

1. Record Nr.	UNISALENTO991003684929707536
Autore	Hölderlin, Friedrich
Titolo	Iperione, o l'eremita in Grecia / Friedrich Hölderlin ; con un saggio introduttivo di Jacques Taminiaux
Pubbl/distr/stampa	Milano : Guanda, 1981
Descrizione fisica	172 p. ; 20 cm
Collana	Quaderni della Fenice ; 83
Altri autori (Persone)	Taminiaux, Jacques
Disciplina	833.6
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Trad. di Marta Bertamini e Fulvio Ferrari
2. Record Nr.	UNINA9910410018103321
Autore	Quinn Jocey
Titolo	Lifelong Learning and Dementia : A Posthumanist Perspective // by Jocey Quinn, Claudia Blandon
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Palgrave Pivot, , 2020
ISBN	9783030422318 3030422313
Edizione	[1st ed. 2020.]
Descrizione fisica	1 online resource (104 pages) xi, 98 pages. ; ; 22cm
Collana	Palgrave Studies in Adult Education and Lifelong Learning, , 2524-6321
Disciplina	374 370
Soggetti	Continuing education Education - Philosophy Music Educational psychology Philosophy of mind Self Geriatric nursing Lifelong Learning Philosophy of Education

Educational Psychology
Philosophy of the Self
Geriatric Care

Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	Chapter 1. Introduction to dementia and lifelong learning -- Chapter 2. A posthumanist perspective on dementia -- Chapter 3. Dementia and the post-verbal -- Chapter 4. Intergenerational learning and dementia -- Chapter 5. Conclusion.
Sommario/riassunto	<p>"This ground-breaking book uses posthuman perspectives to offer an imaginative, ethical and affirmative alternative to current approaches to dementia. Its novel theorisation is put to work with a range of empirical instances which show the value of re-thinking life-long learning as a vital, open and inclusive engagement with matter." —Carol A. Taylor, University of Bath, UK</p> <p>This book explores the potential for lifelong learning in dementia. A growing social issue, dementia has previously been understood as a wasteland for learning: at best, those with dementia are helped to hold on to some pre-existing skills. This book draws on extensive qualitative data with people with dementia and their families to demonstrate that new forms of learning can happen in dementia, with positive outcomes for both the learner and those around them. In doing so, this book demonstrates that those with dementia help us to understand learning differently, thus providing a breakthrough in our understanding and theorising of lifelong learning. Using posthuman theory to scaffold and discuss the findings, this pioneering book will appeal to scholars of dementia, lifelong learning and the posthuman. Jocey Quinn is Professor of Education at the University of Plymouth, UK. Her research focuses on adults in post-compulsory and informal contexts and on issues of knowledge transformation and social justice. Claudia Blandon is Research Assistant at the University of Plymouth, UK. Her research interests focus on education, evaluation research and the learning that occurs in contexts of displacement.</p>