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| 1. Record Nr. | UNINA9910715660403321 |
| Titolo | Eli Kimberly. January 9, 1838. Read, and laid on the table |
| Pubbl/distr/stampa | [Washington, D.C.] : , : [publisher not identified], , 1838 |
| Descrizione fisica | 1 online resource (1 page) |
| Collana | House report / 25th Congress, 2nd session. House ; ; no. 338 [United States congressional serial set] ; ; [serial no. 334] |
| Altri autori (Persone) | SmithFrancis O. J <1806-1876> (Francis Ormond Jonathan), (Democrat (ME)) |
| Soggetti | Claims Lighthouses Lightships Wages Civil service Legislative materials. |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Batch processed record: Metadata reviewed, not verified. Some fields updated by batch processes. FDLP item number not assigned. |

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| 2. Record Nr. | UNINA9910779553803321 |
| Titolo | Human development and capabilities : re-imagining the university of the twenty-first century // edited by Alejandra Boni and Melanie Walker |
| Pubbl/distr/stampa | Abingdon, Oxon : , : Routledge, , 2013 |
| ISBN | 1-135-11811-6 0-203-07508-0 1-299-46911-6 1-135-11812-4 |
| Descrizione fisica | 1 online resource (257 p.) |
| Classificazione | EDU000000EDU034000EDU046000 |
| Altri autori (Persone) | BoniAlejandra WalkerMelanie |
| Disciplina | 378 |
| Soggetti | Education, Higher - Aims and objectives Education and globalization |
| 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 | pt. I. Theoretical insights -- pt. II. Policy implications -- pt. III. Operationalizing a new imaginary. |
| Sommario/riassunto | "Globally, universities are the subject of public debate and disagreement about their private benefits or public good, and the key policy vehicle for driving human capital development for competitive knowledge economies. Yet what is increasingly lost in the disagreements about who should pay for university education is a more expansive imaginary which risks being lost in reductionist contemporary education policy. This is compounded by the influences on practices of students as consumers, of a university education as a private benefit and not a public good, of human capital outcomes over other graduate qualities, and of unfettered markets in education. Policy reductionism comes from a narrow vision of the activities, products, and objectives of the University and a blinkered vision of what is a knowledge society. Human Development and Capabilities, therefore, imaginatively applies a theoretical framework to universities as institutions and social practices from human development and the |

capability approach, attempting to show how universities might advance equalities rather than necessarily widen them, and how they can contribute to a sustainable and democratic society"--
