

1. Record Nr.	UNINA990010107810403321
Autore	Galeotti, Michele
Titolo	Governo strategico dell'azienda : estratto / Michele Galeotti, Stefano Garzella (a cura di) ; prefazione del prof. Umberto Bertini
Pubbl/distr/stampa	Torino : Giappichelli, 2016
ISBN	978-88-921-0247-7
Descrizione fisica	XII, 227 p. ; 24 cm
Altri autori (Persone)	Garzella, Stefano
Disciplina	658.403
Locazione	DECBC
Collocazione	AZEGI327A AZEGI327B AZEGI327C
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia

2. Record Nr.	UNINA9911015689003321
Autore	Lu Colin
Titolo	Unpacking Technological Pedagogical Content Knowledge for Classroom Practice : The Singapore Experience / / by Colin Lu, Wenli Chen
Pubbl/distr/stampa	Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2025
ISBN	981-9681-93-6
Edizione	[1st ed. 2025.]
Descrizione fisica	1 online resource (292 pages)
Altri autori (Persone)	ChenWenli
Disciplina	370.711
Soggetti	Teachers - Training of Educational technology Teaching Teaching and Teacher Education Digital Education and Educational Technology Didactics and Teaching Methodology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Introduction -- ICT integration in Education -- Technological Pedagogical Content Knowledge -- Methodology -- Teachers TPACK Knowledge -- ICT Integrated Lesson Design -- ICT Integrated Lesson Enactment -- Alignment of teachers TPACK and Practices -- Conclusion and Discussion.
Sommario/riassunto	This book immerses readers in an illuminating exploration of Technological Pedagogical Content Knowledge (TPACK) within the context of professional development for educators. Based on a systematic examination of classroom realities, this research-intensive book delves into the intricate interplay between teachers' perceived TPACK proficiency, their lesson design, and the actual enactment of these lessons. It emphasizes the role of TPACK in empowering teachers to integrate Information and Communication Technology (ICT) effectively into their pedagogical practices, thereby enhancing 21st Century Competencies (21CC) in students. This book seeks to unravel the alignment—or potential misalignment—between educators' self-assessed TPACK levels and the practical application of TPACK principles

in the classroom. It provides nuanced insights into the strategies employed by teachers, drawing from authentic classroom experiences. These insights serve as a bridge between TPACK theory and its effective integration into instructional practices. Engaging and thought-provoking, the various chapters invite readers on an academic journey that unearths practical insights and actionable strategies for enriching the educational experience in the digital era. This book represents a vital resource for educators, researchers, and policymakers dedicated to advancing technology integration in educational settings. It also extends its benefits to educators who have engaged in TPACK design scaffold professional development and those keen on navigating the dynamic landscape of pedagogy, content, and technology.
