

1. Record Nr.	UNINA9910688217003321
Autore	Cosme Fernanda
Titolo	Chemistry and Biochemistry of Winemaking, Wine Stabilization and Aging
Pubbl/distr/stampa	London : , : IntechOpen, , 2021 ©2021
Edizione	[1st ed.]
Descrizione fisica	1 online resource (258 pages)
Altri autori (Persone)	NunesFernando M Filipe-RibeiroLuís
Disciplina	663.2
Soggetti	Wine and wine making
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Sommario/riassunto	This book, written by experts, aims to provide a detailed overview of recent advances in oenology. Book chapters include the latest progress in the chemistry and biochemistry of winemaking, stabilisation, and ageing, covering the impact of phenolic compounds and their transformation products on wine sensory characteristics, emerging non-thermal technologies, fermentation with non-Saccharomyces yeasts, pathways involved in aroma compound synthesis, the effect of wood chips use on wine quality, the chemical changes occurring during Port wine ageing, sensory mechanisms of astringency, physicochemical wine instabilities and defects, and the role of cork stoppers in wine bottle ageing. It is highly recommended to academic researchers, practitioners in wine industries, as well as graduate and PhD students in oenology and food science.

2. Record Nr.	UNINA9910779352603321
Autore	Jarvis Peter
Titolo	Learning to be a Person in Society [[electronic resource]]
Pubbl/distr/stampa	Hoboken, : Taylor and Francis, 2012
ISBN	0-203-55120-6 1-280-87303-5 9786613714343 1-136-61718-3 1-136-61717-5
Descrizione fisica	1 online resource (241 p.)
Disciplina	155 303.32 370.193
Soggetti	Educational sociology Experiential learning Learning, Psychology of Self-culture Education Social Sciences Education, Special Topics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Cover; Learning to be a Person in Society; Copyright; Contents; Preface; Section I Laying the foundations; Chapter 1 A person in society; Part 1: The concept of the person; Part 2: The concept of society; Part 3: The person in society; Conclusion; Chapter 2 Learning in society; Part 1: The influence of the wider society; Part 2: Learning; Conclusion; Chapter 3 Learning in early childhood; Part 1: The primacy of relationship; Part 2: Learning and the senses; Part 3: Learning in play; Part 4: Learning language; Part 5: Socialisation; Concluding discussion; Chapter 4 Practical living Part 1: ActionPart 2: The situation; Conclusion; Chapter 5 Experience; Part 1: Experience as consciousness; Part 2: Experience as biography;

Part 3: Experience as episode/event; Part 4: Experience as expertise;
 Concluding discussion; Chapter 6 Meaning; Part 1: Cultural meaning;
 Part 2: Personal and subjective meaning; Part 3: Meaning and learning;
 Conclusion; Section II Processes of learning; Chapter 7 Experiencing;
 Part 1: In time; Part 2: Space; Part 3: Experiencing ourselves;
 Conclusion; Chapter 8 Perceiving; Part 1: Perception and the body; Part
 2: Factors that affect our perception
 Conclusion; Chapter 9 Thinking; Part 1: Non-reflective thought; Part 2:
 Reflective thought; Part 3: Cognitive development; Part 4: Styles of
 thinking; Part 5: Ways of reasoning; Part 6: Ways of knowing;
 Conclusion; Chapter 10 Knowing; Part 1: Knowing and personal
 knowledge; Part 2: Narrative knowing; Part 3: Women's way of knowing;
 Part 4: Knowing ourselves; Part 5: Learning and knowing; Conclusion;
 Chapter 11 Believing; Part 1: Believing, meaning and truth; Part 2:
 Towards an understanding of religious and theological interpretation;
 Part 3: Faith development
 Part 4: Spiritual dimensions of human learning; Conclusion; Chapter 12
 Feeling - emotions; Part 1: The concept of emotion; Part 2: Emotions
 within the human being; Part 3: Emotions and experience; Part 4:
 Emotions and learning; Part 5: Learning to control our emotions;
 Conclusion; Chapter 13 Doing; Part 1: Practical living; Part 2: Learning
 to be an expert; Part 3: Skills learning; Part 4: Tacit knowledge; Part 5:
 Creative doing; Conclusion; Chapter 14 Interacting; Part 1:
 Externalising; Part 2: Internalising; Conclusion; Chapter 15 Valuing
 Part 1: Pre-cognitive and pre-conscious learning of universal value; Part
 2: Learning moral goodness; Part 3: The stages of moral development;
 Part 4: Private values and public standards; Conclusion; Chapter 16
 Positioning; Part 1: Attitudes; Part 2: Intelligence; Part 3: Motivation;
 Conclusion; Section III Being and becoming; Chapter 17 Becoming; Part
 1: The life cycle and ageing; Part 2: Life transitions; Part 3: Life history
 and learning from our lives; Part 4: Achieving our human potential;
 Conclusion; Chapter 18 Being; Part 1: The emergence of individual self-
 identity
 Part 2: Towards social identity

Sommario/riassunto

Learning is a lifelong process and we are the result of our own learning. But how exactly do we learn to be a person through living? In this book, Peter Jarvis draws together all the aspects of becoming a person into the framework of learning. Considering the ongoing, "nature versus nurture" debate over how we become people, Jarvis's study of nurture - what learning is primarily about - builds on a detailed recognition of our genetic inheritance and evolutionary reality. It demonstrates the ways in which we become social human beings: internalising, accommodating and rejecting the culture
