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Sommario/riassunto	This book provides another perspective to the way educators think about and use educational technologies in secondary and tertiary classrooms. Technology in learning settings has often been used in cautious ways, typically replicating existing, non-technological educational processes. This book proposes that educators be more ambitious with the way they conceive of, and use, technology in secondary and tertiary classrooms. It provides guidance towards that end by considering the history of application of educational technologies, by interrogating common fears around their use, and by exploring the benefits of contemporary uses of technology in assessment and virtual reality, for learning through the presentation and analysis of empirical research. It also charts a history of application of various educational technologies amid the dominant pedagogies in which they are introduced. This book offers another perspective on the role of technology in education, and provides ample practical applications. It serves as a useful resource for educators and

educational leaders in secondary and tertiary institutions.

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