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Nota di contenuto	Contents; LIST OF FIGURES; INTRODUCTION: DATA-DRIVEN DEMOCRACY? SOCIAL ASSESSMENT OF EDUCATIONAL COMPUTING by HANK BROMLEY; I. DISCURSIVE PRACTICES: WHO SPEAKS OF COMPUTING, AND HOW?; 1. The Mythic Machine: Gendered Irrationalities and Computer Culture by ZOE SOFIA; 2. The Everyday Aesthetics of Computer Education by ANTHONY P. SCOTT; 3. Telling Tales Out of School: Modernist, Critical, and Postmodern "True Stories" about Educational Computing by MARY BRYSON and SUZANNE DE CASTELL; 4. Computer Advertising and the Construction of Gender by MATTHEW WEINSTEIN II. CLASSROOM PRACTICES: PEDAGOGY AND POWER IN ACTION5. "I Like Computers, But Many Girls Don't": Gender and the Sociocultural Context of Computing by Brad R. Huber and Janet Ward Schofield; 6. "You Don't Have To Be a Teacher To Teach This Unit": Teaching, Technology, and Control in the Classroom by MICHAEL W. APPLE and SUSAN JUNGCK; III. DEMOCRATIC POSSIBILITIES: WHEN DOES TECHNOLOGY EMPOWER; 7. Control and Power in Educational Computing by Peter H. Kahn, Jr. and Batya Friedman; 8. Using Computers to Connect Across Cultural Divides by BRIGID A. STARKEY

9. Learning to Exercise Power: Computers and Community
Development by ANTONIA STONENOTES; Introduction; Chapter 1;
Chapter 3; Chapter 4; Chapter 5; Chapter 6; Chapter 7; Chapter 8;
Chapter 9; REFERENCES; Introduction; Chapter 2; Chapter 3; Chapter 4;
Chapter 5; Chapter 7; LIST OF CONTRIBUTORS; AUTHOR INDEX; A; B; C;
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Sommario/riassunto

With a focus on educational computing, this book examines how technological practices align with or subvert existing forms of dominance. Examines the important question: Is the enormous financial investment school districts are making in computing technology a good idea? Is the enormous financial investment school districts are making in computing technology a good idea? With a focus on educational computing, Education/Technology/Power examines how technological practices align with or subvert existing forms of dominance. Hank Bromley is Assistant Professor of Educational Organization, Administration, and Policy and Associate Director of the Center for Educational Resources and Technologies at the State University of New York at Buffalo. He is the author of Lisp Lore: A Guide to Programming the Lisp Machine (second edition coauthored with Richard Lamson). Michael W. Apple is the John Bascom Professor of Curriculum and Instruction, and Educational Policy Studies at the University of Wisconsin-Madison. He has written numerous books, including The Curriculum: Problems, Politics, and Possibilities, Second Edition with Landon E. Beyer, published by SUNY Press; Ideology and Curriculum; and Official Knowledge .
