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| 1. Record Nr. | UNINA9910481396703321 |
| Autore | Cowell John <1554-1611.> |
| Titolo | The interpreter: or booke, containing the signification of words. Werein is set forth true meaning of all, ... Collected by John Cowell, .
[[electronic resource]] |
| Pubbl/distr/stampa | London, : [s.n.], 1637 |
| Descrizione fisica | Online resource (1 v., 4°.) |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Reproduction of original in Biblioteca Nazionale Centrale di Firenze. |
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| 2. Record Nr. | UNINA9910255144403321 |
| Autore | Waghid Yusef |
| Titolo | Educational Technology and Pedagogic Encounters : Democratic Education in Potentiality / / by Yusef Waghid |
| Pubbl/distr/stampa | Rotterdam : , : SensePublishers : , : Imprint : SensePublishers, , 2016 |
| ISBN | 9789463005463
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| Descrizione fisica | 1 online resource (X, 132 p.) |
| Collana | Educational Futures, Rethinking Theory and Practice , , 2214-9872 ; ; 69 |
| Disciplina | 371.33 |
| Soggetti | Education |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Nota di bibliografia | Includes bibliographical references and index. |
| Nota di contenuto | Preface -- Acknowledgements -- Educational Theory and Technology -- Introduction -- Towards a Deleuzo-Guattarian Notion of Educational Technology -- Towards a Rancièrean Notion of Educational Technology -- Towards an Agambenian Notion of Educational Technology -- Educational Technology as a Democratic Practice -- Summary -- |

Educational Technology and the Enactment of Democratic Change -- Introduction -- Mobile Phones -- Social Computing -- Impediments that Make Educational Technology Unattractive for Use in Pedagogic Relations -- Towards a Transformative View of Educational Technology and Its Pedagogic Implications -- Summary -- Pedagogic Encounters in Educational Technology: Towards a Democratic Education of Co-Belonging -- Introduction -- Case 1: On the Possibility of Democratic Education In/Through Educational Technology: Action Research and Science Education in Potentiality -- Case 2: On the Possibility of Democratic Education In/Through Educational Technology: Critical Discourse Analysis and Economics Education in Potentiality -- The Potentialities of the Students and Description of the Films -- Democratic Education in Potentiality: Towards an Expansive View of Risk Taking in Pedagogic Encounters -- Introduction -- Learners Construct Personal Learning Contexts -- Learning as Initiation into Individual Autonomy -- Equalising Deliberative Pedagogic Relationships -- Becoming Rhizomatic in Their Thinking -- Democratic Education in Potentiality: Cultivating an Expansive View of Risk Taking -- On the Potentialities of Practising Educational Technology in Educational Institutions: Expanding Risk Taking in Pedagogic Encounters -- Introduction -- Enhancing Rhizomatic Thinking -- Privileging Trust and Humour -- Democratising or Equalising Classrooms -- Establishing Inclusive Social Justice Interventions -- Enhancing Socially Just Teaching and Learning -- Summary -- Educational Technology and Socially Just Pedagogic Encounters -- Introduction -- Instances of Education for Social Justice -- Education for Social Justice through Equity -- Summary -- References -- Biographical Notes of Authors -- Index.

Sommario/riassunto

This book looks at some of the underlying theories of educational technology (means), and ways in which this technology is guided in practice (ends). The authors are intent on producing ends that prepare students to undertake new analyses and evaluations that can result in new possibilities for democratic action. Emphasis is on their understanding of and position within educational technology – as opposed to using or applying educational technology. The work is not written from the point of view that their embeddedness within educational technology has a utilitarian end in mind, but rather that their situatedness within educational technology (a practice in itself) leaves open possibilities for new ways of understanding democratic education. This book is organised into six interrelated themes that work towards the cultivation of educational technology as a human practice which guides pedagogic encounters on the basis of taking risks in relation to which the unexpected, unimaginable is always possible.
