1.	Record Nr.	UNINA9910144559703321
	Titolo	Entwicklung der gentherapie : Stellungnahme der Senatskommission fur Grundsatzfragen der genforschung / / Memorandum by the Senate Commission on Genetic Research
	Pubbl/distr/stampa	Weinheim, Germany : , : WILEY-VCH Verlag GmbH & Co. KGaA, , 2007 ©2007
	ISBN	1-280-85470-7 9786610854707 3-527-61052-9 3-527-61053-7
	Descrizione fisica	1 online resource (91 p.)
	Collana	Deutsche Forschungsgemeinschaft ; ; Mitteilung 5
	Disciplina	615.895
	Soggetti	Gene therapy Electronic books.
	Lingua di pubblicazione	Tedesco
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Note generali	Description based upon print version of record.
	Nota di bibliografia	Includes bibliographical references and index.
	Nota di contenuto	3 Clinical application: successes and setbacks4 Present situation and further research needs; 5 Legal and ethical considerations; 6 Conclusions and recommendations; 7 References; 8 Glossary; 9 Members of the Working Group on "Gene Therapy", who prepared the present statement; 10 Members of the Senate Commission on Genetic Research
	Sommario/riassunto	Seit die DFG im Jahre 1995 eine erste Stellungnahme zum Thema Gentherapie veroffentlichte, hat sich dieses Forschungsfeld ernorm weiterentwickelt. Erste klinische Erfolge haben das therapeutische Potential, aber auch die Risiken dieser Therapieoption aufgezeigt. Diese neue Stellungnahme stellt nun die aktuellen Themen und Perspektiven der gentherapeutischen Forschung dar. Dabei finden auch die ethischen und rechtlichen Aspekte Berucksichtigung.

2. Record Nr.	UNINA9910544864503321
Titolo	Hybrid Learning Spaces / / edited by Einat Gil, Yishay Mor, Yannis Dimitriadis, Christian Köppe
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2022
ISBN	9783030885205 3030885208
Edizione	[1st ed. 2022.]
Descrizione fisica	1 online resource (331 pages)
Collana	Understanding Teaching-Learning Practice, , 2522-0853
Disciplina	371.334 371.3
Soggetti	Educational technology Education - Data processing Social sciences - Data processing Digital Education and Educational Technology Computers and Education Computer Application in Social and Behavioral Sciences
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Table of contents -- Chapter 1 Introduction -- Part I: Into the Hybrid -- Chapter 2 Hybrid learning spaces - a three-fold evolving perspective -- Chapter 3 Hyper-hybrid learning spaces in higher education -- Part II: Pedagogy -- Chapter 4 How co-design can contribute to the ongoing development of hybrid learning spaces by empowering the users -- Chapter 5 H2m pedagogy: Designing for hybrid learning in medical education' -- Chapter 6 Covid-19 lock-down: hybrid learning cases using the lens of the Zone of Possibility -- Chapter 7 Socio-emotional Regulation in Collaborative Hybrid Learning Spaces of Formal–Informal Learning -- Chapter 8 Seamless hybrid science learning: streamlining the techno-pedagogical designs for wider diffusion -- Chapter 9 Designing synchronous hybrid learning spaces: Challenges and opportunities -- Part III: Technology -- Chapter 10 An analysis of mobile learning tools in terms of pedagogical affordances and support to the learning activity life cycle -- Chapter 11 Classroom Analytics:

Telling Stories about Learning Spaces using Sensor Data -- Part IV: Space design -- Chapter 12 Co-creating futures through virtual 'BAs' -- Chapter 13 Creativity Flourishes Using Hybrid Spaces Patterns -- Chapter 14 Patterns for a hybrid campus -- Chapter 15 Dialogic teaching and the architecture of hybrid learning spaces: Alexander meets Alexander -- Chapter 16 Design for balance: addressing challenges of safety, privacy and identity management in online and hybridised learning and teaching spaces -- Part V: Concluding -- Chapter 17 Forward Looking: Predictions for the Future of Hybrid Learning Spaces.

| Sommario/riassunto | As we have come to accept the duality of physical and virtual learning spaces as a permanent feature of our educational landscape, we begin to question its validity. Is this really a dichotomy, or is it a continuum? Should this be the primary dimension around which we cluster educational experiences - how does it intersect and interact with other axes, such as formal-informal, vocational-recreational, open-closed, teacher-student? How do we adapt, as teachers, learners, designers, policy makers, to this changing landscape? How do we shape it to offer an optimal learning experience? Such questions led us to conduct a series of academic and professional events on the theme of Hybrid Learning Spaces (HLS) - spaces which challenge and defy the dichotomies above. This edited book collates some of the products of that endeavor, offering a multi-vocal, interdisciplinary approach to hybridity in education. It connects practical examples, design directives and theoretical analysis, combining perspectives from technology research and development, educational theory and practice, architecture and space and product design. This book addresses researchers, practitioners, innovators and policy makers in education, technology and design, offering broad perspectives and then distilling practical insights in the form of design principles and patterns, pedagogical models, and predictions of future trends. |