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| 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 Sistas; 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. |

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| 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.

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| 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. |