

1. Record Nr.	UNINA990000251850403321
Autore	Freiberger, Walter
Titolo	A course in computational probability and statistics / Walter Freiberger, Ulf Grenander
Pubbl/distr/stampa	New York [etc.] : Springer-Verlag, 1971
ISBN	0-387-90029-2
Descrizione fisica	xii, 153 p. ; 26 cm
Collana	Applied mathematical sciences ; 6
Altri autori (Persone)	Grenader, Ulf
Disciplina	519
Locazione	MAS DINAE FI1 MA1
Collocazione	MXXI-B-10 09 042-014 18-130 C-33-(6
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

2. Record Nr.	UNINA9910554874303321
Titolo	Accessibility or reinventing education / / edited by Serge Ebersold
Pubbl/distr/stampa	Hoboken, New Jersey : , : John Wiley and Sons Inc, , [2021] ©2021
ISBN	1-119-81793-5 1-119-81794-3
Descrizione fisica	1 online resource (254 pages) : illustrations
Disciplina	379.26
Soggetti	Children with disabilities - Education Educational equalization Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	Cover -- Half-Title Page -- Title Page -- Copyright Page -- Contents -- Introduction -- PART 1 Accessibility as a Societal Imperative -- 1 The Accessibility Imperative: Outlines and Implications -- 1.1. Introduction -- 1.2. Accessibility, or school as a social protection vector -- 1.3. Accessibility, an imperative focused on the ergonomization of practices -- 1.3.1. Preventing vulnerabilities through a universal approach to accessibility -- 1.3.2. An integrated approach to accessibility targeting the fight against educational failure -- 1.3.3. A corrective approach to accessibility aimed at restoring school legitimacy -- 1.4. An ergonomization of practices related to the fight against institutional discrimination -- 1.5. Accessibility, or the advent of new forms of normativity -- 1.6. Conclusion -- 1.7. References -- 2 Inclusion and Accessibility: 50 Years of Change -- 2.1. Introduction -- 2.2. Developing a continuum of support for promoting accessible learning environments -- 2.3. Developing accessible learning environments -- results of international case studies -- 2.3.1. Recognizing and planning for diversity -- 2.3.2. Using evaluation for improvement -- 2.3.3. Professional development of staff -- 2.3.4. External support services -- 2.3.5. Within-school services -- 2.3.6. Co-operation between schools -- 2.3.7. Parental and community

involvement -- 2.3.8. Whole-school development organization and management strategies -- 2.3.9. Curriculum development -- 2.3.10. Classroom organization -- 2.4. Promoting accountable education systems supporting accessible learning environments -- 2.5. Conclusion -- 2.6. References -- 3 Accessibility Requirements and Evaluation Policies -- 3.1. Introduction -- 3.2. New governance of education systems based on performance and social justice -- 3.3. Evaluation: intellectual movements and political discourse. 3.4. Assessment policies and the accessibility imperative -- 3.5. Conclusion -- 3.6. References -- PART 2 How Do Schools Meet the Accessibility Imperative? -- 4 Educational Accessibility: A Catalyst for Innovative Practices -- 4.1. Introduction -- 4.2. The heuristics of innovative teaching practices -- 4.2.1. The catalytic potential of innovative forces and practices -- 4.3. School environments and the pedagogical imperative of accessibility -- 4.3.1. The grouping of learners -- 4.3.2. The grouping of professionals -- 4.3.3. The planning of learning and its collocation over time -- 4.3.4. Pedagogies and assessment practices -- 4.4. Collaboration and accessibility: beyond "mainstream" and "special" -- 4.4.1. An emergency condition -- 4.5. References -- 5 School Form and Pedagogical and Didactic Accessibilization -- 5.1. Introduction -- 5.2. Characteristics of the school form -- 5.3. Practical ways of making school situations more accessible -- 5.3.1. Study aid gestures -- 5.3.2. The use of digital tools -- 5.3.3. Pedagogical and didactic adaptations -- 5.4. Elements for reflection on a model of analysis of teachers' gestures and postures with a view to accessibilization -- 5.5. Conclusion -- 5.6. References -- 6 The Contribution of ICT to Accessible Learning Environments -- 6.1. Introduction -- 6.2. Clarifications on the terminology -- 6.3. ICT to develop accessible learning environments - more than a purchasing decision -- 6.4. Embedding ICT in educational organizations to promote accessible learning environments -- 6.5. The transformation of teaching -- 6.6. Learners becoming accountable for their learning -- 6.7. Conclusion -- 6.8. References -- 7 The Reconfiguration of the Teaching Profession within the Dynamics of Accessibility -- 7.1. Introduction -- 7.2. From the "special" professional to the educational accessibility professional. 7.3. A new professionalism that reconfigures teaching legitimacy -- 7.4. New dimensions of the profession -- 7.5. Teachers' requests and concerns -- 7.6. Conclusion: new issues, new questions -- 7.7. References -- PART 3 Accessibility, or Reconfiguration of Academic Difficulties -- 8 Modes of Accessibilization and the Redefinition of Schooling in Accessibility -- 8.1. Introduction -- 8.2. Accessibility as a source of democratization through compensatory policies? -- 8.3. Accessibility as a source of efficiency and equity, in the name of combating exclusion? -- 8.4. Accessibility as a source of inclusion, to maximize opportunities? -- 8.4.1. A profusion of categories and devices -- 8.4.2. An individualizing and essentializing reading of school productions -- 8.4.3. Transformation of the curriculum and school culture -- 8.5. Conclusion -- 8.6. References -- 9 Externalized Teaching Units: A Tool for Making School Institutions More Accessible? -- 9.1. Introduction -- 9.2. Making the school environment more accessible through subcontracting -- 9.3. Hierarchical access to the facility -- 9.4. Conclusion -- 9.5. References -- 10 Social Figures of Allophony, Approaches to Accessibility and Social Inequalities -- 10.1. Introduction -- 10.2. Two approaches to accessibility: a dual staging of school legitimacy -- 10.3. The principles of justice underlying the various approaches to school accessibility -- 10.4. Conclusion: accessibilization strategies as a source of educational inequalities --

10.5. References -- 11 The Grammar of Accessibility -- 11.1. Introduction -- 11.2. Access as social visibility -- 11.2.1. Access as "taking part" -- 11.2.2. Access as "being part" -- 11.2.3. Access as "acting on" -- 11.2.4. Access as a "sense of existing" -- 11.3. Accessibility as social legibility -- 11.3.1. A finalist approach to the concept of accessibility. 11.3.2. A procedural approach to the concept of accessibility -- 11.3.3. An ergonomic approach to the concept of accessibility -- 11.4. The concept of accessibilization as social legitimacy -- 11.4.1. Accessibilization refers to the institutional legitimization of facilities -- 11.4.2. Accessibilization builds upon the legitimization of the schooling process -- 11.4.3. Accessibilization results from the driving force of conventions -- 11.4.4. Accessibilization is correlated with agents' art of creating -- 11.5. Conclusion -- 11.6. References -- List of Authors -- Index -- EULA.

3. Record Nr.	UNISALENTO991002721969707536
Autore	Ritsos, Giannes
Titolo	To parathyro / Giannes Ritsos
Pubbl/distr/stampa	Athena : Kedros, 1970
Edizione	[2. ekd.]
Descrizione fisica	16 p. : ill. ; 25 cm
Disciplina	881
Lingua di pubblicazione	Greco Moderno
Formato	Materiale a stampa
Livello bibliografico	Monografia