

1. Record Nr.	UNINA9910140142403321
Autore	Toure Ben Yacine
Titolo	Afrique, L'épreuve de L'indépendance
Pubbl/distr/stampa	Graduate Institute Publications, 1983 [Place of publication not identified], : Presses universitaires de France, 1983
ISBN	2-940549-45-1
Descrizione fisica	1 online resource (160 p.)
Disciplina	330.96/032
Soggetti	Africa Economic conditions 1960- Africa Politics and government 1960- Africa Social conditions 1960-
Lingua di pubblicazione	Francese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Sommario/riassunto	Cet ouvrage constitue un travail de réflexion et de synthèse sur les tendances présentes et décelables des principales options politiques et économiques des gouvernements africains au terme de vingt-cinq ans d'indépendance. Trois considérations dominent l'approche de l'auteur : 1. L'Afrique, cette entité politique et économique « une et indivisible », à laquelle on se réfère constamment, n'existe pas. Elle est à concevoir et à forger au prix d'un effort gigantesque de plusieurs générations d'Africains confiants dans les valeurs ancestrales et suffisamment avertis des réalités du monde extérieur. 2. L'indépendance n'est pas une fin, mais un moyen au service de la libération nationale qui constitue le véritable et ultime objectif de la décolonisation de l'Afrique. 3. Le développement est un projet commun de société. Dans son élaboration, le peuple est acteur et l'élite instrument, et non l'inverse. L'auteur sort des sentiers battus d'une présentation idéalisée ou schématisée de l'Afrique pour nous restituer l'indépendance dans son extrême complexité, simple charnière entre le passé et l'avenir de l'Afrique. Dans une présentation sans complaisance, à partir d'une profonde et stimulante inspiration, le débat sur l'avenir de l'Afrique s'ouvre ici à un niveau exceptionnellement élevé.

2. Record Nr.	UNINA9910299284203321
Autore	Štuikys V (Vytautas)
Titolo	Smart STEM-Driven Computer Science Education : Theory, Methodology and Robot-based Practices // by Vytautas Štuikys, Renata Burbait
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2018
ISBN	3-319-78485-4
Edizione	[1st ed. 2018.]
Descrizione fisica	1 online resource (370 pages)
Disciplina	004.071
Soggetti	Computers, Special purpose Educational technology Artificial intelligence Special Purpose and Application-Based Systems Educational Technology Artificial Intelligence
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Part 1: Introduction: Motivation, Challenges, and Conceptual Vision of STEM-Driven CS Education Based on Robotics -- Challenges of STEM-Driven Computer Science (CS) Education -- A Vision for Introducing STEM into CS Education at School -- Smart Devices and Educational Robotics as Technology for STEM Knowledge -- Part 2: Methodological and Theoretical Background of Approaches to Implement the Proposed Vision -- A Methodological Background for STEM-Driven Reuse-Enhanced CS Education 60 -- Theoretical Background to Implement STEM-Driven Approaches -- Part 3: Design, Re-Design and Use of Smart Content for STEM-Driven CS Education -- Understanding of Smart Content for STEM-Driven CS Education -- Model-Driven Design and Re-Design of Smart STEM-Driven CS Content -- Stage-Based Smart Learning Objects: Adaptation Perspective -- Agent-Based GLOs/SLOs for STEM -- Part 4: Infrastructure to Support STEM-Driven CS Educational Practice -- Personal Generative Library for STEM-Driven Educational Resources -- A Methodology and Tools for Creating Generative Scenario for STEM -- Smart STEM-Driven Educational

Sommario/riassunto

At the centre of the methodology used in this book is STEM learning variability space that includes STEM pedagogical variability, learners' social variability, technological variability, CS content variability and interaction variability. To design smart components, firstly, the STEM learning variability space is defined for each component separately, and then model-driven approaches are applied. The theoretical basis includes feature-based modelling and model transformations at the top specification level and heterogeneous meta-programming techniques at the implementation level. Practice includes multiple case studies oriented for solving the task prototypes, taken from the real world, by educational robots. These case studies illustrate the process of gaining interdisciplinary knowledge pieces identified as S-knowledge, T-knowledge, E-knowledge, M-knowledge or integrated STEM knowledge and evaluate smart components from the pedagogical and technological perspectives based on data gathered from one real teaching setting. Smart STEM-Driven Computer Science Education: Theory, Methodology and Robot-based Practices outlines the overall capabilities of the proposed approach and also points out the drawbacks from the viewpoint of different actors, i.e. researchers, designers, teachers and learners.