

1. Record Nr.	UNINA9910711381203321
Autore	Cheok Geraldine S
Titolo	Guidelines for the registration of two coordinate frames / / Geraldine S. Cheok, Marek Franaszek
Pubbl/distr/stampa	Gaithersburg, MD : , : U.S. Dept. of Commerce, National Institute of Standards and Technology, , 2016
Descrizione fisica	1 online resource (13 pages) : illustrations (chiefly color)
Collana	NIST technical note ; ; 1911
Altri autori (Persone)	CheokGeraldine S FranaszekMarek
Soggetti	Intelligent sensors Structural frames
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Contributed record: Metadata reviewed, not verified. Some fields updated by batch processes. March 2016. Title from PDF title page (viewed March 8, 2016).
Nota di bibliografia	Includes bibliographical references.

2. Record Nr.	UNINA9910783062103321
Autore	Briton Derek <1953->
Titolo	The modern practice of adult education : a postmodern critique / / Derek Briton
Pubbl/distr/stampa	Albany : , : State University of New York Press, , 1996 ©1996
ISBN	0-7914-9757-7
Descrizione fisica	1 online resource (xv, 156 pages)
Collana	SUNY series, teacher empowerment and school reform The modern practice of adult education
Disciplina	374/.001
Soggetti	Adult education - Philosophy Critical pedagogy - Research Postmodernism and education Adult education - Research
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di contenuto	Ch. 1. Engaging the Question of Adult Education Ch. 2. The Fear of Falling into Error Ch. 3. Facing the Dilemma Ch. 4. Enlightenment and Modernity Ch. 5. Choosing a Research Paradigm Ch. 6. Toward a Postmodern Pedagogy of Engagement in Adult Education Postscript: Living through the Question of Adult Education
Sommario/riassunto	Briton challenges the dominant depoliticized vision of adult education, calling into question the modernist tenets and moral integrity of contemporary adult education practice. By examining his own struggle to escape the confines of modernist thought, the author delivers a succinct yet decisive critique of modern educational practice and challenges educators to reconceptualize their field of endeavor as a postmodern pedagogy of engagement.