

1. Record Nr.	UNINA9910164874303321
Autore	Lavin Peter
Titolo	HTML to MadCap Flare : a guide to automating content migration and maintenance // Peter Lavin ; foreword by Neil Perlin
Pubbl/distr/stampa	Laguna Hills, California : , : XML Press, , 2017 ©2017
ISBN	1-4920-1829-5
Edizione	[First edition.]
Descrizione fisica	1 online resource (267 pages)
Disciplina	005.72
Soggetti	HTML (Document markup language)
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.

2. Record Nr.	UNINA9910779540003321
Autore	Benson-Allott Caetlin Anne
Titolo	Killer tapes and shattered screens [[electronic resource]] : video spectatorship from VHS to file sharing // Caetlin Benson-Allott
Pubbl/distr/stampa	Berkeley, CA, : University of California Press, 2013
ISBN	0-520-95449-1
Descrizione fisica	1 online resource (312 p.)
Disciplina	791.43/656
Soggetti	Cinematography - Technological innovations Digital video - Production and direction - Data processing Horror films - History and criticism Motion picture audiences Technology in motion pictures Video recordings industry Video recordings - Production and direction - Data processing
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, filmography and index.
Nota di contenuto	Frontmatter -- Contents -- Illustrations -- Acknowledgments -- Introduction. Opening Up to Home Video -- 1. Distributing the Dead Video Spectatorship in the Movies of George A. Romero -- 2. Addressing the "New Flesh" Videodrome's Format War -- 3. Reprotochnophobia Putting an End to Analog Abjection with The Ring -- 4. Going, Going, Grindhouse Simulacral Cinematicity and Postcinematic Spectatorship -- 5. Paranormal Spectatorship Faux Footage Horror and the P2P Spectator -- Conclusion. Power Play -- Notes -- Bibliography -- Filmography, Videography, and Gameography -- Index
Sommario/riassunto	Since the mid-1980s, US audiences have watched the majority of movies they see on a video platform, be it VHS, DVD, Blu-ray, Video On Demand, or streaming media. Annual video revenues have exceeded box office returns for over twenty-five years. In short, video has become the structuring discourse of US movie culture. <i>Killer Tapes and Shattered Screens</i> examines how prerecorded video reframes the premises and promises of motion picture spectatorship. But instead of

offering a history of video technology or reception, Caetlin Benson-Allott analyzes how the movies themselves understand and represent the symbiosis of platform and spectator. Through case studies and close readings that blend industry history with apparatus theory, psychoanalysis with platform studies, and production history with postmodern philosophy, *Killer Tapes* and *Shattered Screens* unearths a genealogy of post-cinematic spectatorship in horror movies, thrillers, and other exploitation genres. From *Night of the Living Dead* (1968) through *Paranormal Activity* (2009), these movies pursue their spectator from one platform to another, adapting to suit new exhibition norms and cultural concerns in the evolution of the video subject.

3. Record Nr.	UNINA9910863169703321
Titolo	Participatory Research, Capabilities and Epistemic Justice : A Transformative Agenda for Higher Education / / edited by Melanie Walker, Alejandra Boni
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2020
ISBN	9783030561970 3030561976
Edizione	[1st ed. 2020.]
Descrizione fisica	1 online resource (XIX, 271 p. 25 illus.)
Disciplina	378.001
Soggetti	Education and state Education - Research Educational sociology Education, Higher Educational Policy and Politics Research Methods in Education Education Policy Sociology of Education Higher Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.

Nota di contenuto

Chapter 1. Epistemic justice, participatory research and valuable capabilities; Melanie Walker and Alejandra Boni -- Chapter 2. Expanding epistemic capability in participatory decision-making processes: The Universidad de Ibagué capabilities list; Diana Velasco and Alejandra Boni -- Chapter 3. Expanding capabilities for epistemic justice through social innovation: The case of business and management courses in UNIMINUTO, Colombia; Sergio Belda-Miquel and Carmen Leonor Avella Bernal -- Chapter 4. A Freirian approach to epistemic justice: Contributions of action learning to capabilities for epistemic liberation; Monique Leivas, Álvaro Fernández-Baldor, Marta Maicas-Pérez and Carola Calabuig-Tormo -- Chapter 5. Epistemic capabilities in the context of oppression: Reflections from an action learning programme in Salvador, Brazil; Lori Keleher and Alexandre Apsan Frediani -- Chapter 6. Democratic capabilities research: Exploring contextual challenges and contributions of participatory research towards epistemic justice; Carmen Martinez-Vargas -- Chapter 7. Participatory video as a tool for cultivating political and feminist capabilities of women in Turkey; F. Melis Cin and Rahime Süleymanolu-Kürüm -- Chapter 8. A participatory photovoice project: Towards capability expansion of 'invisible' students in South Africa; Melanie Walker and Mikateko Mathebula -- Chapter 9. Graffiti as a participatory method fostering epistemic justice and collective capabilities among rural youth: A case study in Zimbabwe; Tendayi Marovah and Faith Mwananzi -- Chapter 10. Potential of participatory action research processes to overcome epistemic injustice in non-ideal university settings; Alejandra Boni and Melanie Walker.

Sommario/riassunto

"This marvellous collection assembles a set of highly insightful essays that blend the capability approach and participatory action research in order to fight epistemic injustices in higher education contexts. Highly congenial to Freirean pedagogy, the collection vividly demonstrates the epistemic and emancipatory power of participatory knowledge production from below." —Julian Culp, The American University of Paris, France "This is a splendid book which makes a significant, important and original contribution to the broad field of education and social justice. It successfully brings together the concepts of epistemic justice, participatory research and capabilities formation in eight exciting cases of substantial projects which involve participants who have been traditionally silent or silenced in different global contexts." —Monica Mclean, University of Nottingham, UK This book explores the potential of participatory research and the capability approach to transform understandings of higher education. The editors and contributors illuminate the importance of epistemic in/justice as a foundation to a reflexive, inclusive and decolonial approach to knowledge, as well as its importance to democratic life and participation in higher education. Drawing together eight global case studies, the authors argue for an ecology of knowledge that expands epistemic capabilities in higher education through teaching, research and policy making. Moreover, the chapters illustrate how these epistemic capabilities can be marginalised by both institutions and structural and historical factors; as well as the potential for possibilities when spaces are opened for genuine participation and designed for a plurality of voices. This book will appeal to scholars of social justice and participatory research as well as ongoing debates around decolonising the academy. Melanie Walker is Distinguished Professor in the Centre for Development Support at the University of the Free State, South Africa, and holds the South African Research Chair in Higher Education and Human Development. Her research interests focus on social justice and human development in higher education in the global

South. Alejandra Boni is Professor at the Universitat Politècnica de València, Spain and Deputy Director of Ingenio (CSIC-UPV). Her research interests focus on human development, higher education, global citizenship and transformative innovation.
