrizione fisica	1 online resource (214 p.)
Collana	Media, Education and Culture
Altri autori (Persone)	BuckinghamDavid <1954->
Disciplina	306.071
Soggetti	Critical pedagogy Popular culture - Study and teaching Education in popular culture Popular education - Philosophy 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 and index.
Nota di contenuto	Preliminaries; Contents; List of Illustrations; Chapter 1 Introduction; Chapter 2 Pedagogy and Authority; Chapter 3 Butt Jokes and Mean-teacher Parodies; Chapter 4 Pedagogy, Parody and Political Correctness; Chapter 5 Dealing with Feeling; Chapter 6 Provocations for a Media Education in Small Letters; Chapter 7 Beyond Classroom Culture; Chapter 8 Tricks of the Trade; Chapter 9 Teaching for Difference: Learning Theory; Notes on Contributors; Index
Sommario/riassunto	Teaching about the media and popular culture has been a major concern for radical educators. Yet in recent years, the hyperbolic rhetoric of "critical pedagogy" has come under attack, not only from theoretical perspectives such as feminism, anti-racism and postmodernism, but also in The Light Of Actual Classroom Experience. The Notion That Teachers Might "liberate" students through rationalistic forms of ideological critique has been increasingly questioned, not only on the grounds of its political arrogance, but also because of its ineffectiveness in practice. This book seeks to move beyo

