

1. Record Nr.	UNINA9910785435803321
Autore	Moskowitz David V.
Titolo	The words and music of Jimi Hendrix [[electronic resource] /] / David Moskowitz
Pubbl/distr/stampa	Westport, CT : , : Greenwood, , 2009 London : , : Bloomsbury Publishing (UK), , 2023
ISBN	979-82-16-03845-0 1-282-93331-0 9786612933318 0-313-37593-3
Edizione	[1st ed.]
Descrizione fisica	1 online resource (225 p.)
Collana	The Praeger Singer-Songwriter Collection
Disciplina	787.87166092 B
Soggetti	Music
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; Contents; Series Foreword; Acknowledgments; Introduction; Scope and Organization of This Book; 1. The Early Years: Teeth Cutting and Life as a Sideman; 2. Overnight Success (1966-1967); 3. Taking Control (Fall 1967-1969); 4. New Horizons; 5. The Gypsies: Part II; 6. The "New" Jimi Hendrix Experience; 7. Jimi Lives On: Selected Posthumous Albums; 8. More and More: The Douglas Releases, Dolly Dagger Records, and More Modern Releases; 9. The Legacy of Jimi Hendrix: Merchandizing a Legend and Control of the Estate; Tours and Jam Sessions; Selected Discography; Notes; Bibliography; Index
Sommario/riassunto	This comprehensive discussion of the singer/songwriter/guitarist's life carves autobiographical details from the lyrics of his song catalog. Jimi Hendrix was a rock 'n' roll guitar god and remains an important rock icon, still popular despite the four decades that have passed since his death in 1970. The Words and Music of Jimi Hendrix uses Hendrix's music-including the posthumous album Valleys of Neptune, released on March 9, 2010-to shed light on the details of the singer/songwriter's all-too-brief life. Organized chronologically, the book provides an in-depth look at Hendrix's life, carving

autobiographical details from his lyrics. At the same time, it offers readers a better understanding of the superstar's music and the forces behind it. The book focuses on the three albums released during Hendrix's life, as well as the major posthumous works. Priority is also given to touring and to the influence of other guitarists.

2. Record Nr.	UNINA9910817111703321
Titolo	Educating in dialog : constructing meaning and building knowledge with dialogic technology // edited by Sebastian Feller, Ilker Yengin
Pubbl/distr/stampa	Amsterdam, The Netherlands ; ; Philadelphia, Pennsylvania : , : John Benjamins B.V., , 2014 ©2014
ISBN	90-272-6934-3
Descrizione fisica	1 online resource (268 p.)
Collana	Dialogue Studies, , 1875-1792 ; ; Volume 24
Disciplina	371.35/8
Soggetti	Dialogue analysis - Data processing Dialogue analysis - Technical innovations Communication in education - Technological innovations Distance education
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	Educating in Dialog; Editorial page; Title page; LCC data; Dedication page; Table of contents; Preface; References; About the authors; Part I. A constructivist approach to dialogic teaching and learning: Knowledge as social construction; Education and our conversations about, with and through technology; 1. Introduction; 2. Conversation about technology: Technology changes how we think; 2.1 Knowledge and Ways of Thinking - what is valued and what is lost/devalued; 2.2 Technology and control of the environment; 2.3 Technology as enculturation and globalization 2.4 How technology interferes with democracy 2.5 Technology and equity; 3. Conversation with technology: Trying to negotiate with and control the technology; 3.1 Design drives the logic and bias of

technology; 3.2 Technology steers the conversation to facts; 3.3 Relationships are mediated by technology; 3.4 Actions for educators; 4. Conversation through technology: How we dialogue with each other using technology; 4.1 Distance; 4.2 Time; 4.3 Audience; 4.4 Implications for educators; 5. Conclusion; References; Author's address; Understanding and explaining; Introduction; Understanding ExplainingConsequences; Conclusion; References; Author's address; The why dimension, dialogic inquiry, and technology supported learning; Introduction; Inquiry and learning; Dialogue, learning and technology; Dialogic inquiry; Philosophical considerations; Epistemology, ontology and paradigm; Changing paradigms; Becoming to know; Questions and Inquiry; Sense-making; Knowledge modeling; Conclusion; References; Author's address; Part II. Learner-centered pedagogy: Building knowledge and constructing mea; Dialogue-oriented analysis of constructivist teaching and learning within a UK company

1. Introduction2. Context; 2.1 Background; 2.2 A model for a constructivist learning dialogue; 2.3 Case study: MCQs for trade test knowledge check on high voltage cable jointing skills; 3. Investigations of Manual MCQ-Creation using the constructivist learning dialogue model; 4. Products from constructivist learning dialogue; 4.1 The CAREGen methodology for MCQ-Creation; 4.2.1 Step 1 - Define Objective of the MCQ routine in a CSLO; 4.2.2 Step 2 - Identify the most appropriate source documents; 4.2 Applying CAREGen to create MCQs in the HV Cable Jointing domain

4.2.3 Step 3 - Explicate (and if necessary Add) Coherence Relations for sentences that meet the selection criteria and then re-workthem into CRST-compliant CSLOs4.2.4 Step 4 - Extract candidate antonym pairs for each of the identified sentences; 4.2.5 Step 5 - Apply construal operations in the context of identified antonym pairs; 4.2.6 Step 6 - Generate AC item sets by inserting generated components into a MAC template; 5. Recommendations; 6. Conclusions; References; Author's address; Appendix; Programme

Exploring the opportunities of social media to build knowledge in learner-centered Indigenous learning spaces

Sommario/riassunto

In this paper, I develop a view of teaching and learning as explorative actiongames (TaLEAG). The concept of the action game is borrowed from Weigand's(2010) Theory of Dialogic Action Games or Mixed Game Model (MGM). TheMGM rests on two basic assumptions: communication is dialogic and languageis action. These two assumptions are adapted to teaching and learning in generaland to what I call explorative action games in particular. The ensuing discussionrevolves around the question of how educational technology should be designedin order to facilitate learning in the context of explorative action
