

1.	Record Nr.	UNISA990001197300203316
	Autore	ALARCON, Pedro Antonio : de
	Titolo	El sombrero de tres picos / Pedro Antonio de Alarcon ; edicion, introduccion y notas de Vincente Gaos
	Pubbl/distr/stampa	Madrid : Espasa-Calpe, 1975
	Descrizione fisica	LVI, 216 p. ; 19 cm.
	Collana	Clasicos Castellanos ; 200
	Collocazione	IIspp A coll. 18/200
	Lingua di pubblicazione	Spagnolo
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
2.	Record Nr.	UNINA9910682588603321
	Autore	Raffaghelli Juliana E.
	Titolo	Data Cultures in Higher Education : Emergent Practices and the Challenge Ahead / / edited by Juliana E. Raffaghelli, Albert Sangrà
	Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2023
	ISBN	9783031241932 3031241932
	Edizione	[1st ed. 2023.]
	Descrizione fisica	1 online resource (389 pages)
	Collana	Higher Education Dynamics, , 2215-1923 ; ; 59
	Disciplina	378.17344678 378.0285
	Soggetti	Education, Higher Educational technology International education Comparative education Education and state Professional education Vocational education Higher Education Digital Education and Educational Technology International and Comparative Education Educational Policy and Politics Professional and Vocational Education

Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	INTRODUCTION -- Chap 1. Data Cultures in higher education: acknowledging complexity -- Chap 2. Data, Society and the University: facets of a complex problem -- FIRST PART -- Exploring reactive data epistemologies in HE and the Society -- Chap 3. Fair learning analytics: design, participation and trans-discipline in the techno-structure -- Chap 4. Beyond just metrics: for a renewed approach to assessment in higher education -- Chap 5. "We used to have fun but then data came into play...": Social media at the crossroads between big data and digital literacy issues -- SECOND PART: -- Exploring proactive data epistemologies in HE and the Society -- Chap 6. Why does open data get underused? A focus on the role of (open) data literacy -- Chap 7. Responsible Educational Technology Research: From Open Science and Open Data to Ethics and Trustworthy Learning Analytics -- Chap 8. Exploring possible worlds: open and participatory tools for critical data literacy and fairer data culture -- THIRD PART -- The challenge ahead -- Chap 9. Toward an ethics of classroom tools: Educating educators for data literacy -- Chap 10. How to integrate data culture in HE: A teaching experience in a Digital competence course -- Chap 11. Teaching Data That Matters: History and Practice -- Chap 12. Critical data literacy in higher education: teaching and research for data ethics and justice -- Chap 13. How stakeholders' data literacy contributes to quality in higher education: a goal-oriented analysis -- Chap 14. Data centres in the university. From tools to symbols of power and transformation -- Chap 15. Conclusion: Building Fair Data Cultures in Higher Education -- AFTERWORD -- Chap 16. For: Data Cultures in Higher Education: Emergent Practices and the Challenge Ahead.
Sommario/riassunto	This collection focuses on the role of higher education institutions concerning datafication as a complex phenomenon. It explores how the universities can develop data literac(ies) shaping tomorrow skills and "formae mentis" to face the most deleterious effects of datafication, but also to engage in creative and constructive ways with data. Notably, the book spots data practices within the two most relevant sides of academics' professional practice, namely, research and teaching. Hence, the collection seeks to reflect on faculty's professional learning about data infrastructures and practices. The book draws on a range of studies covering the higher education response to the several facets of data in society, from data surveillance and the algorithmic control of human behaviour to empowerment through the use of open data. The research reported ranges from literature overviews to multi-case and in-depth case studies illustrating institutional and educational responses to different problems connected to data. The ultimate intention is to provide conceptual bases and practical examples relating to universities' faculty development policies to overcome data practices and discourses' fragmentation and contradictions: in a nutshell, to build "fair data cultures" in higher education.