1. **Record Nr.** UNICAMPANIAVAN0094106
   Autore Trimarchi, Michele
   Titolo L'eredità giacente / V. Michele Trimarchi
   Pubbl/distr/stampa 96 p. ; 24 cm

   Edizione [Milano : Giuffrè]
   Descrizione fisica Fondo Tribunale di Napoli.

   Soggetti Eredità giacente
   Lingua di pubblicazione Italiano
   Formato Materiale a stampa
   Livello bibliografico Monografia

2. **Record Nr.** UNINA9910150172503321
   Titolo Music as multimodal discourse : semiotics, power and protest / / edited by Lyndon C. S. Way and Simon McKerrell
   Pubbl/distr/stampa New York : , : Bloomsbury Academic, , 2016
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   Descrizione fisica 1 online resource (257 pages) : illustrations
   Collana Bloomsbury advances in semiotics ; ; 10

   Disciplina 781.1
   Soggetti Music - Political aspects
   Music - Semiotics
   Music - Social aspects

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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Understanding music as multimodal discourse / Simon McKerrell and Lyndon C.S. Way -- The role of music in ridiculing the working classes in reality television / Goran Eriksson and David Machin -- "Shame makes the world go around" : performed and embodied (gendered) class disgust in Morrissey's "The slum mums" / Aileen Dillane, Martin J. Power and Eoin Devereux -- Recontextualization and fascist music / John E. Richardson -- Authenticity and subversion : articulations in protest music videos' struggle with countercultural politics and authenticity / Lyndon C.S. Way -- Sonic logos / Theo van Leeuwen -- "If you have nothing to say -- sing it!" : on the interplay of music, voice and lyrics in the advertising jingle / Johnny Wingstedt -- When the fairy tale is over : an analysis of songs and institutional discourse against domestic violence in Spain / Laura Filardo-Llamas -- Indigenous hip hop as anti-colonial discourse in Guatemala / Rusty Barrett -- Song, sonic metaphor, and countercultural discourse in British folk-rock recordings / Matthew Ord.
Sommario/riassunto	"We communicate multimodally. Everyday communication involves not only words, but gestures, images, videos, sounds and of course, music. Music has traditionally been viewed as a separate object that we can isolate, discuss, perform and listen to. However, much of music's power lies in its use as multimodal communication. It is not just lyrics which lend songs their meaning, but images and musical sounds as well. The music industry, governments and artists have always relied on posters, films and album covers to enhance music's semiotic meaning. This book considers musical sound as multimodal communication, examining the interacting meaning potential of sonic aspects such as rhythm, instrumentation, pitch, tonality, melody and their interrelationships with text, image and other modes, drawing upon, and extending the conceptual territory of social semiotics. In so doing, this book brings together research from scholars to explore questions around how we communicate through musical discourse, and in the discourses of music. Methods in this collection are drawn from Critical Discourse Analysis, Social Semiotics and Music Studies to expose both the function and semiotic potential of the various modes used in songs and other musical texts. These analyses reveal how each mode works in various contexts from around the world often articulating counter-hegemonic and subversive discourses of identity and belonging."-- Bloomsbury Publishing.

3.	Record Nr.	UNINA9910484460703321
	Titolo	The Mathematics Teacher in the Digital Era : An International Perspective on Technology Focused Professional Development / / edited by Alison Clark-Wilson, Ornella Robutti, Nathalie Sinclair
	Pubbl/distr/stampa	Dordrecht : , : Springer Netherlands : , : Imprint : Springer, , 2014
	ISBN	9789400746381 9400746385
	Edizione	[1st ed. 2014.]
	Descrizione fisica	1 online resource (419 p.)
	Collana	Mathematics Education in the Digital Era, , 2211-8144 ; ; 2
	Disciplina	510.71
	Soggetti	Mathematics - Study and teaching Educational psychology Education - Data processing Mathematics Education Educational Psychology Computers and Education
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Note generali	Description based upon print version of record.
	Nota di bibliografia	Includes bibliographical references and index.
	Nota di contenuto	Contents -- Opening section. –Foreword: David Pimm -- Introduction: Alison Clark-Wilson, Ornella Robutti and Nathalie Sinclair -- Chapter 0: Interactions between teacher, student, software and mathematics: Getting a purchase on learning with technology: John Mason -- Section A -- Chapter 1: Exploring the quantitative and qualitative gap between expectation and implementation: A survey of English mathematics teachers' uses of ICT: Nicola Bretscher -- Chapter 2: Teaching with digital technology: Obstacles and opportunities: Michael Thomas and Joann Palmer -- Chapter 3: A developmental model for adaptive and differentiated instruction using classroom networking technology: Allan Bellman, Wellesley R Foshay and Danny Gremillion -- Chapter 4: Integrating technology in the primary school mathematics classroom: The role of the teacher: María Trigueros, María-Dolores Lozano and Ivonne Sandoval -- Chapter 5: Technology integration in secondary school mathematics: The development of teachers' professional identities: Merrilyn Goos -- Chapter 6: Teaching roles in a technology

intensive core undergraduate mathematics course: Chantal Buteau and Eric Muller -- Section B -- Chapter 7: Digital technology and mid-adopting teachers' professional development: a case study: Paul Drijvers, Sietske Tacoma, Amy Besamusca, Cora van den Heuvel, Michiel Doorman and Peter Boon -- Chapter 8: Teaching mathematics with technology at the kindergarten level :Resources and orchestrations: Ghislaine Geuedet, Laetitia Bueno-Ravel, Caroline Poisard -- Chapter 9: How do teachers integrate technology in their practices? A focus on their instrumental geneses: Mariam Haspekian -- Chapter 10: A methodological approach to researching the development of teachers' knowledge in a multi-representational technological setting: Alison Clark-Wilson -- Chapter 11: Teachers and technologies: Shared constraints, common responses: Maha Abboud-Blanchard -- Chapter 12: Didactic incidents: A way to improve the professional developmentof mathematics teachers: Gilles Aldon -- Section C -- Chapter 13. Meta-didactical transposition: A theoretical model for teacher education programs: Ferdinando Arzarello, Annalisa Cusi, Rossella Garuti, Nicolina Malara, Francesca Martignone, Ornella Robutti and Cristina Sabena -- Chapter 14: Frameworks for analysing the expertise that underpins successful integration of digital technologies into everyday teaching practice: Kenneth Ruthven -- 15. Conclusion: Alison Clark-Wilson, Ornella Robutti and Nathalie Sinclair -- Index.

Sommario/riassunto	This volume addresses the key issue of the initial education and lifelong professional learning of teachers of mathematics to enable them to realize the affordances of educational technology for mathematics. With invited contributions from leading scholars in the field, this volume contains a blend of research articles and descriptive texts. In the opening chapter John Mason invites the reader to engage in a number of mathematics tasks that highlight important features of technology-mediated mathematical activity. This is followed by three main sections: An overview of current practices in teachers' use of digital technologies in the classroom and explorations of the possibilities for developing more effective practices drawing on a range of research perspectives (including grounded theory, enactivism and Valsiner's zone theory). A set of chapters that share many common constructs (such as instrumental orchestration, instrumental distance and double instrumental genesis) and research settings that have emerged from the French research community, but have also been taken up by other colleagues. Meta-level considerations of research in the domain by contrasting different approaches and proposing connecting or uniting elements .