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Autore	Caputo, Aldo
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ISBN	3-95487-826-7
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Nota di contenuto	Front matter -- ÍNDICE -- NUESTRO LARGO SIGLO XIX / Altez, Rogelio / Chust, Manuel -- SOBRE REVOLUCIONES EN AMÉRICA LATINA... SI LAS HUBO / Chust, Manuel -- INDEPENDENCIA-REVOLUCIÓN: UNA SINONIMIA DE LARGO EFECTO IDEOLÓGICO EN AMÉRICA LATINA / Altez, Rogelio -- ESTADOS Y REVOLUCIONES EN IBEROAMÉRICA. A PROPÓSITO DE LAS INDEPENDENCIAS EN LA DÉCADA DE 1820 / Frasset, Ivana -- PARADIGMAS EN DISCUSIÓN. INDEPENDENCIA Y REVOLUCIÓN EN HISPANOAMÉRICA Y EN EL RÍO DE LA PLATA / O. Fradkin, Raúl -- UNA SEGUNDA OPORTUNIDAD. REPRESENTACIÓN Y REVOLUCIÓN EN LA REPÚBLICA DE COLOMBIA: 1819-1830 / Quintero, Inés -- INDEPENDENCIA Y REVOLUCIÓN. ALGUNAS (POCAS) REFLEXIONES SOBRE LA HISTORIA POLÍTICA DE CHILE ENTRE 1808 Y 1826 / Santa Cruz, Juan Luis Ossa -- UMA REVOLUÇÃO INTERDITADA: ESBOÇO DE UMA GENEALOGIA DA IDEIA DE "NÃO-INDEPENDÊNCIA" DO

BRASIL / Paulo Pimenta, João / Ferraz Paulino, Mariana -- CUBA A PRINCIPIOS DEL SIGLO XIX Y SU PROYECTO NO REVOLUCIONARIO / Santamaría García, Antonio / Vázquez Cienfuegos, Sigfrido -- LA REFORMA EN MÉXICO: MODOS EN EL EJERCICIO DEL PODER Y TRANSFORMACIONES LEGISLATIVAS. CUATRO CALAS HISTORIOGRÁFICAS / Villegas Revueltas, Silvestre -- LA LARGA MARCHA: DE LA REVOLUCIÓN A LA POSREVOLUCIÓN EN MÉXICO / Rodríguez Kuri, Ariel -- LOS CENTENARIOS DE 1910 Y LA RECONSTRUCCIÓN DE LA HISTORIA / Pérez Vejo, Tomás -- SOBRE LOS AUTORES

Sommario/riassunto

Analiza el proceso de surgimiento y formación de los Estados nacionales en América Latina, desde los inicios emancipadores hasta la conmemoración de los primeros centenarios de la independencia en 1910, prestando especial atención al ascenso del pensamiento liberal-burgués, la consolidación del capitalismo, el avance de la Revolución Industrial y los romanticismos discursivos en el marco del surgimiento del nacionalismo.

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Autore

Bandyopadhyay Somprakash

Titolo

Bridging the Education Divide Using Social Technologies : Explorations in Rural India / / by Somprakash Bandyopadhyay, Arina Bardhan, Priyadarshini Dey, Sneha Bhattacharyya

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Chapter 1. Introduction -- Chapter 2. Education Divide: Concepts and Dimensions -- Chapter 3. Education Ecosystem: A Chronological Perspective -- Chapter 4. ICT in Education -- Chapter 5. Emergence of Social Technologies: Social Meets E-Learning -- Chapter 6. A Digital Framework towards Bridging Education Divide using Social Technology -- Chapter 7. Exploring Rural-Urban Education Divide in India -- Chapter 8. Online Blended Learning Platform for Educating Underprivileged Children: Creating Active Learners using Social Technologies -- Chapter 9. Online Blended Learning Platform for Rural Adult Learners: Bridging the Opportunity Divide through Community Formation -- Chapter 10. Implementation Challenges of the Online Blended Learning Platform: An Experiential Analysis from Ecosystemic Perspective -- Chapter 11. Conclusion.

This book explains the concept of education divide in rural India and identifies various factors that shape and sustain such a divide. In doing so, it also discusses a range of attempts undertaken to bridge the education divide. Subsequently, the book has attempted in providing a socio-technical framework towards optimally deploying social technologies for addressing the issue of education divide of marginalized communities. The proposed framework offers a transition from traditional content-centric, teacher-centric and centralized education ecosystem to a connection-centric, learner-centric and decentralized education ecosystem of the socio-digital age. It demonstrates how Internet-enabled digital platforms, based on the principles of sharism and mass collaboration using social technologies, could help to solve one of the greatest problems facing the world: mitigating the extant education divide by delivering quality education to underprivileged sections of society. The book also presents empirical validation of the proposed framework to show how a community-driven blended learning platform can mobilize the dormant knowledge capital of domain experts to teach underprivileged rural Indian children, as well as help form communities of practice to enable lifelong learning for the rural adult population. The book closes by pointing out the challenges involved in building an equitable education ecosystem using social technologies and ultimately the possibility of creating a fair and equitable society. Given its scope, the book offers a valuable resource for researchers, policymakers and practitioners in the domain of education who want to transform education ecosystems by using technological and process-related innovations to improve educational practices for underprivileged sections of society.
