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Autore	Cosmacini, Giorgio
Titolo	Il medico ciarlatano : vita inimitabile di un europeo del Seicento / Giorgio Cosmacini
Pubbl/distr/stampa	Roma ; Bari : Laterza, 2001
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Disciplina	133.092 926
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2. Record Nr.	UNISA990002860590203316
Autore	DUHAMEL, Georges
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Disciplina	940.48144
Soggetti	Diari di Guerra - 1914-1918
Collocazione	XV.5. 86
Lingua di pubblicazione	Francese
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Titolo	Innovations in Educational Change : Cultivating Ecologies for Schools / / edited by David Hung, Shu-Shing Lee, Yancy Toh, Azilawati Jamaludin, Longkai Wu
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Centralised-Decentralisation in Singapore Education Policy Making -- 2
Transforming Education for All: Tower Hamlets and Urban District
Education Improvement -- Part 2 Innovation and Change from the
Systems View -- 3 Wide-scale Implementation through Capacity
Building of Senior Leaders: The Case of Teaching Thinking in Israeli
Schools -- 4 Spreading Educational Technology Innovations: Cultivating
Communicaties -- 5 Towards a Framework of Diffusing Education
Innovations at Different Levels of the System -- 6 Community-based
Design Research to Sustain Classroom Innovation with ICT -- Part 3
Innovation and Change from the School View -- 7 Negotiating Policy
Meanings in School Administrative Practice: Practice, Professionalism,
and High Stakes Accountability in a Shifting Policy Environment -- 8
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for Innovation: A National Study of Teachers in England -- 9 Seeding
Change: Growing and Sustaining a School's Culture of Innovativeness
-- 10 Diffusing Innovative Pedagogies in Schools in Singapore: Case
Studies on School Leaders' Diffusion Approaaches and their
Rationalisations -- Part 4 Innovation and Change from the Classroom
and Learner's View -- 11 Exploring the Change in Nature and Efficacy
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Stanford Mobile Inquiry-based Learning Environment (SMILE) -- 12
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Case Study of Nathan -- 13 Conclusion.

Sommario/riassunto

This book offers an ecological perspective to understand the opportunities and complexities of spreading and sustaining educational innovations. It explores the imperatives underpinning educational reforms and identifies the role of schools in developing, disseminating, and sustaining changes in Singapore's educational context. It also includes international case studies that examine the dialectical relationships between structure, people and culture and demonstrate that cultivating ecologies involves leveraging affordances and resources across the education system to create new contexts, synergies and capacities. Further, it argues that educational innovations and reforms also need to consider tacit knowledge and conditions of transfer, which may be ambiguous and challenging. Few books address the nuances and interactions of innovation and change across levels of the education ecology – from the micro (classroom), meso (organisation / school), exo (partners), macro (policy) and chrono (time scales) levels. The ecological perspective adopted in this book explores the dynamic tensions in order to understand the interplays of policy and school-level influences that contextualize school innovations. By presenting multiple voices and views, it allows impediments and affordances of innovation diffusion to be discussed holistically, which is an integral caveat for nurturing a sustainable ecology that enables innovations.
