1.	Record Nr.	UNISALENTO991003901069707536
	Autore	Costantino, Fulvio
	Titolo	Autonomia dell'amministrazione e innovazione digitale / Fulvio Costantino
	Pubbl/distr/stampa	Napoli : Jovene, 2012
	ISBN	9788824321587
	Descrizione fisica	240 p. ; 24 cm
	Collana	Pubblicazioni del Dipartimento di scienze giuridiche, Università degli studi di Roma La Sapienza ; 67
	Disciplina	351.0285
	Soggetti	Amministrazione pubblica - Innovazione tecnologica Informatica - Impiego nell'amministrazione pubblica
	Lingua di pubblicazione	Italiano
	Formato	Materiale a stampa
	Livello bibliografico	Monografia

2. Record Nr.	UNINA9910438343203321
Titolo	Interaction in Educational Domains / / edited by Kirsi Tirri, Elina Kuusisto
Pubbl/distr/stampa	Rotterdam : , : SensePublishers : , : Imprint : SensePublishers, , 2013
ISBN	9789462093942
	9462093946
	9789462093959
	9462093954
Edizione	[1st ed. 2013.]
Descrizione fisica	1 online resource (177 p.)
Altri autori (Persone)	KuusistoElina
	TirriKirsi
Disciplina	370
Soggetti	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	Preliminary Material / Kirsi Tirri and Elina Kuusisto -- Introduction / Kirsi Tirri and Elina Kuusisto -- International Comparative Research into Educational Interaction: Constructing and Concealing Difference / David Clarke -- Student Transformation and the Interaction between the Epistemological and Ontological Tracks: The Wider Project of Higher Education? / Colin Beard and Kaisu Mälkki -- Semiotics as a Philosophy for Education: From Concepts to Signs / Andrew Stables -- From the Ontology of Interaction to the Semiotics of Education / Eetu Pikkarainen -- Examining the Researcher's Position Through Its Interaction with Methodological and Ethical Particularities of Religion and Gender / Teija Rantala and Arniika Kuusisto -- The Influence of Local Culture on Students' Educational Outcomes / Heidi Harju-Luukkainen and Jouni Vettenranta -- Regional and Gender Variation in the Results of Learning Outcomes in Crafts Assessment / Antti Hilmola -- How Are Situational Academic Emotions Related to Teacher Students' General Learning Profiles? / Elina Ketonen and Kirsti Lonka -- Cultural Aspects in Understanding the Visual Arts / Leena Knif and Seija Kairavuori -- What Kind of Learning is Interactive and Meaningful to Gifted Science Students / Kirsi Tirri , Elina Kuusisto and Maija Aksela --

Interdisciplinary Integration in Teacher Education / Seija Karppinen , Veera Kallunki , Seija Kairavuori , Kauko Komulainen and Sara Sintonen -- Finnish-Russian Cooperation in Teacher Education / Ritva Kantelinen and Victoria Pogosian -- Music for All for Music / Ari Poutiainen , Sanna Kivijärvi and Markku Kaikkonen.

Sommario/riassunto	In this volume, we take a holistic approach to education, viewing human beings as lifelong learners who need interaction in all educational domains – cognitive, affective, psychomotor – to actualize their full potential. The chapters are based on presentations given at the 2012 conference of the Finnish Educational Research Association (FERA), whose theme was Interaction in Educational Research. Prof. David Clarke, from the University of Melbourne in Australia and the conference's keynote speaker, opens our symposium with a discussion of international comparative research in educational interaction by constructing and concealing differences. The chapters that follow, arranged in three parts, deal with interaction in cognitive, affective, and psychomotor domains. In Part I, theoretical and philosophical approaches to interaction are examined through ontological, epistemological, and semiotic perspectives. Part II presents a series of empirical studies on educational interaction. Together, these show regional differences in cognitive and psychomotor learning outcomes, the importance of academic emotions in learning, cultural aspects in understanding the visual arts, and interactive learning for gifted science students. Part III introduces three programs that promote educational interaction: one enhances teacher education with interdisciplinary integration; another explores the benefits of Finnish-Russian cooperation; and a third uses musical concerts as an interactive tool for special education. All of the chapters contribute to the current research and discussion on learning and interaction. In this field inquiries need to be carried out in different learning domains and in various cultural contexts. In particular, cross-cultural comparisons are useful in validating the findings of empirical studies and testing the culture-dependent and culture-invariant dimensions of educational interaction.