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Titolo	Digital technology, schools and teachers' workplace learning [[electronic resource]] : policy, practice and identity / / by Michael Phillips
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Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	1. Contextualising the Use of Digital -- 2. Workplace Learning, Policy and Practice: Connecting Community, Practice and Teachers' Identities -- 3. Studying a School and its Teachers -- 4. The Complexity of Community: The Influence of Old, New and Liminal Members in a Team -- 5. Leading Teachers' Technology Use: The Influence of Perceived Power and Authority on Digital Practices -- 6. Dispelling the Myth of Teachers' Consensual and Coherent Use of Technology: Discussion, Deliberation and Dispute -- 7. Teachers and Technology: Looking Forward. .
Sommario/riassunto	This book advances an alternative reading of the social, political and cultural issues surrounding schools and technology and develops a comprehensive overview of the interplay between policy, practice and identity in school workplaces. It explores how digital technologies have become an integral element of the politics and socially negotiated practices of school workplaces as school campuses are now awash with digital hardware and growing amounts of school work is carried out on

a 'virtual' basis. Michael Phillips is Lecturer in Digital Technologies in the Faculty of Education at Monash University, Australia where his teaching and research focuses on the ways in which people negotiate the use of digital technologies in educational settings. Prior to his current role teaching about and researching the social impacts of emerging educational technology Michael was a secondary school teacher and leader for more than ten years.
