

Cultura E Professionalit Educative Nella Societ Complessa

This volume celebrates the twenty-five years of courageous and fruitful communications ministry of the Interdisciplinary Centre for Social Communications (CICS) at the Pontifical Gregorian University in Rome, with articles contributed by pioneers, professors and ex-students. Those who founded CICS wanted to make a specific contribution to the Church and developed a communications formation with an interdisciplinary approach, relating it to the major disciplines taught at the University, such as theology, philosophy, missiology and social sciences.

Includes section, "Recent book acquisitions" (varies: Recent United States publications) formerly published separately by the U.S. Army Medical Library.

How do we articulate the possibilities, limitations and challenges of inclusive schooling and education in African contexts? This book insists that inclusive education cannot be taken for granted. Inclusion is neither a natural nor a given educational practice. It must be struggled for. Bringing a critical perspective to inclusive schooling and education is imperative. This book adds to current educational debates with an African lens. It engages inclusive education from multiple lenses of curriculum content, classroom pedagogy and instruction, representation, culture, environment and the socio-organization life of schools, the pursuit of equity and social justice and the search for educational relevance. It is opined that Africa cannot be left behind in rethinking educational inclusion in ways that evoke critical questions of power, equity and social difference. The question of learner's identity in terms of class, gender, sexuality, (dis)ability, language, ethnicity and race are equally consequential for African schooling and education. When inclusion is understood as wholeness of education, then how schooling and education engage the complete learner – her/his body, mind, soul and spirit, as well as the use of local community and Indigenous knowledges in teaching and learning become relevant. Inclusion stands the risk of liberal educational agendas that simply tinker or toy with schooling and education and hardly embrace the challenge of educational change. What we need is a fundamental structural change that ensures schooling and education embraces difference while grappling with the teaching of Indigeneity, decolonization and resistance.

The production of this book stems from two of the editors' longstanding research interests: the representation of architecture in print media, and the complex identity of the second phase of modernism in architecture given the role it played in postwar reconstruction in Europe. While the history of postwar reconstruction has been increasingly well covered for most European countries, research investigating postwar architectural magazines and journals across Europe – their role in the discourse and production of the built environment and particularly their inter-relationship and differing conceptions of postwar architecture – is relatively undeveloped. Modernism and the Professional Architecture Journal sounds out this territory in a new collection of essays concerning the second phase of the reception and assimilation of modernism in architecture, as it was represented in professional architecture journals during the period of postwar reconstruction (1945–1968). Professional architecture journals are often seen as conduits of established facts and knowledge. The role mainstream publications play, however, in establishing 'movements', 'trends' or 'debates' tends to be undervalued. In the context of the complex undertaking of postwar reconstruction, the shortage of resources, political uncertainty and the biographical complexities of individual architects, the chapters on key European architecture journals collected here reveal how modernist architecture, and its discourse, was perceived and disseminated in different European countries.

International Educational and Cultural Exchange

Bibliography of the History of Medicine

Research in Education

Inclusive Education in African Contexts

Tuscan Dioceses in the First Century of Seminary Education

Authority, Gender, and Midwifery in Early Modern Italy

It is clearly illogical to search for one good, universal solution for multilingual education when educational contexts differ so widely due to demographic and social factors. The situation is further complicated by the motivations of learners and teachers, and by attitudes towards multilingualism and 'otherness'. The studies in this volume seek to investigate not only what certain solutions and practices are 'good', but also when and for whom they make sense. The book covers a wide range of Western multilingual contexts, and uncovers common theoretical practices, shared aims and preoccupations, and often similar solutions, within seemingly diverse contexts. In addition to chapters based on empirical data, this book offers theoretical contributions in the shape of a discussion of the appropriateness of L1-Ln terminology when discussing complex multilingual realities, and looks at how the age factor works in classroom settings.

"This book will examine how individuals and organizations are using Web 2.0 tools to create informal learning and professional development opportunities"-- Provided by publisher. Object-Based Learning and Well-Being provides the first explicit analysis of the combined learning and well-being benefits of working with material culture and curated collections. From the widely acclaimed Engaging the Senses, this volume explicitly explores the connection between the value of material culture for both learning and well-being. Bringing together scholars and practitioners from eight countries on four continents, the book analyses the significance of curated collections for structured cultural interventions that may bring both educational and well-being benefits. Topics covered include the role of material culture in relation to mental health; sensory impairments; and general student and teacher well-being. Contributors also discuss how collections can be employed to positively address questions of identity and belonging relating to marginalisation, colonialism and forced displacement. Object-Based Learning and Well-Being should be a key first point of reference for academics and students who are engaged in the study of object-based learning, museums, heritage, health and well-being. The book has a particular interest to practitioners working in higher education, or those working in the cultural, heritage, museums and health sectors.

Much more than simply recording events, pedagogical documentation is a revolutionary educational approach that enables practitioners to capture and understand the ways in which children learn and think. Exploring the use of pedagogic documentation across five different cultures, this book offers a unique insight into the conditions and methods through which pedagogic documentation might become an effective means of connecting teaching and learning. By drawing on theory, research-based evidence and practice, *Understanding Pedagogic Documentation in Early Childhood Education* reveals pedagogic documentation as an instigator for critical reflection on practice, for the creation of new pedagogical approaches and improvements. Observing and documenting the lived educational experience of children and practitioners is emphasised as a means of acknowledging their voice and rights, of revealing their knowledge, their competences, their attitudes and dispositions to learning. Offering contextualised approaches and considering the challenges involved in observing and documenting day-to-day practice in early childhood settings, chapters encourage professionals to reflect and recognise the value of documentation for children, staff members and the wider community. Making a contribution to the debates on pedagogical documentation, *Understanding Pedagogic Documentation in Early Childhood Education* offers researchers, students, policy-makers and professionals a comprehensive, and multicultural perspective on pedagogical documentation.

Modernism and the Professional Architecture Journal

Reporting, Editing and Reconstructing in Post-War Europe

Smart Education and Smart e-Learning

A Critical Reader

Pathways to Professionalism in Early Childhood Education and Care

Rethinking Professional Issues in Special Education

Virtual teams are work arrangements where team members are geographically dispersed and work interdependently using electronic communication media to accomplish one or more organizational tasks. Over the past several decades, there has been an explosive growth in organizational use of virtual teams to organize work. In the competitive market, virtual teams represent a growing response to the need for faster time to market, low cost, and rapid solutions to complex organizational problems. Organizations are increasingly investing in virtual teams to enhance their performance and competitiveness. However, there are unsolved issues of design and implementation of collaboration technologies for virtual teams and their collaborative convergence. Collaborative Convergence and Virtual Teamwork for Organizational Transformation is an innovative collection of research that analyzes and discusses successful organizational transformation that requires a holistic understanding of the issues linked to team and workplaces, communication and integration, technological barriers, and sociocultural factors. The chapters highlight topics such as collaboration technologies in virtual teamwork, collaboration technologies' impact on organizational transformation, as well as web-based tools, collaborative learning tools, group decision support systems, workflow automation systems, and more. This book is ideally intended for business professionals, managers and practitioners, stakeholders, researchers, academicians, and students looking for the latest research in virtual teamwork and its impact on organizational transformation.

An integrated approach to investigate, create, and propose a model for the value creation of cultural products is essential in maintaining its connection with e-relationship marketing; this examination is important in recognizing a common perspective. The Handbook of Research on Management of Cultural Products: E-Relationship Marketing and Accessibility Perspectives examines the potential value of cultural products and how the support of new technologies can enable non-conventional and social-media marketing relationships. This book aims to highlight an emerging subject area in the field of financial management, management of value creation, and marketing that will be essential for scientists, researchers, and practitioners.

This book reflects and extends the great debates that schools, colleges, and universities are having in response to the profound moral conflicts and personal questions facing professionals today: What should we teach our students? What values should we communicate and nurture? What should be the role of the traditional liberal arts in professional education? How should schools and colleges respond to the demands of women and minorities for a more inclusive curriculum? The authors explore ongoing theoretical and practical considerations of graduate professional education through the ethical and social issues facing professionals in public service. Administrators, teachers, counselors, nurses, or lawyers are recognizing that they face similar questions about their personal and professional lives: Is it possible to sustain a set of fully human values as a practicing professional? As a member of a public organization, how does one deal with dilemmas involving conflicting priorities and ambiguous goals? The authors responses to these questions are presented as themes, describing connections between curriculum and pedagogy. They have designed an approach to ethical and social questions respectful of the contributions of adult learners and the need to provide diverse perspectives.

This book explores the fascinating and complex interactions between the ways that culture and education operate within and across societies. In some cases, education is imagined as an integrated part of general cultural phenomena; in others, educational interventions become the means for transforming the cultural circumstances of different populations. The contributors to this volume show how certain educational

practices produce new cultural and professional knowledge; discuss the impacts of initially foreign educational ideas and institutions on established cultural institutions in very different societies; and explore the impacts of modernity and modern educational ideas on more traditional gendered and religious practices and communities. The book also provided striking examples of when these impacts were not benign. Increasingly powerful twentieth-century governments attempted to use education and schools to produce new, reformed citizens suitable for their newly created colonial, national, socialist, and fascist states. The expectation was that cultural and social transformation might be engineered, in major part, through schooling. This book was originally published as a special issue of Paedagogica Historica.

Federal Register

Resources in Education

Teaching and Learning in Multilingual Contexts

Understanding Pedagogic Documentation in Early Childhood Education

Object-Based Learning and Well-Being

Poet-Artists around the Court of Florence (1537–1587)

This open access book explores cultural competence in the higher education sector from multi-disciplinary and inter-disciplinary perspectives. It addresses cultural competence in terms of leadership and the role of the higher education sector in cultural competence policy and practice. Drawing on lessons learned, current research and emerging evidence, the book examines various innovative approaches and strategies that incorporate Indigenous knowledge and practices into the development and implementation of cultural competence, and considers the most effective approaches for supporting cultural competence in the higher education sector. This book will appeal to researchers, scholars, policy-makers, practitioners and general readers interested in cultural competence policy and practice.

This volume addresses the key issue of the initial education and lifelong professional learning of teachers of mathematics to enable them to realize the affordances of educational technology for mathematics. With invited contributions from leading scholars in the field, this volume contains a blend of research articles and descriptive texts. In the opening chapter John Mason invites the reader to engage in a number of mathematics tasks that highlight important features of technology-mediated mathematical activity. This is followed by three main sections: An overview of current practices in teachers' use of digital technologies in the classroom and explorations of the possibilities for developing more effective practices drawing on a range of research perspectives (including grounded theory, enactivism and Valsiner's zone theory). A set of chapters that share many common constructs (such as instrumental orchestration, instrumental distance and double instrumental genesis) and research settings that have emerged from the French research community, but have also been taken up by other colleagues. Meta-level considerations of research in the domain by contrasting different approaches and proposing connecting or uniting elements

This volume collects most recent work on the role of technology in mathematics education. It offers fresh insight and understanding of the many ways in which technological resources can improve the teaching and learning of mathematics. The first section of the volume focuses on the question how a proposed mathematical task in a technological environment can influence the acquisition of knowledge and what elements are important to retain in the design of mathematical tasks in computing environments. The use of white smart boards, platforms as Moodle, tablets and smartphones have transformed the way we communicate both inside and outside the mathematics classroom. Therefore the second section discussed how to make efficient use of these resources in the classroom and beyond. The third section addresses how technology modifies the way information is transmitted and how mathematical education has to take into account the new ways of learning through connected networks as well as new ways of teaching. The last section is on the training of teachers in the digital era. The editors of this volume have selected papers from the proceedings of the 65th, 66th and 67th CIEAEM conference, and invited the correspondent authors to contribute to this volume by discussing one of the four important topics. The book continues a series of sourcebooks edited by CIEAEM, the Commission Internationale pour l'Étude et l'Amélioration de l'Enseignement des Mathématiques / International Commission for the Study and Improvement of Mathematics Education.

This book presents a state-of-the-art of EMI research in European higher education over the last twenty years, offering a comprehensive comparative analysis toward identifying gaps in our understanding of relevant theories, research, and practice. Molino, Dimova, Kling, and Larsen argue for the need to take stock of the progression of EMI research in European HE in order to consolidate scholarship and better inform EMI implementation in new contexts. Each chapter focuses on a different aspect of EMI implementation, including policies, attitudes, language use, assessment, training, learning outcomes, identity, and intercultural communication across five different countries: Denmark, Croatia, Italy, the Netherlands, and Spain. The book brings together the authors' collective work on an annotated database of over 200 resources, featuring a range of publications of varying format, type, and language, as well as information on relevant research questions, methodologies, and findings. This detailed approach allows in-depth discussions on the most widely researched areas in EMI as well as those under-explored toward outlining a way forward for future research in both the European higher education context and on a global scale. This book will be key reading for scholars working in English-medium instruction, World Englishes, English as an international language, English as a lingua franca, and applied linguistics.

International Handbook of Interpretation in Educational Research

Reforming Priests and Parishes

Education, Technology and Industrial Performance in Europe, 1850-1939

Technical Writing, Presentational Skills, and Online Communication: Professional Tools and Insights

National Union Catalog

Current List of Medical Literature

This book provides a comprehensive overview of empirical studies based on various approaches devoted to examining the interpersonal argumentative processes involved in different contexts. It also identifies context-dependent similarities and differences in the ways in which argumentative interactions are managed by individuals in a range of educational and professional settings. How can some forms of negotiation, change and debate result from engaging in interpersonal processes during argumentation? How do interpersonal dimensions affect the interdependencies between argumentative exchanges and construction of knowledge and skills? The book clarifies these open questions by providing a discussion of theoretical and empirical issues at the forefront of research, in order to provide a

view of how interpersonal argumentation in educational and professional contexts is actually questioned and investigated. It offers readers an opportunity to discover the crucial importance of an in-depth understanding of the role and functions played by the interpersonal dynamics within argumentative interactions occurring in a wide range of educational and professional contexts.

Authority, Gender, and Midwifery in Early Modern Italy: Contested Deliveries explores attempts by church, state, and medical authorities to regulate and professionalize the practice of midwifery in Italy from the late sixteenth to the late eighteenth century. Medical writers in this period devoted countless pages to investigating the secrets of women's sexuality and the processes of generation. By the eighteenth century, male practitioners in Britain and France were even successfully advancing careers as male midwives. Yet, female midwives continued to manage the vast majority of all early modern births. An examination of developments in Italy, where male practitioners never made successful inroads into childbirth, brings into focus the complex social, religious, and political contexts that shaped the management of reproduction in early modern Europe. *Authority, Gender, and Midwifery in Early Modern Italy* argues that new institutional spaces to care for pregnant women and educate midwives in Italy during the eighteenth century were not strictly medical developments but rather socio-political responses both to long standing concerns about honor, shame, and illegitimacy, and contemporary unease about population growth and productivity. In so doing, this book complicates our understanding of such sites, situating them within a longer genealogy of institutional spaces in Italy aimed at regulating sexual morality and protecting female honor. It will be of interest to scholars of the history of medicine, religious history, social history, and Early Modern Italy.

"This book is a collection of work to assist any professional who needs to deal with ethical issues, write up a technical project, give or develop a presentation, or write material for an online audience"--Provided by publisher.

Pathways to Professionalism in Early Childhood Education and Care is concerned with a growing interest from policy and research in the professionalisation of the early childhood workforce. Illustrated by in-depth case studies of innovative and sustainable pathways to professionalisation, it recognises the importance of a systemic approach to professionalisation across all levels of the early childhood. The authors of this wide-ranging book share insights of professionalism from various European countries and suggest that professionalism in early childhood unfolds best in a 'competent system'. This book considers a broad range of international issues including Continuous professional support and quality Early Childhood education and care staff with different qualifications in professional development processes. How personal attitudes and competence of educators are related to the wider system of competent teams, leadership, collaboration across services and competent governance. From research to policy: the case of early childhood and care *Pathways to Professionalism in Early Childhood Education and Care* is a crucial and fascinating read for professionals working in the sector and contributes to broadening views on what professionalism in early childhood can mean within a 'competent system'.

Networked Sociability and Individualism: Technology for Personal and Professional Relationships

Phenomenology and Human Science Research Today

New Apelleses and New Apollos

E-Relationship Marketing and Accessibility Perspectives

Australian Perspectives, Policies and Practice

Historical Abstracts

This book breaks new ground by illuminating the key role of verse-writing as a cultural strategy on the part of Italian Renaissance artists. It does so by undertaking a wide-ranging study of poems by painters, sculptors, architects, and goldsmiths who were active in Florence under Cosimo I and Francesco I de' Medici - a milieu in which many practitioners of the visual arts appropriated the literary medium to address issues related to their primary professions. New Apelleses, and New Apollos intervenes in the burgeoning scholarly discourse on the intellectual life of artists in early modern Italy, revealing how poetry often provides fresh insights into art-theoretical debates, patronage questions, workshop cultures, issues of professional identity, and networks of personal relations.

The recent popularity of Social Network Sites (SNS) shows that there is a growing interest in articulating, making visible, and managing personal or professional relationships through technology-enabled environments. Networked Sociability and Individualism: Technology for Personal and Professional Relationships provides a multidisciplinary framework for analyzing the new forms of sociability enabled by digital media and networks. This book focuses on a variety of social media and computer-mediated communication environments with the aim of identifying and understanding different types of social behavior and identity expression.

This handbook focuses on the often neglected dimension of interpretation in educational research. It argues that all educational research is in some sense 'interpretive', and that understanding this issue belies some usual dualisms of thought and practice, such as the sharp dichotomy between 'qualitative' and 'quantitative' research. Interpretation extends from the very framing of the research task, through the sources which constitute the data, the process of their recording, representation and analysis, to the way in which the research is finally or provisionally presented. The thesis of the handbook is that interpretation cuts across the fields (both philosophically, organizationally and methodologically). By covering a comprehensive range of research approaches and methodologies, the handbook gives (early career) researchers what they need to know in order to decide what particular methods can offer for various educational research contexts/fields. An extensive overview includes concrete examples of different kinds of research (not limited for example to 'teaching' and 'learning' examples as present in the Anglo-Saxon tradition, but including as well what in the German Continental tradition is labelled 'pädagogisch', examples from child rearing and other contexts of non-formal education) with full description and explanation of why these were chosen in particular circumstances and reflection on the wisdom or otherwise of the choice - combined in each case with consideration of the role of interpretation in the process. The handbook includes examples of a large number of methods traditionally classified as qualitative,

interpretive and quantitative used across the area of the study of education. Examples are drawn from across the globe, thus exemplifying the different 'opportunities and constraints' that educational research has to confront in different societies.

This book contains the contributions presented at the 2nd international KES conference on Smart Education and Smart e-Learning, which took place in Sorrento, Italy, June 17-19, 2015. It contains a total of 45 peer-reviewed book chapters that are grouped into several parts: Part 1 - Smart Education, Part 2 - Smart Educational Technology, Part 3 - Smart e-Learning, Part 4 - Smart Professional Training and Teachers' Education, and Part 5 - Smart Teaching and Training related Topics. This book can be a useful source of research data and valuable information for faculty, scholars, Ph.D. students, administrators, and practitioners - those who are interested in innovative areas of smart education and smart e-learning.

Early Childhood Education and Change in Diverse Cultural Contexts

An International Perspective on Technology Focused Professional Development

Collaborative Convergence and Virtual Teamwork for Organizational Transformation

Exploring Material Connections

Methodologies and Practices

Italian Books and Periodicals

Presents state-of-the-art research and teaching into the study of corruption and those affected by it. Analyzes the benefits and disadvantages of various teaching methodologies in universities, police academies, and crime victim services.

A study of diocesan seminaries in Arezzo, Siena, Volterra and Lucca, from 1563-1660s, this book considers financial, educational, and religious perspectives. Florence, Montepulciano, Pienza, and Pisa provide context. Most have never been treated in English, and no comparative study exists. This book examines advanced scientific and technical education in seven European countries and the USA between the mid nineteenth century and the 1930s. It seeks to replace the notion of a simple education-industry interaction by a broader perspective where not only educational institutions and industrial employers, but also government, professional bodies and private patrons have made contributions.

Provides students preparing for careers as special educators with an analysis of some of the basic professional and policy issues being rethought in the context of the beginning of the 21st century.

Sociolinguistic and Educational Perspectives

Cases on Technologies for Teaching Criminology and Victimology: Methodologies and Practices

Cultural Competence and the Higher Education Sector

Professional training of archivists

Contested Deliveries

The Evolution of EMI Research in European Higher Education

Includes entries for maps and atlases.

This volume focuses on the different passages and transitions in Vocational Education and professional work life. Exploring the personal experiences of coping with the transition from school to vocational education, vocational education to work, and - finally - within work life, the book takes account of the rapidly changing conditions under which these processes take place.

Change is now a dominant feature of early childhood systems around the globe and many countries are currently facing significant economic, social and political developments that bring additional challenges that teaching and learning practices need to be able to respond to in a positive and effective way. Early Childhood Education and Change in Diverse Cultural Contexts examines how the educational systems in different countries respond to this change agenda, what they prioritise and how they deal with the adjustment process. Based on original and cutting-edge research and drawing upon diverse theoretical approaches, the book analyses new policies and pedagogical practices in a wide range of different cultural contexts. With contributions from Great Britain, the USA, Finland, Sweden, Iceland, Estonia, New Zealand, South Africa and Singapore, this volume examines how educators might be able to innovate and respond positively to the shifting social and cultural situations in these contexts and others like them. Focusing on early childhood policy, professionalism and pedagogy, the book stimulates debate and dialogue about how the field is moving forward in the 21st century. Early Childhood Education and Change in Diverse Cultural Contexts should be essential reading for academics, researchers and postgraduate students engaged in the study of early childhood education, childhood studies and comparative education. Providing practical examples of how educational systems and educators might respond to change imperatives, the book should also be of great interest to teacher educators, current and pre-service teachers and policymakers around the world.

Ethical and Social Issues in Professional Education

Gender and Culture in Acts of Composing

A C.I.E.A.E.M. Sourcebook

Interpersonal Argumentation in Educational and Professional Contexts

Looking Back to Culture Through Education

The Mathematics Teacher in the Digital Era