

1. Record Nr.	UNINA9910809853003321
Autore	Exner Uli
Titolo	Basics Raumgestaltung // Ulrich Exner, Dietrich Pressel
Pubbl/distr/stampa	Basel : , : Birkhauser, , 2016
ISBN	3-0356-1243-9 3-0356-1154-8
Edizione	[2. Aufl.]
Descrizione fisica	1 online resource (84 pages)
Collana	Basics
Disciplina	658.404
Soggetti	Project management
Lingua di pubblicazione	Tedesco
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Frontmatter -- Inhalt -- Vorwort -- Einleitung -- Raumwahrnehmung -- Raumtypen -- Parameter der Raumgestaltung -- Elemente und Mittel der Raumgestaltung -- Schlusswort -- Anhang -- Danksagung -- Literatur -- Bildnachweis -- Die Autoren
Sommario/riassunto	<p>Architecture does not consist of two-dimensional drawings - it is built space. The volume Basics Spatial Design focuses on what underlies the perception and design of space and helps to create a deep understanding of the conscious design of three-dimensional relationships. It presents possibilities for spatial design clearly and in a manner that is easily adaptable for one's own work. Topics: What is space? How do I perceive space? Design parameters - elements of space Repertoire - using the tools</p> <p>Architektur besteht nicht aus zweidimensionalen Zeichnungen - sie ist gebauter Raum. Der Band Raumgestaltung beschäftigt sich mit den Hintergründen der Wahrnehmung und Gestaltung von Räumen und schafft ein tiefes Verständnis für das bewusste Entwerfen dreidimensionaler Zusammenhänge. Er präsentiert Möglichkeiten der Raumgestaltung übersichtlich und leicht für die eigene Arbeit adaptierbar. Themen: Was ist Raum? Wie nehme ich Raum wahr? Entwurfparameter - Elemente des Raums Repertoire - Einsatz der Mittel</p>

2. Record Nr.	UNINA9910960245603321
Autore	Berkovich Izhak
Titolo	Digital protest and activism in public education : reactions to neoliberal restructuring in Israel / / Izhak Berkovich (The Open University of Israel, Israel), Amit Avigur-Eshel (Sapir College, Israel)
Pubbl/distr/stampa	Bingley, England : , : Emerald Publishing, , [2020] ©2020
ISBN	9781838671044 1838671048 9781838671020 1838671021
Edizione	[1st ed.]
Descrizione fisica	1 online resource (169 pages)
Collana	Emerald points
Disciplina	322.44095694
Soggetti	Education and state - Israel Internet and activism - Israel Protest movements - Israel Digital communications - Israel Neoliberalism - Israel Education - Educational Policy & Reform - General Educational strategies & policy
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Chapter 1. Out with the old, in with the new: three ages of Israeli public education policies -- Chapter 2. From education to all to education for me: changes in Israeli public values and interests -- Chapter 3. Rhetoric and images in online agenda setting: teachers' digital protest against educational reform -- Chapter 4. Two faces of digital activism: parents' anti-neoliberal and pro-neoliberal protests -- Chapter 5. Opening the black box of digital activism in education in the neoliberal age: lived experience and patterns of use of social media.
Sommario/riassunto	Digital protest and activism in reaction to the consequences of neoliberalism in public education have become a global phenomenon in the second decade of the 21st century, emerging in countries such as

the US, UK, France, and Israel. Teachers, parents, and other stakeholders in education are increasingly using digital media in their protest and activism efforts, yet these efforts have hardly been investigated to date. This book addresses this gap and employs an empirical exploration of the way in which Internet-based protest activity concerning public education issues is constructed, mobilised, and carried out. In doing so it provides key insights for the study of educational politics in the digital age. It shows how digital media is used by teachers and parents to create a bottom-up politics, spanning a common divide in the study of education politics between the macro (policymaking) and the micro (school) levels. The authors propose a novel taxonomy of uses of social media by digital activists, and argue that Internet-based social mobilisations develop different patterns of use of social media, based on the lived experience of their members and potential supporters. Finally, the book situates the rise of digital activism in education within the neoliberal restructuring of national education systems and the rise of neoliberal discourse of competition, budget discipline, and measurable achievements. The authors highlight three cases of Internet-based mobilisations in Israel, in which teachers and parents successfully affected public education policy. By providing a case-study driven analysis of digital protest and activism in education, this book will prove an invaluable text for researchers, leaders and practitioners in the field of education policy and comparative education.
