

1. Record Nr.	UNINA9910455334703321
Titolo	Intentional conceptual change // edited by Gale M. Sinatra, Paul R. Pintrich
Pubbl/distr/stampa	Mahwah, N.J. : , : L. Erlbaum, , 2003
ISBN	1-135-64892-1 1-283-70809-4 1-282-32175-7 9786612321757 1-4106-0671-6
Descrizione fisica	1 online resource (489 p.)
Altri autori (Persone)	PintrichPaul R SinatraGale M
Disciplina	153.4
Soggetti	Concepts Change (Psychology) Learning, Psychology of Intention Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	Book Cover; Title; Copyright; Contents; Preface; 1 The Role of Intentions in Conceptual Change Learning; I COGNITION, METACOGNITION, AND INTENTIONAL CONCEPTUAL CHANGE; 2 Influences on Intentional Conceptual Change; 3 Self-Explanation: Enriching a Situation Model or Repairing a Domain Model?; 4 Acupuncture, Incommensurability, and Conceptual Change; 5 Metacognitive Aspects of Students' Reflective Discourse: Implications for Intentional Conceptual Change Teaching and Learning; 6 The Role of Domain-Specific Knowledge in Intentional Conceptual Change II EPISTEMOLOGICAL AND SOCIAL/MOTIVATIONAL FACTORS IN INTENTIONAL CONCEPTUAL CHANGE7 Interest, Epistemological Belief, and Intentional Conceptual Change; 8 Personal Epistemologies and Intentional Conceptual Change*; 9 J's Epistemological Stance and Strategies; 10 Conceptual Change in Response to Persuasive Messages;

11 Learning About Biological Evolution: A Special Case of Intentional Conceptual Change; 12 Achievement Goals and Intentional Conceptual Change; III PROSPECTS AND PROBLEMS FOR MODELS OF INTENTIONAL CONCEPTUAL CHANGE

13 Exploring the Relationships Between Conceptual Change and Intentional Learning  
14 When Is Conceptual Change Intended? A Cognitive-Sociocultural View;  
15 Future Directions for Theory and Research on Intentional Conceptual Change; Author Index; Subject Index

**Sommario/riassunto**

This volume brings together a distinguished, international list of scholars to explore the role of the learner's intention in knowledge change. Traditional views of knowledge reconstruction placed the impetus for thought change outside the learner's control. The teacher, instructional methods, materials, and activities were identified as the seat of change. Recent perspectives on learning, however, suggest that the learner can play an active, indeed, intentional role in the process of knowledge restructuring. This volume explores this new, innovative view of conceptual change learning u

2. Record Nr.	UNINA9910795465003321
Autore	Perez Escoda Ana
Titolo	Alfabetizacion mediatica, TIC y competencias digitales // Ana Perez Escoda
Pubbl/distr/stampa	Barcelona : , : Editorial UOC, , 2017
ISBN	84-9116-796-X
Descrizione fisica	1 online resource (146 paginas)
Collana	Media literacy=
Disciplina	004
Soggetti	Computer literacy Competency-based education Alfabetizacion informacional Educacion Libros electronicos.
Lingua di pubblicazione	Spagnolo
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Contiene bibliografia.

---

## Sommario/riassunto

La fugacidad que la sociedad de la información imprime a todos los ámbitos -también, y en especial, al educativo- dificulta la conceptualización de términos emergentes y todavía inestables, en el entorno digital contemporáneo como «alfabetización mediática», «TIC» y «competencias digitales», así como su inclusión en las políticas y evaluaciones educativas más significativas a escala internacional y nacional. Este libro facilita una aproximación sistematizada a este contexto, con un análisis en profundidad de las políticas (acciones y programas) y evaluaciones (indicadores de estudio) desarrolladas para el fomento e integración de la alfabetización mediática, las TIC y las competencias digitales. Se disecciona el modelo de la Unión Europea y también el impulsado desde UNESCO, IEA, OCDE y Estados Unidos para identificar, finalmente, la situación en España. Se trata de una radiografía indispensable para comprender y valorar el alcance del sistema educativo contemporáneo.

---