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The first of its kind, this book focuses on empirical studies into creative output that use and test the systems approach. The collection of work from cultural studies, sociology, psychology, communication and media studies, and the arts depicts holistic and innovative ways to understand creativity as a system in action.

Published in the year 1971, The History of Education in Ghana is a valuable contribution to the field of History.

This Open Access book presents feedback from the 'Territorial Agroecological Transition in Action'- TATA-BOX research project, which was devoted to these specific issues. The multidisciplinary and multi-organisation research team steered a four-year action-research process in two territories of France. It also presents: i) the key dimensions to be considered when dealing with agroecological transition: diversity of agriculture models, management of uncertainties, polycentric governance, autonomies, and role of actors' networks; ii) an operational and original participatory process and associated boundary tools to support local stakeholders in shifting from a shared diagnosis to a shared action plan for transition, and in so doing developing mutual understanding and involvement; iii) an analysis of the main effects of the methodology on research organisation and on stakeholders' development and application; iv) critical analysis and foresights on the main outcomes of TATA-BOX, provided by external researchers.

Aucune information saisie

Despite the Covid-19 pandemic, the EUROCALL society succeeded in holding the 28th EUROCALL conference, EUROCALL2020, on 20-21 August as an online, two-day gathering. The transition process required to make this happen was demanding and insightful for everyone

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involved, and, in many ways, a logical consequence of the core content and purpose of EUROCALL. Who would be better suited to transform an onsite conference into an online event than EUROCALL? CALL for widening participation was this year's theme. We welcomed contributions from both theoretical and practical perspectives in relation to the many forms and contexts of CALL. We particularly welcomed longitudinal studies or studies that revisited earlier studies. The academic committee accepted 300 abstracts for paper presentations, symposia, workshops, and posters under this theme; 57 short papers are published in this volume. We hope you will enjoy reading this volume, the first one to reflect a one hundred percent online EUROCALL conference/Online Gathering.

This open access book critiques real world learning across both the curriculum and extracurricular activities. Drawing on disciplines as diverse as business, health, fashion, sociology and geography, the editors and authors employ a cross-disciplinary approach to examine how this concept is being applied in higher education. Divided into three parts, the authors and contributors analyse broader applications of real world learning, student experience of practicing in a real world setting, and how learning strategies can be employed to engage students in real world learning. The editors and contributors provide up-to-date, cross-disciplinary and international insights into how real world learning could be integrated into the higher education curriculum to support effective, relevant and life-long learning for 21st century students.

This book constitutes the refereed proceedings of the 8th International Conference on ICT in Education, Research, and Industrial Applications, held in Kherson, Ukraine, in June 2012. The 14 revised full papers were carefully reviewed and selected from 70 submissions. This book begins with an invited contribution presenting the substance of one of ICTERI 2012 invited talks. The chapter deals with the issues of abstraction and verification of properties in real-time Java programs. The rest of the volume is structured in four topical parts: ICT Frameworks, Infrastructures, Integration, and Deployment; Formal Logic and Knowledge-Based Frameworks; ICT-Based Systems Modeling, Specification, and Verification: ICT in Teaching and Learning.

This book examines the increasing popularity of creativity and play in tertiary learning, and how it can be harnessed to enhance the student experience at university. While play is often misunderstood as something 'trivial' and associated with early years education, the editors and contributors argue that play contributes to social and human development and relations at a fundamental level. This volume invalidates the commonly held assumption that play is only for children, drawing together numerous case studies from higher education that demonstrate how researchers, students and managers can benefit from play as a means of liberating thought, overturning obstacles and discovering fresh approaches to persistent challenges. This diverse and wide-ranging edited collection unites play theory and practice to address the gulf in research on this fascinating topic. It will be of interest and value to educators, students and scholars of play and creativity, as well as practitioners and academic leaders looking to incorporate play into the curriculum.

First Published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.