

1. Record Nr.	UNINA9910791097703321
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Titolo	Curriculum as Meditative Inquiry [[electronic resource] /] / by A. Kumar
Pubbl/distr/stampa	New York : , : Palgrave Macmillan US : , : Imprint : Palgrave Macmillan, , 2013
ISBN	1-349-45770-1 1-137-31581-4
Edizione	[1st ed. 2013.]
Descrizione fisica	1 online resource (225 p.)
Collana	Curriculum Studies Worldwide
Disciplina	375.001
Soggetti	Educational psychology Education—Psychology Education—Philosophy Curriculum (Courses of study) Education—Curricula Philosophy and social sciences Assessment Educational Psychology Educational Philosophy Curriculum Studies Philosophy of Education Assessment, Testing and Evaluation
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	""Cover""; ""Half-Title""; ""Title""; ""Copyright""; ""Dedication""; ""Contents""; ""A Note to the Readers""; ""Foreword"" ""; ""Acknowledgments""; ""Series Editor's Introduction"" ""; ""Introduction""; ""1. Krishnamurti, Macdonald, and Myself""; ""2. On the Nature of Consciousness""; ""3. On the Nature of Education"" ""4. On the Nature of Meditative Inquiry"" ""5. On the Nature of Curriculum as Meditative Inquiry"" ""; ""Conclusion""; ""Afterword""; ""Notes"";

## Sommario/riassunto

2013 Outstanding Academic Title by Choice Review Kumar asks in this volume: Since characteristic features of human consciousness - fear, conditioning, and fragmentation - work against the educational experience, how can we re-imagine curriculum as a space for meditative inquiry and allow it to provide transformative educational experiences to teachers and their students?

## 2. Record Nr.

UNINA9910973046503321

## Titolo

Discourse markers and modal particles : categorization and description  
// Edited by Liesbeth Degand, Universite catholique de Louvain ; Bert Cornillie, University of Leuven ; Paola Pietrandrea, Universite de Tours & LLL CNRS

## Pubbl/distr/stampa

Amsterdam ; ; Philadelphia : , : John Benjamins Publishing Company, ,  
[2013]  
©2013

## ISBN

9789027271228  
9027271224

## Edizione

[1st ed.]

## Descrizione fisica

1 online resource (245 pages)

## Collana

Pragmatics &amp; beyond new series, , 0922-842X ; ; v. 234

## Classificazione

ET 330

## Altri autori (Persone)

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CornillieBert <1975->  
PietrandreaPaola

## Disciplina

401/.41

## Soggetti

Discourse markers  
Grammar, Comparative and general - Particles  
Pragmatics

## Lingua di pubblicazione

Inglese

## Formato

Materiale a stampa

## Livello bibliografico

Monografia

## Note generali

Bibliographic Level Mode of Issuance: Monograph

## Nota di bibliografia

Includes bibliographical references and index.

## Nota di contenuto

Modal particles and discourse markers : two sides of the same coin? : introduction / Liesbeth Degand, Bert Cornillie and Paola Pietrandrea --  
"Same same but different" : modal particles, discourse markers and the art (and purpose) of categorization / Gabriele Diewald -- A radical construction grammar perspective on the modal particle-discourse

particle distinction / Kerstin Fischer and Maria Alm -- Analyzing modal adverbs as modal particles and discourse markers / Karin Aijmer -- Modal particles, discourse markers, and adverbs with it-suffix in Estonian / Annika Valdmets -- Modal particles : problems in defining a category / Steven Schoonjans -- From TAM to discourse : the role of information status in North-Western Italian gíea already' / Mario Squartini -- The fuzzy boundaries between discourse marking and modal marking / Maria Josep Cuenca -- From discourse markers to modal/final particles : what the position reveals about the continuum / Katsunobu Izutsu and Mitsuko Narita Izutsu -- ; Index.

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## Sommario/riassunto

The present article investigates a cross-linguistic correlation between the meaning/function and the position of modal/final particles. It argues that some of the modal particles and their analogs in German, French, and Japanese derive from discourse markers that have come to express some (inter)subjective meanings in a limited sentential position, and it elucidates that the position that directly follows the tensed verb group can serve to motivate the development of modal particles with (inter)subjective meanings. Referring also to English data, it further demonstrates that the utterance-final position is another site of marking intersubjective meanings.

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