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Titolo	Macrophage targeted delivery systems : basic concepts and therapeutic applications / / edited by Swati Gupta and Yashwant V. Pathak
Pubbl/distr/stampa	Cham, Switzerland : , : Springer, , [2022] ©2022
ISBN	3-030-84164-2
Descrizione fisica	1 online resource (550 pages)
Disciplina	615.6
Soggetti	Drug delivery systems Drug targeting Macrophages
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.

2. Record Nr.	UNINA9910973539003321
Autore	Wegerif Rupert
Titolo	Dialogic
Pubbl/distr/stampa	Hoboken, : Taylor and Francis, 2013 New York : , : Routledge, , 2013
ISBN	1-283-94245-3 0-203-11122-2 1-136-27792-7
Edizione	[1st ed.]
Descrizione fisica	1 online resource (207 p.)
Disciplina	370.157 371.33/44678 371.3344678
Soggetti	Education - Effect of technological innovations on Education -- Effect of technological innovations on EDUCATION / Educational Psychology EDUCATION / General EDUCATION / Research Internet in education - Philosophy Internet in education -- Philosophy Questioning Education Social Sciences Theory & Practice of Education
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	Cover; Dialogic: Education for the Internet Age; Copyright; Dedication; Contents; Acknowledgements; 1. The challenge; 2. Educating dialogue; 3. Educating reason; 4. Educating creativity; 5. Educating technology; 6. Educating science; 7. Educating the planet; 8. Education into dialogue; Notes; References; Index
Sommario/riassunto	Dialogic: Education for the Internet Age argues that despite rapid advances in communications technology, most teaching still relies on

traditional approaches to education, built upon the logic of print, and dependent on the notion that there is a single true representation of reality. In practice, the use of the Internet disrupts this traditional logic of education by offering an experience of knowledge as participatory and multiple. This new logic of education is dialogic and characterises education as learning to learn, think and thrive in the context of working with multiple perspectives.
