

1. Record Nr.	UNINA990008686720403321
Titolo	The Chinese party-state in the 21st century : adaptation and the reinvention of legitimacy / edited by André Laliberté and Marc Lanteigne
Pubbl/distr/stampa	London and New York : Routledge, 2008
ISBN	978-0-415-45056-0
Descrizione fisica	191 p. ; 24 cm
Collana	Routledge contemporary China series ; 28
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Locazione	FSPBC
Collocazione	Collez. 2111 (28)
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

2. Record Nr.	UNINA9910842038003321
Autore	Axelsson Charlotte
Titolo	Bildung, Praxistransfer und Kooperation : Kompetenzentwicklung Für Die Hochschullehre in Netzwerken
Pubbl/distr/stampa	Bielefeld : , : transcript Verlag, , 2024 {copy}2024
Edizione	[1st ed.]
Descrizione fisica	1 online resource (353 pages)
Collana	Medien- und Gestaltungsästhetik Series
Altri autori (Persone)	BlumeDana VolkBenno
Soggetti	Educational technology Blended learning
Lingua di pubblicazione	Tedesco
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Cover -- Inhaltsverzeichnis -- Editorial -- I. Digitale Lern- und Hochschulkulturen -- Kulturen des Wandels -- Blended Learning -- Praktiken (digital-) ästhetischer Kommunikation -- Online Blended und Online Flipped Learning -- Design Thinking in der Lehre meets 21st-Century Skills -- II. Lernräume gestalten -- Resonanzräume -- Wer sagt, dass es sich in Seminarräumen am besten lernt? -- (Mis)using digital tools -- III. Open Education in kollaborativen Netzwerken -- Open Educational Resources in einer Open Pedagogy -- Digitalität, Kollaboration und Art(s) Education -- IV. Assessment & Feedback -- Beyond comments -- The Reflective Companion -- Digitale Fernprüfungsaufsichten wirksam gestalten -- V. Educational Design -- Reflexives Lernen im Kurs "Educational Encounter" -- Digitale Didaktik -- Verzeichnis der Autorenschaft.
Sommario/riassunto	This edited volume explores innovative approaches to education in the digital age, focusing on the development of digital skills within cooperative networks at five major universities in Zurich: ETH, PHZH, UZH, ZHAW, and ZHdK. Organized into five thematic sections—Digital Learning and Transformation, Designing Learning Spaces, Open Education in Networks, Assessment Feedback, and Educational Design—the book examines cultural shifts, pedagogical practices, and

collaborative frameworks essential for modern higher education. Contributors discuss topics such as blended learning, design thinking, open educational resources, and the integration of technology in teaching. The work aims to foster dialogue among educators and institutions, encouraging sustainable teaching practices and diverse learning environments. Intended for educators, researchers, and policymakers, the book emphasizes the importance of interdisciplinary collaboration and adaptability in the evolving educational landscape.
