

1. Record Nr.	UNINA990003872090403321
Autore	Brioschi, Francesco
Titolo	From the Industrial District to the District Group : An Insight into the Evolution of Local Capitalism in Italy / Francesco Brioschi, Maria Sole Brioschi, Giulio Cainelli
Pubbl/distr/stampa	2001
Collana	Quaderni del Dipartimento di Economia, Istituzioni, Territorio, Università di Ferrara ; 2001.15
Altri autori (Persone)	Brioschi, Maria Sole Cainelli, Giulio
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2.	Record Nr.	UNIORUON00111614
	Autore	DANI, Ahmad Hasan
	Titolo	Recent Archaeological Discoveries in Pakistan / A. H. Dani
	Pubbl/distr/stampa	Tokyo, : The Centre for East Asian Cultural Studies, 1988
	ISBN	92-310-2466-3
	Descrizione fisica	XIV, 107 p. : ill. ; 25 cm
	Classificazione	SI X
	Soggetti	Archeologia - Pakistan
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3.	Record Nr.	UNINA9910502623303321
	Autore	Reimers Fernando M
	Titolo	University and School Collaborations during a Pandemic : Sustaining Educational Opportunity and Reinventing Education / / edited by Fernando M. Reimers, Francisco J. Marmolejo
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	Collana	Knowledge Studies in Higher Education, , 2566-8315 ; ; 8
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	Altri autori (Persone)	MarmolejoFrancisco J
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Note generali	Description based upon print version of record.
Nota di contenuto	<p>Chapter 1. Leading learning during a time of crisis. Higher education responses to the global pandemic of 2020 -- Chapter 2: Fundação Getulio Vargas' Efforts to Improve Basic Education before, during and after the Pandemic -- Chapter 3. Pontificia Universidad Católica support for the school system during the Covid-19 pandemic in Chile -- Chapter 4. Desafío TEP - Positive Educational Trajectories. A public-private alliance to strengthen public education during the Pandemic -- Chapter 5. Reimagine Elementary and Secondary Learning during the Pandemic: A Case Study from Tsinghua University -- Chapter 6. A Covid-19 response with years in the making: the contribution of EAFIT University to basic and secondary education in Colombia during the pandemic -- Chapter 7. Coping with Covid-19: Forging Creative Pathways to Support Educational Continuity Amidst the Pandemic -- Chapter 8. Case Study on Distance Learning for K-12 Education in Japan: The Nagasaki-Takaoka Model -- Chapter 9. Benemérita Universidad Autónoma de Puebla BUAP. A transversal model to support educational continuity fostering resilience, innovation, and entrepreneurship -- Chapter 10. Academic Continuity during the Covid-19 Global Health Emergency: Education 4.0 and the Flexible-Digital Model of Tecnológico de Monterrey University in Mexico Supporting Secondary Education -- Chapter 11. University of Guadalajara: Transforming and innovating through stronger collaboration between higher and upper-secondary education during the pandemic -- Chapter 12. University as State Agent or Social Actor: Al Akhawayn University and Social Responsibility -- Chapter 13. Taking a strength-based approach: Bringing student homes into schools during a pandemic -- Chapter 14. Supporting schools in times of crisis: a case of partnerships and networking with schools by the Institute of Education at the University of Lisbon -- Chapter 15. Educational Continuity During the Covid-19 Pandemic at Qatar Foundation's MultiverCity -- Chapter 16. Supporting elementary and secondary education during the pandemic: a case study from the National Research University Higher School of Economics -- Chapter 17. Community building in times of pandemic. University Camilo José Cela. Spain -- Chapter 18. University-K12 collaboration during the pandemic: The case of Turkey -- Chapter 19. Arizona State University: A Learning Enterprise Supporting P-12 Education in the Covid-19 Pandemic -- Chapter 20. MIT Full STEAM Ahead. Bringing project-based, collaborative learning to remote learning environments -- Chapter 21. Initiatives to promote school-based mental health support by Department of Educational Sciences, University of Education under Vietnam National University -- Chapter 22. Conclusions: what innovations resulted from university-school collaborations during the Covid-19 pandemic?.</p>
Sommario/riassunto	<p>Based on twenty case studies of universities worldwide, and on a survey administered to leaders in 101 universities, this open access book shows that, amidst the significant challenges caused by the COVID-19 pandemic, universities found ways to engage with schools to support them in sustaining educational opportunity. In doing so, they generated considerable innovation, which reinforced the integration of the research and outreach functions of the university. The evidence</p>

suggests that universities are indeed open systems, in interaction with their environment, able to discover changes that can influence them and to change in response to those changes. They are also able, in the success of their efforts to mitigate the educational impact of the pandemic, to create better futures, as the result of the innovations they can generate. This challenges the view of universities as “ivory towers” being isolated from the surrounding environment and detached from local problems. As they reached out to schools, universities not only generated clear and valuable innovations to sustain educational opportunity and to improve it, this process also contributed to transform internal university processes in ways that enhanced their own ability to deliver on the third mission of outreach.
