1.	Record Nr.	UNINA9910790990603321
	Autore	Zamparelli Roberto
	Titolo	Layers in the determiner phrase / / Roberto Zamparelli
	Pubbl/distr/stampa	London : , : Routledge, , 2013
	ISBN	1-138-97952-X
		1-315-05436-1
		1-135-71393-6
		1-135-71386-3
	Descrizione fisica	1 online resource (331 p.)
	Collana	Outstanding dissertations in linguistics
	Disciplina	415
	Soggetti	Grammar, Comparative and general - Determiners
		Grammar, Comparative and general - Noun phrase
		Grammar, Comparative and general - Existential constructions
		Semantics
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Note generali	First published 2000 by Garland Publishing Inc.
		Originally presented as the author's thesis, Rochester.
	Nota di bibliografia	Includes bibliographical references and index.
	Nota di contenuto	Cover; Outstanding Dissertations in Linguistics; Title Page; Copyright Page; Dedication; Acknowledgments; Abstract; Table of Contents; Introduction; 1 Preliminaries; 1.1 Semantics preliminaries: type-shifting; 1.1.1 Problems for invisible type-shifting operators; 1.1.2 Type-shifting and specificity; 1.1.3 Quantifiers: e-type at LF; 1.1.4 Introduction to the layer system; 1.1.4.1 The PDP layer; 1.1.4.2 The KIP Layer; 1.1.5 The semantic contribution; 1.2 Syntactic preliminaries: the DP hypothesis; 1.2.1 Functional projections; 1.2.2 N-movement 1.2.3 The relative position of N and attributive adjectives1.2.4 Attributive adjectives in predicative position; 1.3 What this dissertation is not about; 1.4 Data; 1.5 Terminological conventions; 1.6 Overview of the contents; Notes; 2 The Strong/Weak Distinction and the Definiteness Effect; 2.1 Introduction; 2.2 The 'strong/weak' distinction; 2.2.1 Existential Sentences; 2.2.2 Numerals in ES; 2.3 Treatments of the Definiteness Effect; 2.3.1 Milsark (1977); 2.3.2 ES in Generalized Quantifier Theory; 2.3.2.1 Barwise&Cooper (1981); 2.3.2.2 Keenan (1987); 2.3.3 Heim on WHs in ES

Sommario/riassunto	The main topic of this work is the interaction between syntactic structure and meanin within the noun phrase, with data drwn primarily from English and Italian.

2.	Record Nr.	UNINA9911007357903321
	Titolo	Building Networks for Critical and Altruistic Science Education : Seeking Ubiquitous Social Justice and Environmental Vitality / / edited by John Lawrence Bencze
	Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Springer, , 2025
	ISBN	3-031-83837-8
	Edizione	[1st ed. 2025.]
	Descrizione fisica	1 online resource (VII, 592 p. 116 illus., 105 illus. in color.)
	Collana	Contemporary Trends and Issues in Science Education, , 1878-0784 ; ; 63
	Disciplina	507.1
	Soggetti	Science - Study and teaching
		Citizenship - Study and teaching
		International education
		Comparative education
		Science Education
		Citizenship Education
		International and Comparative Education
		Ensenyament científic
		Justícia social
		Educació comparada
		Pedagogia crítica
		Educació internacional
		Llibres electrònics
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Nota di contenuto	INTRODUCTION. Growing Material-Semiotic Alliances Opposing Harmful Pro-capitalist Dispositifs (J. Lawrence Bencze) -- Section A: Civic Actions. 1. Community Members' Food Waste Activism: Complexities of Learning in a Socio-cultural Context (Sadia Rahman, Majd Zouda, Sarah El Halwany, Minja Milanovic, Nurul Hassan & Larry Bencze) -- Section B: Addressing Normalized Movements. 2. Addressing Deficits in Normalized Conceptions of STSE Relationships (Larry Bencze) -- Science Education for Transformation: Theorizing

Vision III Based on Eco-reflexive Bildung and Elaborating on Corresponding Didaktik Models (Jesper Sjöström) -- From Acquiescence to Activism: New Stances for Art in Science Education (Sheliza Ibrahim, Dave Del Gobbo, Sarah El Halwany, Majd Zouda, Nurul Hassan, Mirjan Krstovic, Michelly Peixoto & Larry Bencze) -- Section C: Middle Schools. Promoting Middle School Students' Understanding of Sustainability Issues in Science Education by Utilizing Actor Network Maps in the Frame of Research-informed Action Projects (Dimitris Tsoubaris, Georgia Liarakou and Evgenia Flogaiti) -- Conceptions on STSE Issues and Relationships: Toward Activism in Science Education (Majd Zouda, Dimitris Tsoubaris, Sarah El Halwany, Minja Milanovic, Zoya Padamsi, Nadia Qureshi and Larry Bencze) -- Section D: Secondary Schools. STEPWISE Cartographies: Student Blueprinting of Socioscientific Issues Using Actor Network Theory and Dispositifs (Dave Del Gobbo, Larry Bencze, Majd Zouda, Sarah El Halwany, Nurul Hassan, Sheliza Ibrahim, Gonzalo Guerrero and Michelly Peixoto) -- Addressing Issues of Equity and Inclusivity through Activist Science Education (Majd Zouda, Sarah El Halwany, Minja Milanovic, Kristen Schaffer, and Larry Bencze) -- Connections Between Emotions and Teacher Practice: Implementing an Unconventional Pedagogy on Climate Change (Sarah El Halwany) -- 'WISE' Engineering in School Science: Prioritizing Social Justice and Environmental Vitality in Designs (Larry Bencze, Dave DelGobbo, Majd Zouda, Sarah El Halwany, Nurul Hassan, Minja Milanovic and Mirjan Krstovic) -- School Science Students Envisaging (A)Biotic Alliances Prioritizing Educated and Researched Values (Larry Bencze, Dave Del Gobbo, Majd Zouda, Sarah El Halwany, Nurul Hassan, Sheliza Ibrahim, Gonzalo Guerrero and Michelly Peixoto) -- Section E: After-school. Cultivating a Critical Stance Toward Technology: An Approach in the Informal STEM Education Context (Jacob Pleasants and Aaron Cavazos) -- Section F: Community College. Implementing STEPWISE Pedagogy in Postsecondary STEM Education to Cultivate Student Agency Towards Ecojustice (Nurul Hassan, Sarah El Halany, Kristen Schaffer, Minja Milanovic, Majd Zouda and Larry Bencze) -- Inertial Tensions in Promoting Socio-Political Actions Among Future Technoscience Technicians(Kristen Schaffer, Minja Milanovic, Sarah El Halwany, Nurul Hassan, Majd Zouda and Larry Bencze) -- Teaching with Emotion: Mobilizing STEPWISE Through/As Emotive Actant Inside a College Microbiology Laboratory(Sarah El Halwany and Larry Bencze) -- Section H: Teacher Development. Meet Me Halfway: Critical Secondary School NoS Resource Development (Nicole Kofman, Majd Zouda, Sarah El Halwany, Dave Del Gobbo, Sheliza Ibrahim, Gonzalo Guerrero and Larry Bencze) -- Promoting Students' Social Responsibility and Willingness to Act on Socioscientific Issues: ENACT Project Hyunju Lee -- Addressing Socioscientific Issues through STEM Education: The Case of STEM Coaches (Majd Zouda, Sarah El Halwany, Minja Milanovic and Larry Bencze) -- Growing Dispositifs that Promote Science Education for Ecojustice in the Peel District School Board Mirjan Krstovic -- Focus On The Future: The Development, Implementation, and Efficacy of Teachers' Climate Change Professional Development (Travis T. Fuchs, Tom Harding, Sue Roppel and Helen Erickson) -- Reflections of a High School Science Teacher: Towards Ecojustice and an Ethic of Care (Tomo Nishizawa) -- Section I: Mobilizing STEPWISE.

Sommario/riassunto

This edited volume provides theory-based accounts, often with practical examples, of how educators from various jurisdictions in elementary, secondary, and tertiary formal education contexts, as well as community-based situations, have helped students critically evaluate the relationships among science, technology (STEM), society, and the environment. The goal is to develop and implement personal

and sociopolitical actions to address concerns. Collectively, the perspectives and examples in the chapters form an expanding Foucauldian dispositif countering hegemonic mechanisms that favor a few elites at the expense of the wellbeing of most other living and nonliving things. Many accounts draw on the STEPWISE project, illustrating how (a)biotic and symbolic actants have been progressively assembled to promote more critical and altruistic citizenship.