

1.	Record Nr.	UNISA990000402710203316
	Autore	ALONSO, Damso
	Titolo	5. : Gongora y el gongorismo pt. 1. : La lengua poética de Gongora / Damaso Alonso
	Pubbl/distr/stampa	Madrid : Gredos, 1978
	ISBN	84-249-3502-0
	Descrizione fisica	791 p., [15] p. di tav. : ill. ; 25 cm
	Disciplina	864.62
	Collocazione	VI.5.A. 668/5(II sp A 99 5)
	Lingua di pubblicazione	Spagnolo
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
2.	Record Nr.	UNINA9910789513403321
	Autore	Avis James
	Titolo	Education, policy, and social justice : learning and skills / / James Avis
	Pubbl/distr/stampa	London : , : Continuum, , 2009 ©2007
	ISBN	0-8264-8693-2 1-283-20613-7 9786613206138 1-4411-4904-X
	Descrizione fisica	1 online resource (215 p.)
	Collana	Continuum studies in lifelong learning
	Disciplina	379.41
	Soggetti	Post-compulsory education - Great Britain Vocational education - Great Britain Labor supply - Effect of education on - Great Britain Social justice - Great Britain
	Lingua di pubblicazione	Inglese
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Contents; Acknowledgements; Chapter 1 Introduction; Chapter 2 Fordism, post-Fordism and beyond; Chapter 3 Work-based learning and social justice: 'Learning to Labour' and the new vocationalism; Chapter 4 Learner dispositions: continuity and change; Chapter 5 Teachers and the transformation of practice; Chapter 6 Knowledge, curriculum and power; Chapter 7 Social justice, post-compulsory education and practice; Chapter 8 Conclusion; References; Index
Sommario/riassunto	James Avis develops an important argument in this wide-ranging book, in which questions of social justice play a central role. He explores the socio-economic and policy context of education in advanced capitalist societies, and indicates the manner in which the rhetoric of policy-makers distorts the way in which skill is marshalled in the economy. The result is that oppressive and exploitative features of paid labour are underplayed in this rhetoric. He examines the lived experiences of teachers and students in post-compulsory education and explores their contradictory positions. If questions