1.	Record Nr.	UNISA996212364603316
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	Nota di contenuto	Electronic Technologies and Instruction: Tools, Users, and Power; Contents; Introduction; Knowledge Building and Knowledge Access: Teaching with Electronic Tools; Articles; Interactive Courseware in Anthropology Classrooms; Hypertext Indexing Applied to Computer-Mediated Conferencing and Teaching: An Aid to Group Memory; Distance Education in Anthropology: Telecourses as a Teaching Strategy; The Interpenetration of Technology and Institution: An Assessment of an Educational Computer Conferencing System; When Freedom of Choice Fails: Ideology and Action in a Secondary School Hypermedia Project CommentariesRomancing the User: Hi-Tech Teaching in Anthropology and Industry; Technology for Failure: Skeptical Perspectives on Alternate and Hi-tech Teaching Methodologies; About the Contributors
	Sommario/riassunto	NAPA Bulletin is a peer reviewed occasional publication of the National Association for the Practice of Anthropology, dedicated to the practical problem-solving and policy applications of anthropological knowledge and methods.peer reviewed publication of the National Association for

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2. **Record Nr.**   UNINA9910548271903321

   Autore   Dell'Anna Silvia

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   Sommario/riassunto   In the last two decades, the topic of evaluation of the quality of educational systems has become central in the national and international arena. Evaluation is seen as a tool to verify the effectiveness and sustainability of the systems with the aim of improvement. In the Italian context, inclusion is a key principle of the school system, at all levels of education and encompasses various factors: from nursery school to university, from classroom teaching to school organisation and policies. For this reason, the evaluation of the school system cannot be separated from that of inclusive education. This book presents an overview of current evaluation systems and the state of implementation and research on school inclusion. The analysis highlights the multiple interconnections between the general evaluation of the school system and the evaluation of school inclusion, and aims to unify them through a new and original ecological approach that promotes a recursive and generative link between practice, research and evaluation. The book is addressed to researchers working in the field of educational evaluation and school inclusion, as well as teachers,

principals and other education professionals who seek a collaborative, participatory and transformative evaluation system.