

1. Record Nr.	UNINA9910557593203321
Autore	Ullrich Carsten
Titolo	Unlawful Content Online : Towards a New Regulatory Framework for Online Platforms
Pubbl/distr/stampa	Baden-Baden, 2021
ISBN	3-7489-2705-3
Descrizione fisica	1 electronic resource (650 p.)
Collana	Luxemburger Juristische Studien - Luxembourg Legal Studies ; Band 21
Soggetti	LNJ, LNR, 1QFE
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Sommario/riassunto	<p>Illegal content remains a persistent and growing issue on the internet. This book reviews seven problematic areas - defamation, hate speech, terrorist content, copyright, counterfeit, unsafe products and food - to illustrate that the fight against unlawful content on online platforms in the EU is hampered by fragmented and outdated laws. Meanwhile, the global internet companies that govern our digital spaces enforce their own policies, based on commercial objectives, and with secondary regard for public values and individuals' rights. The book subsequently charts out a solution of how EU lawmakers can bring social media and the like to take on adequate responsibilities for protecting users and public interests. The author argues that a safety-by-design approach, supported by technical standards, can be an effective way for implementing these new duties. Carsten Ullrich is a legal researcher at the University of Luxembourg, where he works on the regulation of digital technologies.</p> <p>The doctoral thesis on which this book is based was awarded the Rolf Tarrach Prize 2021 for the best dissertation in Luxembourg. Illegale Inhalte sind ein anhaltendes Problem im Internet. Dieses Buch untersucht sieben Problembereiche - Diffamierung, Hassreden, terroristische Inhalte, Urheberrecht, Markenfälschungen, unsichere Produkte und Lebensmittel - die zeigen, dass der Kampf gegen rechtswidrige Inhalte auf Online-Plattformen durch ein fragmentiertes,</p>

veraltetes Regelwerk behindert wird. Unterdessen setzen globale Internetfirmen, denen unsere digitalen Räume gehören, von kommerziellen Interessen bestimmte, private Standards um, in denen die Rechte des Einzelnen und öffentliche Werte eine untergeordnete Rolle spielen. Das Buch zeigt anschließend einen Weg auf, wie soziale Medien und Co. dazu gebracht werden können, angemessene Verantwortung zu übernehmen. Der Autor argumentiert für einen verpflichtenden "Safety-by-Design"-Ansatz, unterstützt durch technische Standards. Carsten Ullrich ist Rechtswissenschaftler an der Universität Luxemburg und beschäftigt sich mit der Regulierung digitaler Technologien.

Die dem Buch zu Grunde liegende Doktorarbeit wurde mit dem Rolf Tarrach Preis 2021 für die beste Dissertation in Luxemburg ausgezeichnet.

2. Record Nr.	UNINA9910828879103321
Titolo	Black female teachers : diversifying the United Sates teacher workforce // edited by Abiola Farinde-Wu, Ayana Allen-Handy, Chance W. Lewis
Pubbl/distr/stampa	Bingley : , : Emerald Publishing, , 2017
ISBN	1-78714-935-8 1-78714-461-5
Edizione	[First edition.]
Descrizione fisica	1 online resource (225 pages) : color illustrations
Collana	Advances in race and ethnicity in education, , 2051-2317 ; ; v. 6
Disciplina	371.1
Soggetti	Teachers, Black - United States African American teachers - United States Multicultural education - United States Education - Multicultural Education Multicultural education
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Prelims -- Reflecting back while gazing forward: black female teachers

and the diversification of the united states' teacher workforce -- The historical/contemporary landscape of black female teachers -- Scholarly examination of black female teachers -- Retention of black female teachers -- About the book editors -- About the chapter authors -- About the series editors -- Afterword: about the book series -- Epilogue: engage in a solution: #dothework -- Index.

Sommario/riassunto

With the emergence of a diverse public school student population, existing literature affirms the existence of a Black teachers shortage and the low representation of teachers of color in U.S. public schools. Although there are over 3 million public school teachers, African American teachers only comprise approximately 8 percent of the public school teaching workforce. In fact, the education field is dominated by White, middle-class teachers, particularly, White female teachers. While the retention of all teachers of color is a pertinent issue, an examination of Black female teachers who can assist in diversifying the teaching field is timely and warranted. Despite Black females' historic role in public education and that teaching is a female-dominated profession, Black female teachers represent only 7.7 percent of the American teaching force, while students of color represent almost 49 percent of the total student enrollment. This important, timely, and provocative book places recruitment and retention of Black female teachers at the center. The contributions address not only the recruitment of Black female teachers but also discuss mechanisms necessary to retain them. Thus, this collection not only focuses on recruiting and retaining Black female teachers for the sake of having their representation in schools; rather, authors consider some of the implicit (and overt) nuances that these teachers experience in schools across the United States.
