

1.	Record Nr.	UNISOBE600200009654
	Autore	Rei, Dario
	Titolo	Servizi sociali e politiche pubbliche : modelli, percorsi, casi / Dario Rei
	Pubbl/distr/stampa	Roma, : Carocci, 2000
	ISBN	8843002686
	Descrizione fisica	186 p. : 24 cm.
	Collana	Servizio sociale ; 40
	Lingua di pubblicazione	Italiano
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
2.	Record Nr.	UNINA9910480200403321
	Autore	Uscinski Joseph E.
	Titolo	The People's News : Media, Politics, and the Demands of Capitalism / / Joseph E. Uscinski
	Pubbl/distr/stampa	New York, NY : , : New York University Press, , [2014] ©2014
	ISBN	0-8147-6287-5 0-8147-6286-7
	Descrizione fisica	1 online resource (196 p.)
	Disciplina	302.23
	Soggetti	Mass media and culture Mass media - Economic aspects Mass media - Social aspects Mass media - Public opinion Mass media - Influence Mass media - Moral and ethical aspects 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	Front matter -- Contents -- Acknowledgments -- 1. Introduction -- 2. Informational Demands for News -- 3. Demands for Gratification -- 4. Perpetual Feedback -- 5. Where Can We Go? -- Notes -- References -- Index -- About the Author
Sommario/riassunto	<p>Uncovers the surprising cause behind the recent rise of fake news In an ideal world, journalists act selflessly and in the public interest regardless of the financial consequences. However, in reality, news outlets no longer provide the most important and consequential stories to audiences; instead, news producers adjust news content in response to ratings, audience demographics, and opinion polls. While such criticisms of the news media are widely shared, few can agree on the causes of poor news quality. The People's News argues that the incentives in the American free market drive news outlets to report news that meets audience demands, rather than democratic ideals. In short, audiences' opinions drive the content that so often passes off as "the news. "The People's News looks at news not as a type of media but instead as a commodity bought and sold on the market, comparing unique measures of news content to survey data from a wide variety of sources. Joseph Uscinski's rigorous analysis shows news firms report certain issues over others—not because audiences need to know them, but rather, because of market demands. Uscinski also demonstrates that the influence of market demands also affects the business of news, prohibiting journalists from exercising independent judgment and determining the structure of entire news markets as well as firm branding. Ultimately, the results of this book indicate profit-motives often trump journalistic and democratic values. The findings also suggest that the media actively responds to audiences, thus giving the public control over their own information environment. Uniting the study of media effects and media content, The People's News presents a powerful challenge to our ideas of how free market media outlets meet our standards for impartiality and public service.</p>

3. Record Nr.	UNINA9910826449203321
Titolo	Teaching big history / / edited by Richard B. Simon, Mojgan Behmand, and Thomas Burke
Pubbl/distr/stampa	Oakland, California : , : University of California Press, , 2015 ©2015
ISBN	0-520-28355-4 0-520-95938-8
Descrizione fisica	1 online resource (443 p.)
Disciplina	001
Soggetti	History - Study and teaching Physical sciences - Study and teaching
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	Front matter -- Contents -- Illustrations -- Tables -- Acknowledgments -- Introduction -- One. What Is Big History? -- Two. Big History and the Goals of Liberal Education -- Three. Summer Institutes: Collective Learning as Meta-Education -- Four. Assessing Big History Outcomes: Or, How to Make Assessment Inspiring -- Five. Big History at Other Institutions -- Six. Teaching Complexity in a Big History Context -- Seven. Teaching Threshold 1: The Big Bang -- Eight. Teaching Threshold 2: The Formation of Stars and Galaxies -- Nine. Teaching Threshold 3: Heavier Chemical Elements and the Life Cycle of Stars -- Ten. Teaching Threshold 4: The Formation of Our Solar System and Earth -- Eleven. Teaching Threshold 5: The Evolution of Life on Earth -- Twelve. Teaching Threshold 6: The Rise of Homo Sapiens -- Thirteen. Teaching Threshold 7: The Agrarian Revolution -- Fourteen. Teaching Threshold 8: Modernity and Industrialization -- Fifteen. Threshold 9? Teaching Possible Futures -- Sixteen. Reflective Writing in the Big History Classroom -- Seventeen. Activities for Multiple Thresholds -- Eighteen. Igniting Critical Curiosity: Fostering Information Literacy through Big History -- Nineteen. A Little Big History of Big History -- Twenty. Big History at Dominican: An Origin Story -- Twenty-One. Teaching Big History or Teaching about Big History? Big History and Religion -- Twenty-Two. The Case for Awe --

Sommario/riassunto

Big History is a new field on a grand scale: it tells the story of the universe over time through a diverse range of disciplines that spans cosmology, physics, chemistry, astronomy, geology, evolutionary biology, anthropology, and archaeology, thereby reconciling traditional human history with environmental geography and natural history. Weaving the myriad threads of evidence-based human knowledge into a master narrative that stretches from the beginning of the universe to the present, the Big History framework helps students make sense of their studies in all disciplines by illuminating the structures that underlie the universe and the connections among them. Teaching Big History is a powerful analytic and pedagogical resource, and serves as a comprehensive guide for teaching Big History, as well for sharing ideas about the subject and planning a curriculum around it. Readers are also given helpful advice about the administrative and organizational challenges of instituting a general education program constructed around Big History. The book includes teaching materials, examples, and detailed sample exercises. This book is also an engaging first-hand account of how a group of professors built an entire Big History general education curriculum for first-year students, demonstrating how this thoughtful integration of disciplines exemplifies liberal education at its best and illustrating how teaching and learning this incredible story can be transformative for professors and students alike.
