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Nota di contenuto	Part I: Catalyzers and Inhibitors in Online Teaching Learning in Higher Ed-ucation. Converging views on a human phenomenon -- Online teaching and learning: going beyond the information given -- When online education helps to cross (symbolic) borders. An empirical study in an Argentinian University -- Affect as a catalyzer of university students' choice of learning environments. Voicing the students who opt for in- person university courses -- Part 2: Bridging academic and

professional identities through online learning environments -- Designing blended university courses for transition from academic learning to professional competences -- Polemic Forums in blended learning as new strategies for a border-less Higher Education -- Subjective senses of learning in hybrid teaching contexts -- The teacher in the in-between place: Teacher identity in ODL -- Part 3: Educating the future self -- An interdisciplinary view of online teaching learning process -- The linguistic landscape approach as a strategy for re-reflection and intervention in higher education. Mediations, practices and voices to overcome borders -- Writing a dissertation -- expanding the borders of the virtual teaching and learning process -- Developing educational digital literacies among preservice teachers of Portuguese at Universidad Nacional de La Plata. An analysis of students' resistance -- Part 4- Engendering New Conversations -- The imposed online learning and teaching during COVID -19 times -- Online learning as a cultural phenomenon in a complex scenario. A critical view of online learning and teaching process in higher education. .

Sommario/riassunto

This book opens up a fruitful conversation by and between invited academics from Europe and Latin America on the features of online learning in higher education. The authors analyse online education from interdisciplinary theoretical and empirical reflections to reveal the existing tensions and turning this book into a valuable artifact on how learning is shaped when technology comes in-between diverse geographical and social contexts. Like any other human activity, e-learning can be seen as a context-dependent educational system with many objects in mutual interaction. Applying a cultural psychology perspective to this provides new answers to questions such as: How can cultural psychology shed new light on online learning? Why do students and academics still opt for classic classes? What inner boundaries are pushed when studying online? How can online learning be influenced by affect? How do teachers and students mold their identities when they move in and out of online environments? This book reveals the existing tensions, resistances and appropriation strategies that students and academics from diverse backgrounds and places go through when attending online learning courses in higher education and furthermore shows how these theoretical frameworks can be successfully applied to practice. .
