

1. Record Nr.	UNINA9910784131803321
Autore	Reddie Anthony
Titolo	Black theology in transatlantic dialogue [[electronic resource] /] / Anthony G. Reddie
Pubbl/distr/stampa	New York, : Palgrave Macmillan, 2006
ISBN	1-281-36084-8 9786611360849 0-230-60109-X
Edizione	[1st ed.]
Descrizione fisica	1 online resource (265 p.)
Collana	Black religion, womanist thought, social justice
Disciplina	230.089/96
Soggetti	Black theology Theology - Great Britain
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 (p. [205]-245) and index.
Nota di contenuto	Cover; Contents; Series Editors' Preface; Acknowledgments; Introduction; 1 Historical Developments; 2 Friend or Foe?: Black Theologians and the Black Church; 3 Bring on the Sistat; 4 Education, Education, Education; 5 Published and Be Damned-Reassessing the Role and Development of the Black Theology Journal; 6 Where We Headed Now?; Notes; Index
Sommario/riassunto	In this book, Anthony G. Reddie creates a dynamic conversation between black theologies in the US and in the UK, comparing and highlighting divergences in the respective movements.

2. Record Nr.	UNINA9910552743403321
Titolo	Pedagogies for Future-Oriented Adult Learners : Flipping the Lens from Teaching to Learning / / edited by Helen Bound, Jennifer Pei-Ling Tan, Rebekah Lim Wei Ying
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2022
ISBN	9783030928674 3030928675
Edizione	[1st ed. 2022.]
Descrizione fisica	1 online resource (175 pages)
Collana	Lifelong Learning Book Series, , 2730-5325 ; ; 27
Disciplina	374
Soggetti	Education Teachers - Training of Teaching and Teacher Education Educació permanent Educació d'adults Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	Part I: Introducing the focus on learners -- Chapter 1. Introduction: Flipping the lens from educator to learner -- Chapter 2. Key constructs: conceptions of learners' future-orientation, identities, contexts and practices -- Part II: Framing the issues -- Chapter 3. Rethinking Learning for a High Skills Economy: What a cultural-historical approach can offer -- Chapter 4. Learning in a designed world: Symbolic technologies and epistemic practices in the evolution of professional knowing -- Chapter 5. Researching lifelong learning policy: Concepts and Tools -- Chapter 6. Future of work, transitions, and future-oriented learning -- Part III: Flipping the lens in practice -- Chapter 7. Enhancing learning in the workplace -- Chapter 8. Towards Expertise— Operationalizing Identity Development and Considerations for the Singapore Work-Study Programme -- Chapter 9. Dialogic inquiry: a pedagogy for foregrounding future-oriented learners and their learning -- Chapter 10. Adult Learners' Sense-making in Blended Learning

Sommario/riassunto

This book presents a collection of chapters—both empirical and conceptual—that challenge existing paradigms of learning and teaching, provides examples of pedagogical spaces and practices that nurture future-oriented learners, explicates identities and transitions in learning, and offers alternative frames for moving forward. Educational structures have proven remarkably resilient. More often than not, pedagogical designs still privilege the lecture-tutorial format, front-end loading and the positioning of the ‘teacher’ as expert. In a similar vein, pedagogical spaces tend to privilege the formal educational institution and its discourses, rather than productively engage with naturally-occurring learning spaces at work and in communities. To better prepare and support learners for dynamically changing futures, we need to truly flip the lens from teaching to learning, positioning at the core, the learner in contexts where learning and becoming occurs. This means considering what counts as a future-oriented learner and educator, recognising the importance of evolving identities, transitions and pathways that facilitates the processes of being and becoming. Equally important is the design and appropriation of pedagogical spaces and practices that are in themselves dynamic and future-oriented. This book questions the current delineation between the spaces of work, learning and communities.

3. Record Nr.	UNINA9910151848303321
Titolo	Ignition Systems for Gasoline Engines : 3rd International Conference, November 3-4, 2016, Berlin, Germany / / edited by Michael Günther, Marc Sens
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2017
ISBN	3-319-45504-4
Edizione	[1st ed. 2017.]
Descrizione fisica	1 online resource (VII, 331 p. 254 illus.)
Disciplina	629.2
Soggetti	Automotive engineering Transportation engineering Traffic engineering Automotive Engineering Transportation Technology and Traffic Engineering
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references at the end of each chapters.
Sommario/riassunto	The volume includes selected and reviewed papers from the 3rd Conference on Ignition Systems for Gasoline Engines in Berlin in November 2016. Experts from industry and universities discuss in their papers the challenges to ignition systems in providing reliable, precise ignition in the light of a wide spread in mixture quality, high exhaust gas recirculation rates and high cylinder pressures. Classic spark plug ignition as well as alternative ignition systems are assessed, the ignition system being one of the key technologies to further optimizing the gasoline engine.