

1. Record Nr.	UNINA9910476813403321
Titolo	Rethinking Schooling : Twenty-Five Years of the Journal of Curriculum Studies // edited by Ian Westbury, Geoff Milburn
Pubbl/distr/stampa	[Place of publication not identified] : , : Taylor & Francis, , 2007 ©2007
Descrizione fisica	1 online resource (344 pages)
Disciplina	371.82664
Soggetti	Homosexuality and education - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Rethinking Schooling: Twenty-Five Years of the Journal of Curriculum Studies -- Part 1: Thinking about Schools and Classrooms -- 1. Strange Curricula: Origins and Development of the Institutional Categories of Schooling -- 2. Adam Smith and the Moral Economy of the Classroom System -- 3. The Lesson as a Pedagogic Text: A Case Study of Lesson Designs -- Part 2: Thinking about Pedagogy -- 4. Reflectivity and the Pedagogical Moment: The Practical-Ethical Nature of Pedagogical Thinking and Acting -- 5. Didaktik Analysis as the Core of the Preparation of Instruction -- 6. Effect of Questions in Education and Other Enterprises -- Part 3: Thinking about Curriculum Work and Curriculum Change -- 7. 'There's Always Another Agenda': Marshalling Resources for Mathematics Reform -- 8. Towards a Theory of Leadership Practice: A Distributed Perspective Part 4: Thinking about Futures -- 9. Designing Diversity: Globalization, Textbooks, and the Story of Nations -- 10. Meta-Scientific Criticisms, Curriculum Innovation and the Propagation of Scientific Culture -- 11. A Curriculum for the Study of Human Affairs: The Contribution of Lawrence Stenhouse -- 12. Learning for Anything Everyday -- 13. Curriculum Forms: On the Assumed Shapes of Knowing and Knowledge.
Sommario/riassunto	Taking a collection of seminal articles from the Journal of Curriculum Studies, this book offers readers a vantage point for thinking about the worlds of schools and curricula, focusing in particular on the concept of seeing schools, curricula and teaching in new ways. Each of the

chapters sheds fresh light on the ways of thinking the aforementioned. Themes include: classrooms and teaching pedagogy science and history education school and curriculum development students' lives in schools. Written by an international group of distinguished scholars from Britain, North America, Sweden and Germany, the chapters draw on the perspectives offered by curriculum and pedagogical theory, history, ethnography, sociology, psychology and organisational studies and experiences in curriculum-making. Together they invite many questions about why teaching and curricula must be as they are. Rethinking Schooling provides new futures for education and alternative ways of seeing them.

2. Record Nr.	UNINA9910706960303321
Autore	Steadman Dawnie Wolfe
Titolo	A multidisciplinary validation study of nonhuman animal models for forensic decomposition research // submitted by: Dawnie Wolfe Steadman
Pubbl/distr/stampa	Knoxville, Tennessee : , : The University of Tennessee, , [2018?] [Rockville, Md.] : , : National Criminal Justice Reference Service, Office of Justice Programs.
Descrizione fisica	1 online resource (29 pages) : color illustrations
Soggetti	Forensic taphonomy Postmortem changes Animal carcasses - Biodegradation Forensic entomology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	"Document number: 251553"--Grant transmittal document. "Date received: March 2018"--Grant transmittal document.
Nota di bibliografia	Includes bibliographical references (page 29).

