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	Nota di contenuto	Big "G" and small "g": the variable geometries of educational governance in an era of big data / Tavis D. Jules -- The educational intelligent economy and big data in comparative and international education research: a decolonial vision / Bjorn H. Nordveit and Fadia Nordveit -- The perceptron: a partial history of models and minds in data-driven educational systems / Ryan Ziols -- Best practices from best methods? Big data and the limitations of impact evaluation in the global governance of education / D. Brent Edwards Jr -- What if compulsory schooling was a 21st century invention? / Jason McGrath and John Fischetti -- The educational intelligent economy-lifelong learning-a vision for the future / Vasudha Chaudhari, Victoria Murphy and Allison Littlejohn -- Humanistic, innovative solutionism: what role do data analytics play in developing a more responsive and more intelligent adult and workforce education policy? / Elizabeth A. Roumell

and Kevin Roessger -- Data mining and predictive analytics in digital education: lessons we can learn from big data that are often discarded / Aleksei Malakhov -- The intricate web of educational governance: the cyborg dialectic and commodification of knowledge / Petrina M. Davidson, Elizabeth Bruce and Lisa Damaschke-Deitrick -- Engineering the mechanism/repairing the robot: artificial intelligence at the intersection of education and industry / Luis F. Alvarez Leon -- Policy development for an educational intelligent economy in the European Union: an illusory prospect? / Florin D. Salajan -- Haunted data: the colonial residues of transnational school reforms in Kenya / Christopher Kirchgasler -- Brave new world(s): governing clouds, smart schools, and the rise of AIEd / Euan Auld and Yun You -- Learning analytics for student success at university: trends and dilemmas / Sean Mackney and Robin Shields.

| Sommario/riassunto | Access to big data, the "new commodity" for the 21st century economies, and its uses and potential abuses, has both conceptual and methodological impacts for the field of comparative and international education. This book examines, from a comparative perspective, the impact of the movement from the so-called knowledge-based economy towards the Intelligent Economy, which is premised upon the application of knowledge. Knowledge, the central component of the knowledge-based economy, is becoming less important in an era that is projected to be dominated and defined by the integration of complex technologies under the banner of the fourth industrial revolution. In this new era that blends the physical with the cyber-physical, the rise of education intelligence means that clients including countries, organizations, and other stakeholders are equipped with cutting-edge data in the form of predicative analytics, and knowledge about global educational predictions of future outcomes and trends. In this sense, this timely volume links the advent of this new technological revolution to the world of governance and policy formulation in education in order to open a broader discussion about the systemic and human implications for education of the emerging intelligent economy. By providing a unique comparative perspective on the Educational Intelligent economy, this book will prove invaluable for researchers and scholars in the areas of comparative education, artificial intelligence and educational policy |