

1. Record Nr.	UNINA9910674036503321
Autore	Bocchi Stefano
Titolo	Impact of Agricultural Practices on Biodiversity of Soil Invertebrates
Pubbl/distr/stampa	Basel, Switzerland, : MDPI - Multidisciplinary Digital Publishing Institute, 2021
Descrizione fisica	1 online resource (150 p.)
Soggetti	Research & information: general
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Sommario/riassunto	<p>Soil fauna plays a key role in many soil functions, such as organic matter decomposition, humus formation, and nutrient release, modifying soil structure, and improving its fertility. Soil invertebrates play key roles in determining soil suitability for agricultural production and realizing sustainable farming systems. They include an enormous diversity of arthropods, nematodes, and earthworms. However, this fauna suffers from the impact of agricultural activities with implications for the capacity of soil to maintain its fertility and provide ecosystem services. Some agricultural practices may create crucial soil habitat changes, with consequences for invertebrate biodiversity. In the few last decades, especially under intensive and specialized farming systems, a loss in soil ecosystem services has been observed, as a result of the reduction in both the abundance and taxonomic diversity of soil faunal communities. On the other hand, agricultural practices, based on sustainable soil management, can promote useful soil fauna. Therefore, the concerns about the sensibility of soil biota to the agricultural practices make it urgent to develop sustainable management strategies, able to realize favorable microclimate and habitats, and reduce the soil disturbance.</p>

2. Record Nr.	UNINA9910349336403321
Autore	Gebhardt Eveline
Titolo	Gender Differences in Computer and Information Literacy : An In-depth Analysis of Data from ICILS / / by Eveline Gebhardt, Sue Thomson, John Ainley, Kylie Hillman
Pubbl/distr/stampa	2019 Cham : , : Springer International Publishing : , : Imprint : Springer, , 2019
ISBN	9783030262037 3030262030
Edizione	[1st ed. 2019.]
Descrizione fisica	1 online resource (XI, 73 p. 5 illus., 1 illus. in color.)
Collana	IEA Research for Education, A Series of In-depth Analyses Based on Data of the International Association for the Evaluation of Educational Achievement (IEA), , 2366-164X ; ; 8
Classificazione	EDU000000EDU011000EDU039000EDU043000
Disciplina	370.81
Soggetti	Sex Education - Data processing International education Comparative education Educational tests and measurements Gender Studies Computers and Education International and Comparative Education Assessment and Testing
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	1. Introduction to Gender Differences in Computer and Information Literacy -- 2. Data and Methods Used for ICILS 2013 -- 3. Student Achievement and Beliefs Related to Computer Information Literacy -- 4. Students' Interest and Enjoyment In, and Patterns of Use of ICT -- 5. Teacher Gender and ICT -- 6. What have we learned about gender differences in ICT? -- References.
Sommario/riassunto	This open access book presents a systematic investigation into internationally comparable data gathered in ICILS 2013. It identifies differences in female and male students' use of, perceptions about, and

proficiency in using computer technologies. Teachers' use of computers, and their perceptions regarding the benefits of computer use in education, are also analyzed by gender. When computer technology was first introduced in schools, there was a prevailing belief that information and communication technologies were 'boys' toys'; boys were assumed to have more positive attitudes toward using computer technologies. As computer technologies have become more established throughout societies, gender gaps in students' computer and information literacy appear to be closing, although studies into gender differences remain sparse. The IEA's International Computer and Information Literacy Study (ICILS) is designed to discover how well students are prepared for study, work, and life in the digital age. Despite popular beliefs, a critical finding of ICILS 2013 was that internationally girls tended to score more highly than boys, so why are girls still not entering technology-based careers to the same extent as boys? Readers will learn how male and female students differ in their computer literacy (both general and specialized) and use of computer technology, and how the perceptions held about those technologies vary by gender.
