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Nota di contenuto	CHAPTER 1 – Critical EdTech Studies, platforms and platformisation in higher education: an introduction -- CHAPTER 2 – Technological Paradox as Occasion for Restructuring Educational Practices and Igniting Moral Imagination -- CHAPTER 3 – Can instructors configure EdTech platform (in)dependence? Reconsidering pre-pandemic USA university MOOCs and 8online degrees -- CHAPTER 4 – Procuring a learning platform and experiencing the GDPR: A practitioner’s view from Norwegian higher education -- CHAPTER 5 – ‘Boulder specs’ oddities: A dialogued autoethnographic appraisal of online peer review of teaching and the co-authors’ statement -- CHAPTER 6 – Zoom, Class, and Engageli: modular learning in video conferencing platforms -- CHAPTER 7 – Platformed Learning: Reshaping Education in the Era of Learning Management Systems -- CHAPTER 8 – Takeaways from

Sommario/riassunto

This open access book provides critical perspectives on educational technology (EdTech) platforms and platformisation in higher education. It focuses on three analytical dimensions: higher education actors' struggles with the tension between autonomy from and dependence on EdTech platforms, the effects of platform features and platformisation on human interactions in higher education, and future scenarios and alternatives to dominant commercial paths. The book will appeal to academics interested in higher education digitalisation and digital teaching and learning, as well as higher education and educational technology practitioners. Duncan A. Thomas is Policy and Knowledge Exchange Lead at the University of Bath, UK and formerly Senior Researcher at the Danish Centre for Research and Research Policy in the Department of Political Science at Aarhus University, Denmark. Vito Laterza is Associate Professor in the Department of Global Development and Planning, University of Agder, Norway and 2024-2025 SCAS-Nordic Visiting Fellow at the Swedish Collegium for Advanced Study in Uppsala.
