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Nota di contenuto	Chapter 1: Report on ICT in Education in China -- Chapter 2: Report on ICT in Education in Albania -- Chapter 3: Report on ICT in Education in Bosnia and Herzegovina -- Chapter 4: Report on ICT in Education in the Republic of Bulgaria -- Chapter 5: Report on ICT in Education in the Republic of Croatia -- Chapter 6: Report on ICT in Education in the Czech Republic -- Chapter 7: Report on ICT in Education in the Republic of Estonia -- Chapter 8: Report on ICT in Education in the Republic of Greece -- Chapter 9: Report on ICT in Education in Hungary -- Chapter 10: Report on ICT in Education in Latvia -- Chapter 11: Report on ICT in Education in the Republic of Lithuania -- Chapter 12: Report on ICT in Education in Montenegro -- Chapter 13: Report on ICT in Education in the Republic of North Macedonia -- Chapter 14: Report on ICT in Education in the Republic of Poland -- Chapter 15: Report on ICT in Education in Romania -- Chapter 16: Report on ICT in Education in the Republic of Serbia -- Chapter 17: Report on ICT in Education in the Slovak Republic -- Chapter 18: Report on ICT in Education in the Republic of Slovenia -- Chapter 19: Comparative Analysis of ICT in Education between China and CEECs.
Sommario/riassunto	This book presents the status quo of Information and Communication Technology (ICT) in Education, with a focus on China and the 17 Central

and Eastern European Countries (CEECs), including Albania, Bosnia and Herzegovina, Bulgaria, Croatia, the Czech Republic, Estonia, Greece, Hungary, Latvia, Lithuania, Macedonia, Montenegro, Poland, Romania, Serbia, Slovakia and Slovenia (the “17+1” cooperation mechanism, as an incubator for pragmatic trans-regions cooperation platform, created by China and the 17 CEECs). With recent advances in ICT in China and the CEECs, it has assumed increasingly important roles in education, including the improvement of the quality of teaching and learning, as well as the promotion of equity in education. The significant contribution of ICT in education is an enabler to achieving the goals of the “17+1 cooperation” mechanism between China and the CEECs, which has attracted considerable attention worldwide, given fresh impetus to cooperation between the two parties, and opened a new chapter in China-CEEC cooperation. The contributors, all of whom hail from these 18 countries, describe the state-of-the-art of ICT in education in their respective country, and focus on three major aspects, namely: the country profile, general status of education development, and ICT in education. In turn, leading experts in educational informatization research compare the situations in different countries. Taken together, the papers offer valuable insights for policymakers and educators on how to integrate ICT into educational processes, and on inter-regional cooperation with regard to ICT in education.
