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Nota di contenuto	Part I: Teacher Voice: Stakeholder Perspectives -- Language teaching in times of COVID-19: the emotional rollercoaster of lockdown; Christine Appel and Jackie Robbins -- Infrastructure, literacy and communication: The challenges of emergency remote teaching in a university in Japan; Todd James Allen -- Online Professional Development and Virtual Community of Practice -- Teachers' instructions and online professional development during emergency remote teaching in Indonesia; Hanna Sundari, Susanti Rosalina, and Lalu Handi Rizal -- Surviving ERT: How an online professional learning community empowered teachers during the Covid-19 school lockdown in Indonesia; Maya Defianty, Kate Wilson, and Dadan -- Transforming from off-liners to on-liners: Voices from foreign language professors in Colombia; Kathleen A. Corrales and Lourdes Rey Paba -- Teacher Identity and Agency -- Emergency remote teaching in the Kazakhstan context: Deprofessionalization of teacher identity; Kamila Kozhabayeva and NettieBoivin -- Vietnamese pre-service teachers' perceived

development of employability capital in synchronous learning amidst the pandemic; Ngoc Tung Vu, Hoang Hoa, and Thao Nguyen Thi Thu -- Online Practicum and Virtual Study Program -- The adaptation of action research model into the online practicum component in unprecedented times: Opportunities and constraints; Müzeyyen Nazlı Güngör -- French language studies in New Caledonia despite COVID-19: The emergency response move from in-country to virtual program; Beate Mueller and Susan Oguro -- Language Learners and Adaptive Pedagogy -- Implications of a sudden shift online: The experiences of English education students' studying online for the first-time during COVID-19 pandemic in Japan; Jean Kim -- Online Instruction as a new learning territory for critical language pedagogy: From the era of pandemic onward; Juland Dayo Salayo -- Fostering interaction and motivation in EFL live virtual classes at university; Ana Cecilia Cad, Claudia Alejandra Spataro, and Paul Alexis Carrera -- Part II: Researcher Corner -- Auto- and Virtual Ethnographic Research -- Teacher emotion in emergency online teaching: Ecstasies and agonies; Maggie McAlinden and Toni Dobinson -- How to adapt in crisis: 3 auto-ethnographies of the (re) building of coursework in a Hispanic-serving institution; Katherine Morales, Gabriel Romaguera, and Edward Contreras -- "I will teach from the heart": Teachers' beliefs and practices during an emergency remote language pedagogy in a heritage language school during COVID-19; Anu Muhonen -- Emergency remote teaching or surveillance? Panopticism and higher education in Bangladesh; Shaila Sultana -- Social Media Research -- The generative affects of social media scroll-back interviews: In conversation with Spanish as a world language teachers during the COVID-19 lockdown in Australia; Danielle H. Heinrichs -- Peer capacity building in emergency remote teaching: Informal language teacher professional development on Twitter; Karin Vogt -- Case Study Research -- Individual and institutional responses to the exigency of online teaching: A case study from Qatar; Mick King and Sedigh (Sid) Mohammadi -- Pedagogical insights into emergency remote teaching: A case study of a virtual collaboration project in the Turkish and Hungarian pre-service teacher education context; İl Günseli Kaçar and Imre Fekete -- A multi-case study of English language teachers in Vietnam in emergency remote teaching mediated by technologies: A sociocultural perspective; Hanh Dinh and Thu Dao -- Mixed Methods Research -- Exploring EFL teachers' technological pedagogical content knowledge and student engagement in an emergency remote teaching context; Dian N. Marissa and Wedad Allahji -- Listening to student voice to improve the quality of emergency remote teaching; Olga Yashenkova -- LSP teacher perspectives on alternative assessment practices at European universities amid the Covid-19 crisis and beyond; Ágnes Pál and Rita Kóris.

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#### Sommario/riassunto

This timely volume addresses issues pertaining to language teaching, learning and research during the pandemic. In times of a global emergency, the aftermath of emergency remote teaching (ERT) cannot be ignored. The question of how language educators and researchers unleash creativity and employ strategies vis-à-vis ERT still remains to be answered. With practitioners in mind, it covers a broad spectrum of educational settings across continents, target languages and methodologies. Specifically, it reveals viable ways of utilizing digital technologies to bypass social distancing while highlighting the pitfalls and challenges associated with crisis teaching and research. This volume comprises two parts: Teacher Voice vicariously transports readers to practitioners' compelling stories of how teacher resilience, identity and professional development are crystallized in adaptive pedagogy, online teaching practicum, virtual study programs and

communities of practice during ERT. The second part, Researcher Corner, showcases innovative approaches for both novice and seasoned researchers to upskill their toolkits, ranging from case study research and mixed methods designs, to auto- and virtual ethnography and social media research. The array of food for thought provides a positive outlook and inspires us to rethink our current practices and future directions in the post-COVID world. Regardless of their backgrounds and experiences, readers will be able to relate to this accessible volume that harmonizes research and practice, and speaks from the hearts of all the contributors. .

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