

1. Record Nr.	UNINA9910461131203321
Titolo	Essential lessons for the success of telehomecare [[electronic resource]] : why it's not plug and play / / edited by Anthony P. Glascock and David M. Kutzik
Pubbl/distr/stampa	Amsterdam ; ; Washington, D.C., : IOS Press, c2012
ISBN	6613556459 1-280-37854-9 9786613556455 1-60750-994-6
Descrizione fisica	1 online resource (304 p.)
Collana	Assistive technology research series, , 1383-813X ; ; v. 30
Altri autori (Persone)	GlascockAnthony P KutzikDavid M
Disciplina	610/.285
Soggetti	Home care services Medical telematics 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 indexes.
Nota di contenuto	section 1. The United States -- section 2. The Netherlands and the United Kingdom.

2. Record Nr.	UNINA9910639899203321
Autore	Rudling Emily S.
Titolo	Education and Equity in Times of Crisis : Learning, Engagement and Support / / by Emily S. Rudling, Sherridan Emery, Becky Shelley, Kitty te Riele, Jessica Woodroffe, Natalie Brown
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Palgrave Macmillan, , 2023
ISBN	9783031186714 3031186710
Edizione	[1st ed. 2023.]
Descrizione fisica	1 online resource (182 pages) : illustrations (black and white)
Disciplina	929.374 379.26
Soggetti	Schools Social justice Educational technology School and Schooling School Research Social Justice Digital Education and Educational Technology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	1. Facing a Crisis: Foregrounding the Future -- 2. Lessons from Past and Present Crises and from COVID-19 Literature -- 3. Educational Vulnerability During COVID-19 -- 4. The Broader Role of Schools -- 5. Impacts on School-Based Learning -- 6. New Ways of Learning -- 7. Strategies to Advance Equitable Learning Outcomes into the Future.
Sommario/riassunto	This book examines how educational equity is affected during crises – specifically the COVID-19 pandemic. Three key concerns emerge for children's and young people's education: material needs, emotional wellbeing, and access to learning. The evidence highlights how pre-existing educational inequalities were exacerbated as well as altered during the global pandemic. Critical reviews of educational vulnerability and of significant crises over the past century provide the book's foundation. Then, drawing on empirical research from Australia and

extensive analysis of international documentation, the book demonstrates significant detriments that pandemic responses caused to formal learning and the broader support role of schools and also addresses promising educational innovations. The book is important not only for scholars in education, but also for practitioners and governments to inform how to better support learning as well as material and emotional wellbeing during and after crises, especially for children and young people experiencing disadvantage. Emily S. Rudling is a Research Fellow at the Peter Underwood Centre for Educational Attainment, University of Tasmania, Australia. Sherridan Emery is a Research Fellow at the Peter Underwood Centre for Educational Attainment, University of Tasmania, Australia. Becky Shelley is a Deputy Director at the Peter Underwood Centre for Educational Attainment, University of Tasmania, Australia. Kitty te Riele leads the research portfolio at the Peter Underwood Centre for Educational Attainment, University of Tasmania, Australia. Jessica Woodroffe is Coordinator of Partner Programs and a Senior Lecturer at the Peter Underwood Centre for Educational Attainment, University of Tasmania, Australia. Natalie Brown is Director of the Peter Underwood Centre and Chair of Academic Senate at the University of Tasmania, Australia.
