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Nota di contenuto	Cover; CONTENTS; GLOSSARY; EXECUTIVE SUMMARY; INTRODUCTION; INFORMATION AND METHODOLOGY USED FOR THE ASSESSMENT; INSTITUTIONAL STRUCTURE; MARKET STRUCTURE; A. Issuers; B. Collective Investment Schemes (CIS); C. Trading Platforms; D. Intermediaries; PRECONDITIONS FOR EFFECTIVE SECURITIES REGULATION; MAIN FINDINGS; TABLES; 1. Summary Implementation of the IOSCO Principles; 2. Recommended Action Plan to Improve Implementation of the IOSCO Principles; Authorities Response; 3. Detailed Assessment of Implementation of the IOSCO Principles
Sommario/riassunto	This paper discusses main findings of the Detailed Assessment of Observance of International Organization of Securities Commissions (IOSCO) Objectives and Principles of Securities Regulation in Italy. Italy exhibits a high level of implementation of the IOSCO principles. Overall the legal and regulatory framework is sound, and the regulatory authorities have developed extremely sophisticated arrangements for off-site supervision that have resulted in a robust system of supervision. However, these arrangements need to be complemented by additional on-site inspections to make the system more effective. In addition, the enforcement strategy should be continuously monitored to ensure that there is the right mix of tools to affect behavior.

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Nota di contenuto	Front Cover -- Young Children's Play Practices with Digital Tablets -- Copyright Page -- Contents -- List of Images -- List of Figures -- List of Tables -- About the Author -- Preface -- Disclaimer -- Acknowledgements -- Chapter 1 Introduction -- Chapter 2 Play, Lege and Asobu: How the Concept of Play Is Defined in Danish and Japanese Contexts -- 2.1. Denmark and Japan -- 2.2. Lege and Asobu -- 2.3. Børnehave and Hoikuen -- 2.3.1. Denmark -- 2.3.2. Japan -- 2.3.3. Denmark and Japan -- 2.3.4. Description of Preschools -- 2.3.4.1. Preschool A -- 2.3.4.2. Preschool B -- 2.3.4.3. Preschool C -- 2.3.4.4. The Set-up -- 2.3.4.5. Preschools and Technology -- 2.4. What Do I Mean When I Write... -- 2.5. Chapter Overview -- Chapter 3 Literacies, Play and Experience: The Need to Bridge Distinct Disciplines -- 3.1. A Glance at the Chapter -- 3.2. Digital Literacies -- 3.3. Play -- 3.3.1. Play and Playfulness -- 3.3.2. Digital Spaces -- 3.4. Digital Literacies and Play -- 3.5. A Note about Knowledge and Experience -- 3.6. Chapter Overview -- Chapter 4 Making Sense of Play: Transforming Actions into Words -- 4.1. Choosing Where to Start -- 4.2. Deciding on the What and How -- 4.3. Looking at Hands to Discover Play -- 4.3.1.

Some Considerations and Limitations of the Research Design -- 4.4. Coding Experiences -- 4.5. The Context of the Hands -- 4.5.1. A Slice of Data -- 4.5.2. Coding and Decoding Codes -- 4.5.3. Codes Overview -- 4.6. Chapter Overview -- Chapter 5 The Digital Play Experience Taxonomy (DPET): Mapping and Categorising the Digital Play Experience -- 5.1. Why Tablet Play and Not Tablet Use -- 5.2. Taxonomy of Tablet Play or The Digital Play Experience Taxonomy -- 5.2.1. Vocabulary -- 5.2.2. Design -- 5.2.3. Play -- 5.2.4. Interaction -- 5.2.5. Attachment -- 5.3. Intertwining the Taxonomy Categories -- 5.4. Chapter Overview. Chapter 6 Penmanship and Hyper-intertextuality Shaping Playful Literacy -- 6.1. Digital Penmanship -- 6.2. Multimodal Hyper-intertextuality -- 6.3. Playful Literacy -- 6.4. Further Perspectives -- 6.5. Chapter Overview -- Conclusion -- C.1. Digital Devices As a New Material -- C.2. Some Final Considerations -- References -- Index.

Sommario/riassunto

This book focuses on how young children play and have fun while indulging in digital worlds, discovering and problem-solving with a variety of narratives and interfaces encountered on these digital playgrounds. These playful encounters are richer experiences than one might expect. Through engaging with digital interfaces, children expand their visual and verbal vocabulary, plus develop an embodied vocabulary that emerges out of the interactions. The book presents two sets of approaches in how to collect data with young children, and it proposes five key aspects, vocabulary, design, play, interaction and attachment, which cover the base of children's play with current digital technologies.
