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this book explores how constitutional courts have transformed communication and overcome their reluctance to engage in direct dialogue with citizens how has the information revolution affected the relationship of constitutional courts with the public and the media the book looks in detail at the communication strategies of the us supreme court the supreme court of canada and in europe the german federal constitutional tribunal the french conseil constitutionnel and the italian constitutional court arguing that when it comes to the relationship between courts and the media different jurisdictions share many similarities it focuses on the consequences of the communication revolution of courts both in terms of their relationship with public opinion and of the legitimacy of judicial review of legislation some constitutional courts have attracted criticism by engaging in proactive communication and therefore arguably yielding to the temptation of public support the book argues that objections to the developing institutional communications employed by courts come from a preconceived notion of public opinion it considers the burden the communication revolution has placed on constitutional courts to achieve a balance between transparency and seclusion proximity and distance from public opinion it puts forward important arguments for how this balance can be achieved the book will interest scholars in constitutional law and public comparative law sociologists historians political scientists and scholars of media law and communication studies

quattro riforme in quindici anni non hanno cambiato in meglio la scuola italiana ancora troppi giovani non raggiungono il diploma o una qualifica professionale e se ne laureano la metà della media europea la comparazione internazionale mostra che le competenze dei nostri studenti lasciano a desiderare in molte zone del paese non si riducono i divari territoriali e neppure le diseguaglianze sociali l'innalzamento del livello di istruzione delle giovani generazioni non è soltanto una questione di giustizia sociale È diventato anche un rilevante problema economico che alimenta un circolo vizioso in cui datori di lavoro poco scolarizzati cercano lavoratori poco qualificati da pagare sempre meno e troppi giovani lasciano la scuola anzitempo per mettersi in coda alla ricerca di lavori qualunque anche i pochi laureati faticano a trovare buone occupazioni e altri giovani decidono di non intraprendere studi universitari che promettono un futuro incerto in questo volume le autrici mettono in fila alcune questioni sulla scuola che richiedono interventi urgenti e strutturali e su cui esiste a livello internazionale un consenso generalizzato ma hanno anche voluto dare evidenza a segnali

importanti di un cambiamento che nella scuola sta avvenendo silenziosamente nonostante il grave disinvestimento di risorse che ha dovuto subire non servono grandi strategie per cambiare la scuola ma la capacità e la pazienza di predisporre le risorse e condividere le regole che consentano a docenti allievi famiglie datori di lavoro associazioni e istituzioni locali di creare ambienti di apprendimento che vadano oltre i muri spesso fatiscenti delle scuole assumendosi ognuno la propria parte di responsabilità e mettendosi insieme al lavoro

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this book draws on important original transdisciplinary research to address a wide range of issues relating to the remodeling of existing schools for pre teenagers to fit them to various novel teaching models e g collaborative learning ict integration and out of classroom working and to create effective educational environments for the future the strong relationship between people s wellbeing physical environment and student learning in schools has already been extensively studied in international research at the same time a number of different scenarios of possible innovations are now emerging and these require conscious choices in terms of designing both the ways and the places where educational processes can be developed the principal focus of this research was the relationship between infrastructure activities and school communities the book is divided into three sections the first of which discusses conceptual aspects and outlines innovative renewal strategies the second section describes a participatory research process developed in five case studies of lower secondary or middle schools with the aim of updating our knowledge about such schools and identifying emerging issues the last section presents case studies operational tools and design strategies that aid decision making and support interventions to renew school facilities the book is intended mainly for scholars of architecture and education but is also of interest to a wider readership including principals teachers designers decision makers in school communities and heads of municipal education departments

this book explores a series of issues related to the current state objectives and future trends of collaborative learning provided by publisher

these proceedings represent the work of contributors to the 24th european conference on knowledge management eckm 2023 hosted by iscte instituto universitário de lisboa portugal on 7 8 september 2023 the conference chair is prof florinda matos and the programme chair is prof Álvaro rosa both from iscte business school iscte instituto universitário de lisboa portugal eckm is now a well established event on the academic research calendar and now in its 24th year the key aim remains the opportunity for participants to share ideas and meet the people who hold them the scope of papers will ensure an interesting two days the subjects covered illustrate the wide range of topics that fall into this important and ever growing area of research the opening keynote presentation is given by professor leif edvinsson on the topic of intellectual capital as a missed value the second day of the conference will open with an address by professor noboru konno from tama graduate school and keio university japan who will talk about society 5 0 knowledge and conceptual capability and professor jay liebowitz who will talk about digital transformation for the university of the future with an initial submission of 350 abstracts after the double blind peer review process there are 184 academic research papers 11 phd research papers 1 masters research paper 4 non academic papers and 11 work in progress papers published in these conference proceedings these papers represent research from australia austria brazil bulgaria canada chile china colombia cyprus czech republic denmark finland france germany greece hungary india iran iraq ireland israel italy japan jordan kazakhstan kuwait latvia lithuania malaysia méxico morocco netherlands norway palestine peru philippines poland portugal romania south africa spain sweden switzerland taiwan thailand tunisia uk united arab emirates and the usa

this book offers a linguistic ethnographic account of secondary schooling in umbria italy examining the complex intersection of language socioeconomic class social persona and school choice to provide a holistic portrait of the situatedness of student success the book explores the everyday sociolinguistic practices at the three types of italian secondary schools in umbria the lyceum the technical institute and the vocational school and the language ideologies and de facto language policies associated with them an analysis of narrative interviews and classroom discourse unpacks the ways in which students are socialized by both peers and teachers into specific academic discourses and specialized forms of knowledge throughout their school careers in those close analyses of the micro interactional contexts of three classrooms drawing on a corpus of naturally occurring classroom discourse the volume illuminates the ways in which certain forms of talk are exalted while others policed and how students either submit to or resist the social labels

ascribed to them this account contributes new insights into the ways in which educational institutions are constructed and maintained via talk this book will be of interest to students and scholars interested in educational linguistics linguistic anthropology classroom discourse streamed tracked education systems and education policy

this collection brings together a diverse group of scholars from throughout the world who have grappled with and investigated the impact of the covid 19 crisis on the lives of young children profound changes have occurred in all facets of early childhood education and care ecec young children and their families college students enrolled in teacher preparation programs inservice teachers caregivers and postsecondary faculty have endured prolonged periods of quarantine disruption stress and grief precipitated by the pandemic these consequences have been even more challenging for individuals and groups who were already struggling or marginalized prior to the advent of the coronavirus collectively the chapter authors draw upon findings from their research and insights gleaned from professional experiences to recommend ways of providing high quality programs despite persistent global health threats

si esaminano le principali normative che regolano il sistema dell'istruzione sia a livello sovranazionale che nazionale proponendo una disamina sintetica di progetti già realizzati e di quelli in corso d'opera diretti alla digitalizzazione delle lezioni data la vastità dell'argomento si è posto il focus su di una specifica tipologia di scuola istituto secondaria superiore ad indirizzo professionale socio sanitario ubicato in una zona ad alto tasso di immigrati soprattutto donne la scuola si caratterizza per la mancanza di ore curricolari dedicate all'informatica la metodologia è consistita nella somministrazione di due diversi questionari anonimi semi strutturati a docenti e discenti del triennio in due istituti di torino aventi sedi centrali collocate in circoscrizioni adiacenti il questionario studenti fornisce i dati riguardanti l'utilizzo delle ict nel tempo privato e esamina le modalità di utilizzo delle stesse tecnologia durante le lezioni in classe il questionario per i docenti è indirizzato a raccogliere dati riferiti al tempo dedicato all'utilizzo di strumentazione digitale in aula interessanti dati emergono dall'intervista semi strutturata a faccia a faccia ad una insegnante di un istituto tecnico industriale statale di torino in cui da anni è attiva un'efficace azione di sensibilizzazione per l'impiego delle itc nella didattica diverse le criticità emerse se ne accenna ad alcune la fatica da parte degli insegnanti nell'affrontare una nuova metodologia didattica e la scarsità di

risorse finanziarie che si ripercuote anche nell'adozione delle strumentazioni idonee a tale attività risultato finale incentivare la diffusione di infrastrutture wi fi e di prodotti open source personalizzabili a seconda delle diverse esigenze con vantaggi economici di funzionalità e anche della didattica

a könyv témaválasztása úttörő itália rendkívül izgalmas sokszínű és tanulságos nevelésügyi örökségét hozza közel az olvasóhoz megelevenednek huszadik századi úttörő pedagógusok iskolateremtők akik radikálisan új pedagógiai rendszert alkottak a könyv bepillantást ad a két háború közti olaszország nevelési elképzeléseibe is és a kurrens csiga pedagógia elveibe olvasását azoknak ajánljuk akiket érdekel a napfényes itália történelme és pedagógiai kultúrája jól használható szakirodalom a neveléstudomány művelőinek kutatóknak hallgatóknak eredményesen lapozhatják gyakorló pedagógusok és a történelmet szerető olvasók is

what should be the relationship between early childhood and compulsory education what can they learn from one another and by working together the rapid expansion of early childhood education and care means that most children in affluent countries now have several years at pre school before compulsory education this raises an important question about the relationship between the two whilst it is widely assumed that the former should prepare children for the latter there are alternatives this book contests the readying for school relationship as neither self evident nor unproblematic and explores some alternative relationships including a strong and equal partnership and the vision of a meeting place in this ground breaking book professor peter moss discusses the issue with leading early childhood figures from belgium france italy new zealand norway sweden and the united states who bring very different perspectives to this contentious relationship the book starts with an extended essay by peter moss to which the other contributors are invited to respond critically as well as offering their own thinking about the relationship between early childhood and compulsory education both their current understandings and suggestions on future directions students researchers and academics in the field of early childhood education will find this an insightful and timely text but so too will their peers in compulsory education since the book time and again raises searching questions about pedagogical purpose and practice in this sector

the concept of the audience is changing in the twenty first century there are novel configurations of user practices and technological

capabilities that are altering the way we understand and trust media organizations and representations how we participate in society and how we construct our social relations this book embeds these transformations in a societal cultural technological ideological economic and historical context avoiding a naive privileging of technology as the main societal driving force but also avoiding the media centric reduction of society to the audiences that are situated within audience transformations provides a platform for a nuanced and careful analysis of the main changes in european communicational practices and their social cultural and technological affordances

this book constitutes the refereed proceedings of the 27th atee spring conference on social justice media and technology atee 2021 held in florence italy during october 28 30 2021 the 19 full papers included in this book were carefully reviewed and selected from 49 submissions they were organized in topical sections as follows teaching critical media digital literacy in multicultural societies decommodifying teacher digital education and digital technology and equity for inclusive teaching

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il multilinguismo cioè la presenza su un territorio di più lingue è una condizione ormai diffusa in europa ed altrove ed il plurilinguismo ossia la capacità delle persone di parlare più di una lingua è diventata un obiettivo irrinunciabile di ogni sistema educativo la scuola deve accogliere al suo interno più insegnamenti linguistici ponendoli in stretta relazione tra loro in un educazione linguistica integrata questo volume destinato a insegnanti e studenti della scuola secondaria raccoglie una serie di attività per gli insegnanti in cui si sollecita attraverso letture questionari e schede strutturate la riflessione personale la discussione e la progettazione cooperativa sui nodi fondamentali di una politica linguistica integrata e le corrispondenti scelte metodologiche e didattiche segue una serie di attività per gli studenti che offrono esercizi giochi e compiti per stimolare la consapevolezza linguistica e per favorire un uso più flessibile e creativo delle risorse in loro possesso

this book is the result of a research project designed and carried out at the department of architecture university of florence this research was based on the transfer of knowledge from members of the albanian diaspora in italy university students young architects

and researchers to their home country this unique process blazed a trail in the albania related studies by creating a methodology which could be replicated not only in albanian rural contexts but also elsewhere the book constitutes a structured tool for generating sustainable and socially inclusive territorial development processes in five lesser known albanian cultural sites their tangible and intangible cultural heritage was seen as a driving factor for triggering development processes aimed at improving the inhabitants quality of life and strengthening local identity and social networks through concrete proposals and strategies the book offers scenarios and solutions capable of enhancing the potential of each village and at the same time counteracting the effects of land abandonment that so often characterise them

teaching a dark chapter explores how textbook narratives about the fascist nazi past in italy east germany and west germany followed relatively calm undisturbed paths of little change until isolated flashpoints catalyzed the educational infrastructure into periods of rapid transformation though these flashpoints varied among italy and the germanys they all roughly conformed to a chronological scheme and permanently changed how each dark past was represented historians have often neglected textbooks as sources in their engagement with the reconstruction of postfascist states and the development of postwar memory culture but as teaching a dark chapter demonstrates textbooks yield new insights and suggest a new chronology of the changes in postwar memory culture that other sources overlook employing a methodological and temporal rethinking of the narratives surrounding the development of european holocaust memory daniela r p weiner reveals how long before 1968 textbooks in these three countries served as important tools to influence public memory about nazi fascist atrocities as fascism had been spread through education then education must play a key role in undoing the damage thus to repair and shape postwar societies textbooks became an avenue to inculcate youths with desirable democratic and socialist values teaching a dark chapter weds the historical study of public memory with the educational study of textbooks to ask how and why the textbooks were created what they said and how they affected the society around them

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