

1. Record Nr.	UNINA9910287934003321
Titolo	The Power of the In-Between
Pubbl/distr/stampa	Stockholm, : Stockholm University Press, 2018
ISBN	91-7635-067-3
Descrizione fisica	1 online resource (442)
Soggetti	The arts The arts: general issues Interdisciplinary studies Humanities Media studies
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Sommario/riassunto	<p>"The Power of the In-Between: Intermediality as a Tool for Aesthetic Analysis and Critical Reflection gathers fourteen individual case studies where intermedial issues—issues concerning that which takes place in between media—are explored in relation to a range of different cultural objects and contexts, different methodological approaches, and different disciplinary perspectives. The cases investigate the intermediality of such manifold objects and phenomena as contemporary installation art, twentieth-century geography books, renaissance sculpture, media theory, and public architecture of the 1970s. They also bring together scholars from the disciplines of art history, comparative literature, theatre studies, musicology, and the history of ideas.</p> <p>Starting out from an inclusive understanding of intermediality as “relations between media conventionally perceived as different,” each author specifies and investigates “intermediality” in their own particular case; that is, each examines how it is inflected by particular objects, methods, and research questions. “Intermediality” thus serves both as a concept employed to cover an inclusive range of cultural objects, cultural contexts, methodological approaches, and so on, and as a</p>

concept to be modelled out by the particular cases it is brought to bear on. Rather than merely applying a predefined concept, the objectives are experimental. The authors explore the concept of intermediality as a malleable tool of research.

This volume further makes a point of transgressing the divide between media history and semiotically and/or aesthetically oriented intermedial studies. The former concerns the specificity of media technologies and media interrelations in socially, politically, and epistemologically defined space and time, and the latter targets formal considerations of media objects and its various meaning-making elements. These two conventionally separated fields of research are integrated in order to produce a richer understanding of the analytical and historical, as well as the aesthetic and technological, conditions and possibilities of intermedial phenomena.

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2. Record Nr.	UNINA9910485047103321
Autore	Holt Matthew
Titolo	Sexual Orientation Equality in Schools : Teacher Advocacy and Action Research // by Matthew Holt
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2021
ISBN	9783030651435 3030651436
Edizione	[1st ed. 2021.]
Descrizione fisica	1 online resource (243 pages)
Collana	Queer Studies and Education, , 2946-2282
Disciplina	371.8266
Soggetti	Sex Ethnology Philosophy of mind Self Teachers - Training of Educational sociology Gender Studies Sociocultural Anthropology Philosophy of the Self Teaching and Teacher Education Sociology of Education

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Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	1 Introduction to Sexual Orientation Inequality in Australia -- 2 Sexual Orientation Inequality in Schools -- 3 Sexual Orientation Equality in Schools -- 4 Critical Theory -- 5 Social Transformation -- 6 Research with Teachers -- 7 Engaging with Inequality -- 8 Engaging as a Teacher -- 9 Promoting Safety -- 10 Modelling -- 11 Conclusion.
Sommario/riassunto	<p>This book explores how to help teachers become better advocates for sexual orientation equality in secondary schools. Examining this issue through the lens of qualitative emancipatory action research, a group of Australian teachers embarked on a journey of teacher advocacy. Critical theory has long highlighted teachers as key players in either challenging dominant social narratives, or else perpetuating oppressive systems of power through traditional forms of education. Despite this important role, the life stories of teachers, which contributed to the development of their beliefs and behaviours about sexual orientation are rarely considered in the development of anti-discriminatory policy, designing the curriculum and most importantly, in teacher training. This book suggests and frames a model for advocacy, whereby teachers engage with their personal beliefs about sexual orientation, with their role as a teacher, and commit to advocacy through action by promoting student safety, challenging heteronormative narratives and role modelling compassionate behaviours in their school environments. Matthew Holt is Senior Research Advisor at the Behavioural Insights Team, UK. He is a graduate of the University of Melbourne, where he conducted the research detailed in this book for his PhD thesis.</p>