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   Autore   Sanders Frank H.

   Titolo   Relationships between measured power and measurement bandwidth for frequency-modulated (chirped) pulses / / Frank H. Sanders, Roger A. Dalke

   Pubbl/distr/stampa   [Washington, D.C.] : , : U.S. Department of Commerce, National Telecommunications and Information Administration, , August 2012

   Descrizione fisica   1 online resource (viii, 20 pages) : illustrations (some color)

   Collana   NTIA technical report ; ; TR-12-488

   Soggetti   Radio - Interference
                        Radio - Receivers and reception
                        Radio frequency
                        Radar
                        Frequency spectra

   Lingua di pubblicazione   Inglese

   Formato   Materiale a stampa

   Livello bibliografico   Monografia

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2. Record Nr.	UNINA9911007466503321
Autore	Olteanu Alin
Titolo	Philosophical, Semiotic and Environmental Questions for Education : The Work and Scientific Heritage of Andrew Stables / / edited by Alin Olteanu, Sébastien Pesce, Eetu Pikkarainen
Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Springer, , 2025
ISBN	3-031-86973-7
Edizione	[1st ed. 2025.]
Descrizione fisica	1 online resource (292 pages)
Collana	Numanities - Arts and Humanities in Progress, , 2510-4438 ; ; 30
Altri autori (Persone)	PesceSebastien PikkarainenEetu
Disciplina	401.4
Soggetti	Semiotics Education - Philosophy Philosophy of Education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Part I: Introduction -- Chapter 1. Editors' Introduction: Semiotic engagements - Alin Olteanu, Sébastien Pesce, Eetu Pikkarainen, Siân Stables -- Chapter 2. From Believing in to Believing by: A Beginner's Guide to Edusemiotics: Andrew Stables' inaugural lecture at Roehampton University 2014 - Andrew Stables -- Part II: Philosophy of education -- Chapter 3. Provocations for Andrew Stables: texts, words, semiotics - Suzy Harris & Paul Standish -- Chapter 4. Pedagogy Revitalized and Enacted as Lived Experience: Andrew Stables' valuable contribution to educational philosophy - Marianna Papastephanou -- Chapter 5. Living and learning as rhetorical engagement - Kris Rutten -- Chapter 6. Drawing on the Expendable Surface of Inscription: Artistic Practices and the Implications for Teaching and Learning - Derek Pigrum -- Part III: Semiotics and learning -- Chapter 7. How minimal should a minimal ontological realism be? On pedagogical ontology - Eetu Pikkarainen -- Chapter 8. Andrew Stables, before and towards edusemiotics: Some aspects of an "involved philosophy" - Sébastien Pesce -- Chapter 9. Andrew Stables on Peirce's rationalism, fully semiotic philosophy, and last words in semiotics - Winfried Nöth -- Part IV: Environmental matters and literacy -- Chapter 10. Semiotic Engagement in the Multispecies World - Timo Maran -- Chapter 11.

	Response-ability & post-growth – education, in need of limits - Cary Campbell -- Chapter 12. The relevance of Andrew Stables' interpretative notion of learning - Alin Olteanu -- Part V: The future direction of Andrew Stables' work -- Chapter 13. Minimal Ontological Realism as Pragmatist Foundation, and the Ethics of Responsibility - Andrew Stables.
Sommario/riassunto	This collected volume celebrates the life and work of the late Andrew Stables, a renowned scholar in semiotics and in educational philosophy and theory. He is known, in particular, for having pioneered the semiotic approach to education. This book celebrates his work with scholarly contributions by leading researchers in these areas of scholarship, reflecting on Andrew Stables' thought and intellectual legacy. The contributions are interdisciplinary, which reflects Stables' eclectic work. Also included are new and unpublished texts of Andrew Stables. The text is divided into three parts: Philosophy of Education, Learning as Semiotic, and Environmental Literacies. It appeals to students and researchers working in philosophy of education broadly, semiotic-oriented approaches to education, as well as discussions on multimodality.