

1. Record Nr.	UNISA996386266503316
Autore	Quick John <1636-1706.>
Titolo	The young man's claim unto the Holy Sacrament of the Lords Supper [[electronic resource]] : entered by him into a church of Christ, received and accepted by the pastor and its other officers / / by John Quick .
Pubbl/distr/stampa	London, : Printed for John Dunton ..., 1691
Descrizione fisica	[10], 19, [1] p
Soggetti	Lord's Supper
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Advertisement on p. [1] at end. Reproduction of original in Bodleian Library.
Sommario/riassunto	eebo-0014

2. Record Nr.	UNINA9910818749803321
Titolo	Knowledge cultures [[electronic resource]] : comparative Western and African epistemology / / edited by Bert Hamminga
Pubbl/distr/stampa	Amsterdam ; ; New York, N.Y., : Rodopi, 2005
ISBN	94-012-0294-X 1-4237-9102-9
Descrizione fisica	1 online resource (182 p.)
Collana	Poznan studies in the philosophy of the sciences and the humanities, , 0303-8157 ; ; v. 88
Altri autori (Persone)	HammingaBert <1951-> AppiahAnthony MuseveniYoweri <1944-> NowakLeszek
Disciplina	121.096
Soggetti	Knowledge, Theory of - Africa Philosophy, African
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 (for individual articles) and index.
Nota di contenuto	Preliminary Material / Bert Hamminga -- INTRODUCTION / Bert Hamminga -- THE POWER OF KNOWLEDGE / Yoweri K. Museveni -- AFRICAN STUDIES AND THE CONCEPT OF KNOWLEDGE / Kwame Anthony Appiah -- EPISTEMOLOGY FROM THE AFRICAN POINT OF VIEW / Bert Hamminga -- LANGUAGE, REALITY AND TRUTH: THE AFRICAN POINT OF VIEW / Bert Hamminga -- ON THE COLLECTIVE SUBJECTS IN EPISTEMOLOGY: THE MARXIST CASE AND A PROBLEM FOR THE AFRICAN VIEWPOINT / Leszek Nowak -- THE POZNA VIEW: HOW TO MEAN WHAT YOU SAY / Bert Hamminga -- CONTRIBUTORS / Kwame Anthony Appiah -- INDEX AND GLOSSARY / Bert Hamminga -- POZNA STUDIES IN THE PHILOSOPHY OF THE SCIENCES AND THE HUMANITIES / Bert Hamminga.
Sommario/riassunto	This volume compares the western ideas of knowledge with the African. It aims at creating a mirror through which the western knowledge culture can look at itself through an unusual and interesting angle. The culture of Sub-Saharan Africa is the substance from which we, in this book, have tried to construe an epistemological mirror.

3. Record Nr.	UNINA9910410011703321
Titolo	Borders in Mathematics Pre-Service Teacher Education // edited by Nenad Radakovic, Limin Jao
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2020
ISBN	3-030-44292-6
Edizione	[1st ed. 2020.]
Descrizione fisica	1 online resource (292 pages)
Disciplina	510.71
Soggetti	Mathematics—Study and teaching Learning Instruction Teaching Mathematics Education Learning & Instruction Teaching and Teacher Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Introduction: Borders in Mathematics Pre-service Teacher Education -- Part I: Curricular Borders in Mathematics Pre-service Teacher Education -- Chapter 1: Secondary Pre-Service Teachers' Experiences in a Numeracy Course -- Chapter 2: Continuous Directed Scaling: Using Dynamic Diagrams to Model Multiplication and Division -- Chapter 3 - Developing Mathematical Thinking within Pre-Service Teachers.- Chapter 4: Coding in the mathematics classroom -- Part II: Programmatic Borders in Mathematics Pre-service Teacher Education -- Chapter 5: "They're Completely Unrelated": Investigating Field Experiences, Methods Courses, Content Courses in Teacher Education Programs -- Chapter 6: Elementary Versus Secondary: Crossing Divisions in Teacher Education -- Chapter 7: Initiating Mathematics Pre-Service Teachers into a Community of Practice -- Chapter 8: Practice-Based Pedagogy in Mathematics Pre-Service Teacher Education -- Chapter 9: The Co-Evolution of the Mathematics Pre-Service Teacher Classroom and the Elementary Classroom: A Process that Integrates

Boundaries -- Part III: Societal Borders in Mathematics Pre-service Teacher Education -- Chapter 10: Blurring Gender Lines in Mathematics Pre-Service Teacher Education -- Chapter 11: Cultural Borders in Mathematics Pre-Service Teacher Education -- Chapter 12: Navigating and Negotiating Race and Racial Identity in Mathematics: Teaching and Learning Lessons for Teachers and Teacher Educators -- Chapter 13: Supporting Pre-Service Teachers' Knowledge for Teaching Authentic Mathematics -- Part IV: Geographic Borders in Mathematics Pre-service Teacher Education -- Chapter 14: Immigrant Mathematics Pre-Service Teachers -- Chapter 15: Refugees and the Migrant Crisis: Preparing Pre-Service Mathematics Teachers to Deal with Challenging Circumstances -- Chapter 16: Developing Teacher Knowledge in Pre-Service Teachers: An Approach Based on Crossing Multiple Boundaries.

Sommario/riassunto

This book examines the current state of the field of mathematics pre-service teacher education through the theme of borders. Borders are ubiquitous; they can be used to define, classify, organize, make sense of, and/or group. There are many ways that the concept of a border illuminates the field of mathematics pre-service teacher education. Consequently, there are a multitude of responses to these borders: researchers and practitioners question, challenge, cross, blur, and erase them. Chapters include the following topics: explorations of mathematics across topics (e.g., geometry, algebra, probability) and with other disciplines (e.g., science, the arts, social sciences); challenging gender, cultural, and racial borders; exploring the structure and curriculum of teacher education programs; spaces inhabited by teacher education programs (e.g., university, community); and international collaborations and programs to promote cross-cultural sharing and learning. The book targets a readership of researchers and graduate students in integrated education studies, teacher education, practitioners of mathematics education, curriculum developers, and educational administrators and policy makers.
