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Titolo	Media and Education in the Digital Age : Concepts, Assessments, Subversions // Matteo Stocchetti, editor
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Lingua di pubblicazione	Inglese
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Note generali	Includes index.
Nota di contenuto	Contents: Matteo Stocchetti: The Politics of Educational Reform in the Digital Age: Concepts, Assessment and Subversions - Ulli Samuelsson/Tobias Olsson: Digital Inequality in Primary and Secondary Education: Findings From a Systematic Literature Review - Daniel Chazan/Michal Yerushalmy: The Future of Mathematics Textbooks: Ramifications of Technological Change - Marlene Loicq: Media and Information Literacy in the Digital Age. An Example on Exploring Pluralism - Paul Mihailidis/Megan E. Fromm: Scaffolding Curation: Developing Digital Competencies in Media Literacy Education - Filip Lab/Alice N. Tejkalova: Journalist Education and Truth in the Digital Age: Why We Need Critical Digital Literacy - Melissa Harness/Sultana A. Shabazz: Bowling Online: A Critical View of Social Capital and Virtual Communities - Alberto Bitonti/Andrey Skolkay: Informal Media Education in Europe: an Analysis of the Best Practices - Barbara Szafrajzen/Karen Ferreira-Meyers: Critical Review of an e-Learning tool - Katarina Panic/Verolien Cauberghe/Patrick De Pelsmacker: Social Health Education Programs at School: Investigating the Integration of Serious Games in the Curriculum - Rut Martinez-Borda/Pilar Lacasa: Children and Video Games: Oral and Written Narratives - Magda Pischetola: Teaching with Laptops: A Critical Assessment of One-to-one Technologies - Sara Pereira: Teachers and the Challenges of Digital Technologies in Education: The Portuguese "e.escolinha" Programme -

Cristina Aliagas Marin/Josep M. Castella Lidon: Enthusiastic, Hesitant and Resistant Teachers Toward the One-To-One Laptop Programme: A Multi-Sited Ethnographic Study in Catalonia - Vincenzo De Masi/Yan Han: Animation: A New Method of Educational Communication in China - Judith Faifman/Brian Goldfarb: Teaching the Unteachable: Networked Media, Simulation and Community Research/Activism - David Elliott/Scott Bulfin: Beyond "Beyond Schools": Young People's Unsanctioned Digital Media Use In and Around Schools and Classrooms - Julie Faulkner: Digital Introductions as Critical Practice - Dennis N. York/Ronald D. Owston: Redefining Students' Reflections: Opportunities and Challenges of Video-Enhanced Blogging - Gloria Gomez-Diago: Emancipative Technology in Formal Education: The Case for "Free and Open Source Software (FOSS)".

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### Sommario/riassunto

This book is an invitation to informed and critical participation in the current debate on the role of digital technology in education and a comprehensive introduction to the most relevant issues in this debate. After an early wave of enthusiasm about the emancipative opportunities of the digital "revolution" in education, recent contributions invite caution, if not scepticism. This collection rejects extreme interpretations and establishes a conceptual framework for the critical questioning of this role in terms of concepts, assessments and subversions. This book offers conceptual tools, ideas and insights for further research. It also provides motivation and information to foster active participation in debates and politics and encourages teachers, parents and learners to take part in the making of the future of our societies.

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