

1. Record Nr.	UNINA9910311933203321
Titolo	Media and education in the digital age : concepts, assessments, subversions // Stocchetti Matteo, ed
Pubbl/distr/stampa	Frankfurt am Main, [Germany] : , : PL Academic Research, , 2014 ©2014
ISBN	3-653-04437-5
Descrizione fisica	1 online resource (368 pages)
Disciplina	371.3344678
Soggetti	Internet in education Digital media Education - Effect of technological innovations on Electronic books.
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 at the end of each chapters.
Nota di contenuto	Cover; Preface; Notes on the Contributors; Table of Contents; The Politics of Educational Reform in the Digital Age: Concepts, Assessment and Subversions (Matteo Stocchetti); Part One - Concepts; Digital Inequality in Primary and Secondary Education: Findings from a Systematic Literature Review (Ulli Samuelsson & Tobias Olsson); The Future of Mathematics Textbooks: Ramifications of Technological Change (Daniel Chazan & Michal Yerushalmy); Media and Information Literacy in the Digital Age. An Example on Exploring Pluralism (Marlene Loicq) Scaffolding Curation: Developing Digital Competencies in Media Literacy Education (Paul Mihailidis and Megan E. Fromm)Journalist Education and Truth in the Digital Age: Why We Need Critical Digital Literacy (Filip Lab, Alice N. Tejkalova); Bowling Online: A Critical View of Social Capital and Virtual Communities (Melissa Harness & Sultana A. Shabazz); Part Two - Assessments; Informal Media Education in Europe: an Analysis of the Best Practices (Alberto Bitonti, Andrej Skolkay); Critical Review of an e-Learning tool (Barbara Szafrajzen & Karen Ferreira-Meyers)

Social Health Education Programs at School: Investigating the Integration of Serious Games in the Curriculum (Katarina Panic, Verolien Cauberghe, Patrick De Pelsmacker) Children and Video Games: Oral and Written Narratives (Rut Martinez-Borda & Pilar Lacasa); Teaching with Laptops: a Critical Assessment of One-to-one Technologies (Magda Pischetola); Teachers and the Challenges of Digital Technologies in Education: The Portuguese 'e.escolinha' programme (Sara Pereira) Enthusiastic, Hesitant and Resistant Teachers Toward the One-To-One Laptop Programme: A Multi-Sited Ethnographic Study in Catalonia (Cristina Aliagas Marin & Josep M. Castella Lidon) Animation: a New Method of Educational Communication in China (Vincenzo De Masi and Yan Han); Part Three - Subversions; Teaching the Unteachable: Networked Media, Simulation and Community Research/Activism (Judith Faifman and Brian Goldfarb); Beyond 'Beyond Schools': Young People's Unsanctioned Digital Media Use In and Around Schools and Classrooms (David Elliott & Scott Bulfin) Digital Introductions as Critical Practice (Julie Faulkner) Redefining Students' Reflections: Opportunities and Challenges of Video-Enhanced Blogging (Dennis N. York and Ronald D. Owston); Emancipative Technology in Formal Education: The Case for "Free and Open Source Software (FOSS)" (Gloria Gomez-Diago); Index

Sommario/riassunto

This book is an invitation to informed and critical participation in the current debate on the role of digital technology in education and a comprehensive introduction to the most relevant issues in this debate. After an early wave of enthusiasm about the emancipative opportunities of the digital revolution in education, recent contributions invite caution, if not skepticism. This collection rejects extreme interpretations and establishes a conceptual framework for the critical questioning of this role in terms of concepts, assessments and subversion's. This book offers conceptual tools, ideas and insights for further research. It also provides motivation and information to foster active participation in debates and politics and encourages teachers, parents and learners to take part in the making of the future of our societies.
