

1.	Record Nr.	UNISA990002065520203316
	Autore	AZZOLINA, Umberto
	Titolo	Il fallimento e le altre procedure concorsuali
	Pubbl/distr/stampa	Torino : UTET, 1961
	Edizione	[2. ed]
	Descrizione fisica	3 v. ; 24 cm
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	Livello bibliografico	Monografia
2.	Record Nr.	UNINA9910785129903321
	Autore	Selwyn Neil
	Titolo	Schools and schooling in the digital age : a critical analysis / / Neil Selwyn
	Pubbl/distr/stampa	Abingdon, Oxon ; ; New York, NY : , : Routledge, , 2011
	ISBN	9780203840795 0203840798 9781136894077 1136894071 9781136894084 113689408X 9781282898462 1282898469 9786612898464 6612898461
	Edizione	[1st ed.]
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Formato	Materiale a stampa
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Book Cover; Title; Copyright; Contents; Preface and acknowledgements; Part I: High-tech hope and digital disappointment; 1 Revisiting the promise of digital technology and schools; 2 The messy realities of digital technology use in schools; 3 Rethinking digital technology and schools; Part II: Making sense of schools, schooling and digital technology; 4 Digital technology and education policy-making; 5 Digital technology and the privatisations of schooling; 6 Digital technology and the organisational concerns of schools; 7 Digital technology and the lived experiences of teachers and students Part III: What to do with schools in the digital age?; 8 Reconstructing schools and schooling in the digital age; 9 Readjusting schools and schooling in the digital age; References; Index
Sommario/riassunto	This book presents a wide-ranging and critical exploration of a topic that lies at the heart of contemporary education. The use of digital technology is now a key feature of schools and schooling around the world. Yet despite its prominence, technology use continues to be an area of education that rarely receives sustained critical attention and thought, especially from those people who are most involved and affected by it. Technology tends to be something that many teachers, learners, parents, policy-makers and even academics approach as a routine rather than reflective matter. Tackl