

Laboratorio Di Tecnologie Didattiche Sfp Unical

This updated publication contains the Committee of Ministers' guidelines to member States on the protection and promotion of human rights in culturally diverse societies as well as the Compilation of Council of Europe standards relating to the principles of freedom of thought, conscience and religion and links to other human rights upon which the Guidelines are inspired. These standards are based mainly on the European Convention on Human Rights and the jurisprudence of the European Court of Human Rights, but also on conclusions and recommendations of other monitoring mechanisms and other Council of Europe bodies. The Guidelines are innovative as they do not consider these standards in isolation, rather they rethink and recast them through their interaction with other human rights: freedom of expression, freedom of association and assembly, the right to private life. They are intended as a realistic and usable tool which reflects the often complex interplay of different rights within diverse societies.

This book includes papers presented at the International Conference "Educational Robotics in the Maker Era -- EDUROBOTICS 2020", Online, February 2021. The contributions cover a variety of topics useful for teacher education and for designing learning by making activities for children and youth, with an emphasis on modern low-cost technologies (including block-based programming environments, Do-It-Yourself electronics, 3D printed artifacts, the use of intelligent distributed systems, the IoT technology, and gamification) in formal and informal education settings. This collection of contributions (17 chapters and 2 short papers) provides researchers and practitioners the latest advances in educational robotics in a broader sense focusing on science, technology, engineering, arts, and mathematics (STEAM) education. Teachers and educators at any school level can find insights and inspirations into how educational robotics can promote technological interest and 21st-century skills: creativity, critical thinking, team working, and problem-solving with special emphasis on new emerging making technologies.

An invaluable guide both for specialists in media and communication studies and all teachers who wish to use newspapers and TV in their teaching.

Elegant exposition of postulation geometry of planes offers rigorous, lucid treatment of coordination of affine and projective planes, set theory, propositional calculus, affine planes with Desargues and Pappus properties, more. 1961 edition.

A collection of original research conducted by scholars from Europe and North America. The papers consider the evolution of research on teachers' thinking, the nature of professional knowledge, and philosophical and moral dimensions of teachers' thinking.

The Wind in the Willows is a classic of children's literature by Kenneth Grahame, first published in 1908. Alternately slow moving and fast paced, it focuses on four anthropomorphised animal characters in a pastoral version of England. The novel is notable for its mixture of mysticism, adventure, morality, and camaraderie. Kenneth Grahame (July 20, 1859 - July 6, 1932) was a British writer, most famous for The Wind in the Willows (1908), one of the classics of children's literature. He also wrote The Reluctant Dragon, which was much later adapted into a Disney film.

Technological pedagogical content knowledge (TPCK) reflects a new direction in understanding the complex interactions among content, pedagogy, learners and technology that can result in successful integration of multiple technologies in teaching and learning. The purpose of this edited volume is to introduce TPCK as a conceptual framework for grounding research in the area of teachers' cognitive understanding of the interactions of technology with content, pedagogy and learner conceptions. Accordingly, the contributions will constitute systematic research efforts that use TPCK to develop lines of educational technology research exemplifying current theoretical conceptions of TPCK and methodological and pedagogical approaches of how to develop and assess TPCK.

IPOC Italian Paths of Culture is proud to offer a new printing of this excellent study, unsurpassed in its depth and significance. The building of a "knowledge-based society" necessarily implicates analysis and criticism of the relationship between society and techno-scientific innovation. If we maintain that the function of such innovation ought to be the general enrichment of human existence and not solely the profit of a few, then relevant discourse cannot be limited to scientists or politicians. The difficulty, in fact, lies not in discovery but in discovery's application. What are the ramifications of a discovery or innovation? What benefits does it bring with it? What world do we seek to build? The ability to make responsible choices for our planet and for future generations requires us to construct new forms of democratic debate in which all components of society have a voice. This study examines these issues and their implications.

Summary: "Cambridge English for Human Resources covers a wide range of topics of concern to human resources and personnel development, from understanding the essentials of resourcing and outsourcing through to strategic HR. The ten standalone units allow learners to focus on the areas of HR and Personnel Development most important to them. As well as teaching the specialist vocabulary and theory of HR, the course also develops job-specific skills such as coaching, designing and implementing appraisal systems, managing conflict and others."--Cambridge website, viewed 1st Sept, 2011.

The first decade of the 21st century brought major challenges to higher education, all of which have implications for and impact the future of faculty professional development. This volume provides the field with an important snapshot of faculty development structures, priorities and practices in a period of change, and uses the collective wisdom of those engaged with teaching, learning, and faculty development centers and programs to identify important new directions for practice. Building on their previous study of a decade ago, published under the title of Creating the Future of Faculty Development, the authors explore questions of professional preparation and pathways, programmatic priorities, collaboration, and assessment. Since the publication of this earlier study, the pressures on faculty development have only escalated—demands for greater accountability from regional and disciplinary accreditors, fiscal constraints, increasing diversity in types of faculty appointments, and expansion of new technologies for research and teaching. Centers have been asked to address a wider range of institutional issues and priorities based on these challenges. How have they responded and what strategies should centers be considering? These are the questions this book addresses. For this new study the authors re-surveyed faculty developers on perceived priorities for the field as well as practices and services offered. They also examined more deeply than the earlier study the organization of faculty development, including characteristics of directors; operating budgets and staffing levels of centers; and patterns of collaboration, re-organization and consolidation. In doing so they elicited information on centers' "signature programs," and the ways that they assess the impact of their programs on teaching and learning and other key outcomes. What emerges from the findings are what the authors term a new Age of Evidence, influenced by heightened stakeholder interest in the outcomes of undergraduate education and characterized by a focus on assessing the impact of instruction on student learning, of academic programs on student success, and of faculty development in institutional mission priorities. Faculty developers are responding to institutional

needs for assessment, at the same time as they are being asked to address a wider range of institutional priorities in areas such as blended and online teaching, diversity, and the scale-up of evidence-based practices. They face the need to broaden their audiences, and address the needs of part-time, non-tenure-track, and graduate student instructors as well as of pre-tenure and post-tenure faculty. They are also feeling increased pressure to demonstrate the “return on investment” of their programs. This book describes how these faculty development and institutional needs and priorities are being addressed through linkages, collaborations, and networks across institutional units; and highlights the increasing role of faculty development professionals as organizational “change agents” at the department and institutional levels, serving as experts on the needs of faculty in larger organizational discussions.

Learn what a flipped classroom is and why it works, and get the information you need to flip a classroom. You'll also learn the flipped mastery model, where students learn at their own pace, furthering opportunities for personalized education. This simple concept is easily replicable in any classroom, doesn't cost much to implement, and helps foster self-directed learning. Once you flip, you won't want to go back!

This book provides an innovative and thought-provoking analysis of the policy of integrazione scolastica from an inclusive perspective. Drawing on historical and empirical research methods the book arises out of an ethnographic study, which investigates the extent to which the policy of integrazione scolastica can be considered an inclusive policy. The author poses two fundamental questions: why are there episodes of micro-exclusion and discrimination against disabled pupils still taking place in regular schools after more than 30 years have passed since the enactment of such a progressive policy? Can the policy of integration lead to the development of inclusion in Italy? The research findings presented in the book indicate that exclusion and discrimination towards disabled pupils in education do not result from a lack of implementation of the policy at a school level, rather from the perpetuation of dominant discourses, which construct disability as an individual deficit. The book does not deny the progress made in the country following the application of this anti-discriminatory policy; rather it challenges the hegemonic abilist culture and the traditional perspectives of disability and schooling that undermine the development of inclusive education. After having investigated the theoretical premises of the policy of integration, the author argues that this progressive policy is still rooted in a special needs education paradigm and that what was once a liberating policy has been transformed into a hegemonic tool which still manages, controls and normalizes disability leaving school settings and teaching and learning routines unchanged. She finally argues for a human rights approach for the development of an inclusive school for the 21st century. The book is an essential reading for academics, policy makers, researchers and students involved in education as it links ideological pressures to practical analyses. Online education continues to permeate mainstream teaching techniques in higher education settings. Teaching upper-level classes in an online setting is having a major impact on education as a whole and is fundamentally altering global learning. *Cases on Critical and Qualitative Perspectives in Online Higher Education* offers a collection of informal, personalized articles that identify, describe, and examine actual experiential domains of online program and course production. Administrators, developers, instructors, staff, technical support, and students in the field of online higher education will benefit from these case studies to reinforce and enhance their work.

A teenager discovers his voice in this contemporary love story from “one of young adult literature's greatest living writers” (Booklist). Shy teenager Karl is desperately in love with his girlfriend, Fiorella, a literary enthusiast who's asked him to write her a letter in which he reveals his true self. There's just one problem . . . Karl is dyslexic. Convinced that his attempts to express himself with words will end in disaster, Karl tracks down Fiorella's favorite novelist and begs him to take up the task. The famous writer unexpectedly agrees, but on one condition: Karl must participate in a series of interviews so the author can pen an authentic portrait of his affections. What follows is a series of misunderstandings, a startling revelation, and an unusual bond that will change all three of their lives. A moving story of love and friendship, *Dying to Know You* is the perfect novel for “that cloudy expanse between older teenager and younger adult, a novel that doesn't pretend to advise, but merely sees its characters for who they really are” (The Guardian). “This quietly understated performance captures the wistfulness of music in a minor key.” —Kirkus Reviews

Each volume in the 7-volume series *The World of Science Education* reviews research in a key region of the world. These regions include North America, South and Latin America, Asia, Australia and New Zealand, Europe, Arab States, and Sub-Saharan Africa. The focus of this Handbook is on science education in Europe. In producing this volume the editors have invited a range of authors to describe their research in the context of developments in the continent and further afield. In reading this book you are invited to consider the historical, social and political contexts that have driven developments in science education research over the years. A unique feature of science education in Europe is the impact of the European Union on research and development over many years. A growing number of multi-national projects have contributed to the establishment of a community of researchers increasingly accepting of methodological diversity. That is not to say that Europe is moving towards homogeneity, as this volume clearly shows. Martyn Hammersley's provocative new text interrogates the complex relationship between research, policymaking and practice, against the background of the evidence-based practice movement. Addressing a series of probing questions, this book reflects on the challenge posed by the idea that social research can directly serve policymaking and practice. Key questions explored include: - Is scientific research evidence-based? - What counts as evidence for evidence-based practice? - Is social measurement possible, and is it necessary? - What are the criteria by which qualitative research should be judged? The book also discusses the case for action research, the nature of systematic reviews, proposals for interpretive reviews, and the process of qualitative synthesis. Highly readable and undeniably relevant, this book is a valuable resource for both academics and professionals involved with research.

This is the second edition of a unique textbook on the Enlightenment.

This book constitutes the thoroughly refereed post-conference proceedings of the First International Workshop on Higher Education Learning Methodologies and Technologies Online, HELMeTO 2019, held in Novedrate, Italy, in June 2019. The 15 revised full papers and 2 short papers presented were carefully reviewed and selected from a total of 39 submissions. The papers are organized in topical sections on online pedagogy and learning methodologies; learning technologies, data analytics and educational big data mining as well as their applications; the challenge of online sport and exercise sciences university programs.

The utilization of media has proven to be a beneficial instructional method in learning environments. These tools are particularly useful for teacher training, promoting better reflection on current practices. Integrating Video into Pre-Service and In-Service Teaching Training provides a comprehensive overview on the application of class video recordings to encourage self-observation of personal teaching methods and improve everyday classroom habits. Highlighting concepts relating to professionalism, didactics, and technological techniques, this book is a pivotal reference source for researchers, educators, practitioners, and students

Age Estimation: A Multidisciplinary Approach is the only reference in the field covering all techniques and methods involving age estimation from different perspectives in just one volume. The book provides comprehensive coverage of all aspects of age estimation: aging the living and the dead, human rights, and skeletal, dental, histological and biochemical techniques and methods available. Each chapter is written by internationally known expert contributors. Age Estimation: A Multidisciplinary Approach is a one of a kind resource for those involved in estimating the age of the living and the dead. Presents a concentration of all techniques and methods involving age estimation in a single volume Provides a multidisciplinary approach that lends itself to researchers, practitioners and students from a variety of different fields Includes contributions by world renowned forensic specialists

This book, in which cultural heritage and tourism issues are evaluated at an academic level, is an indispensable resource for those who will study on culture, cultural heritage and tourism. In this book, internationally respected scholars from the disciplines of educational science, business administration and psychology thoroughly discuss practice-related questions on learning transfer in organizations. Readers will learn solid concepts for securing and evaluating learning transfer. This volume offers new insights about learning transfer in organizations and their implications for both research and practice. It examines the actual state in practice and provides the foundation for improvements in the design and evaluation of further training measures that are conducive to the transfer of learning. In addition, coverage details theoretical models on learning transfer in further vocational training and develops concepts that enable the transfer of learning for further training in organizations. The book also evaluates further training measures on different levels on the basis of relevant criteria.

This book is the third volume of selected papers from the Central European Pragmatist Forum (CEPF). It deals with the general question of education, and the papers are organized into sections on Education and Democracy, Education and Values, Education and Social Reconstruction, and Education and the Self. The authors are among the leading specialists in American philosophy from universities across the U.S. and in Central and Eastern Europe. The series Studies in Pragmatism and Values promotes the study of pragmatism's traditions and figures, and the explorations of pragmatic inquiries in all areas of philosophical thought.

Recent work in science and technological studies has provided a clearer understanding of the way in which science functions in society and the interconnectedness among different strands of science, policy, economy and environment. It is well acknowledged that a different way of thinking is required in order to address problems facing the global community, particularly in relation to issues of risk and uncertainty, which affect humanity as a whole. However, approaches to education in science tend to perpetuate an outmoded way of thinking that is incommensurable with preparing individuals for participation and decision-making in an uncertain, complex world. Drawing on experiences of interdisciplinary dialogue and practice in a higher education context, this book illustrates how reformulating the agenda in science and technology can have a revolutionary impact on learning and teaching in the classroom at all levels. This exceptional study will interest scholars in Education, Science, Technology, and Society, and those looking to further deliberative democracy and civic participation in their students.

A Course in Modern Geometries is designed for a junior-senior level course for mathematics majors, including those who plan to teach in secondary school. Chapter 1 presents several finite geometries in an axiomatic framework. Chapter 2 introduces Euclid's geometry and the basic ideas of non-Euclidean geometry. The synthetic approach of Chapters 1 - 2 is followed by the analytic treatment of transformations of the Euclidean plane in Chapter 3. Chapter 4 presents plane projective geometry both synthetically and analytically. The extensive use of matrix representations of groups of transformations in Chapters 3 - 4 reinforces ideas from linear algebra and serves as excellent preparation for a course in abstract algebra. Each chapter includes a list of suggested sources for applications and/or related topics.

Descripción / Resumen (Inglés): The present volume represents a compilation of international teacher education practice and research with a focus on Teacher Education for Contemporary Contexts. It draws upon the diverse educational perspectives, teaching procedures, knowledge, and situated contexts where the discipline takes shape. The sections of this book comprise research papers accepted for presentation during the 18th International Study Association on Teachers and Teaching (ISATT) Biennial Conference that will take place from July 3rd to July 7th in Salamanca, Spain. Around 300 delegates from 57 countries across the globe and a large Scientific Committee of 80 colleagues have contributed academically and professionally to support our ability to share the contents of this volume. The main conference topic is search and research. Searching is the action of looking carefully at people, objects, and situations in order to find something concealed or to discover something beyond the ordinary. This is what teachers do in their classrooms and, primarily, 'search' represents their endeavours to construct professional knowledge as a result of developing practice. Researching is systematic inquiry that intends to discover new knowledge and/or to refute educational theories, a process typically rendered by teacher educators and other researchers. The focus of this 18th biennial ISATT conference is to bring together both "search" and "research", connecting practice and theory (or 'praxis'), with the purpose of offering relevant solutions to realistic classroom problems. The editorial process followed three differentiated phases: The first phase required abstract submission with the purpose of being

accepted for the conference. A double (or triple) blind review was conducted to evaluate whether the papers submitted were suitable for the conference. A rate of 87% of the papers were accepted for presentation. The second phase encouraged authors to voluntarily submit a full paper of 3,000 words. A total of 111 full papers were then subjected to an open review process with the main purpose of suggesting to authors ways of further improving the presentation of their valuable research. A third phase, not yet completed and therefore beyond the scope of this book, was the review and selection of the outstanding papers, papers that were deemed eligible for the post-proceeding publication (i.e., less than 15% of the total). The central intent of the book is to contribute to fostering scholarly discussions and to inform future teaching trajectories, strengthen lines of research in teacher education and demonstrate the opportunities and constraints in our professional work. Its added value highlights the commonplace in international research that serves to depict how the field of teacher education is moving forward in an increasingly global society. All in all, teachers, teacher educators and researchers learn by effective communication processes, whether in personal/professional interactions or in the use of digital technologies. Positive interactions lead to building strong communities of learners, which in turn, leads to the production of valuable knowledge and better understandings about learning and teaching. With the upcoming commemoration of its 800th anniversary in the year 2018, the University of Salamanca, as the oldest university in operation in Spain, is proud to host the ISATT 18th biennial conference and to support the exceptional work of many researchers in the field of Teacher Education by compiling and editing the work in this volume. Furthermore, the local Organizing Committee and the ISATT Executive Committee hope you will experience a rewarding intellectual experience as a result of your contributions and knowledge, as both academics and practitioners. Thank you very much for providing us this exciting opportunity to work with you. We warmly welcome you to Salamanca – a truly historic and a contemporary context!

Descripción / Resumen (Español / Castellano): El presente volumen está integrado por una recopilación de prácticas e investigaciones internacionales de formación docente centradas en la formación de profesores en la sociedad actual. Se basa en las diversas perspectivas educativas, los procedimientos de enseñanza, conocimiento y contextos sociales. Las secciones de este libro comprenden trabajos de investigación aceptados para su exposición en las XVIII Conferencia Bienal Internacional de Estudios de Profesores y Enseñanza (ISATT) que tendrá lugar del 3 al 7 de julio en Salamanca, España. Alrededor de 300 delegados de 57 países de todo el mundo y un gran Comité Científico de 80 colegas han contribuido académica y profesionalmente en favor de este evento. El tema principal de la conferencia es la búsqueda y la investigación. «Buscar» es la acción de mirar cuidadosamente a las personas, objetos y situaciones para encontrar algo escondido o descubrir algo más allá de lo ordinario. Esto es lo que los maestros hacen en sus clases y, sobre todo, la búsqueda representa sus esfuerzos para construir conocimiento profesional como resultado del desarrollo de la práctica cotidiana. La «investigación» es una investigación sistemática que pretende descubrir nuevos conocimientos y/o refutar teorías educativas, un proceso que suelen dar los educadores de profesores y de otros investigadores. El objetivo de esta 18ª conferencia ISATT es reunir tanto la «búsqueda» como la «investigación», conectando la práctica y la teoría (o praxis) con el propósito de ofrecer soluciones relevantes a los problemas reales de la clase. El proceso editorial siguió tres fases diferenciadas: 1. Requirió el envío de resúmenes con el propósito de que fuesen aceptados para la ser expuestos en la conferencia. Se realizó una revisión doble ciego (o triple) para evaluar si los artículos presentados eran adecuados. Se aceptó una tasa de 87% de los trabajos para su presentación. 2. La segunda fase requirió de los autores en envío en período voluntario de un trabajo completo de 3.000 palabras. Un total de 111 trabajos fueron sometidos a un proceso de revisión abierta con el propósito principal de sugerir a los autores formas de mejora. 3. Una tercera fase, aún inconclusa, y por lo tanto fuera del alcance de este libro, fue la revisión y selección de los documentos pendientes, los documentos que se consideraron electos para la publicación posterior al procedimiento (es decir, menos del 15% del total). La intención central de esta obra es contribuir a fomentar el debate académico e informar sobre futuras trayectorias de enseñanza, fortalecer las líneas de investigación en la formación del profesorado y demostrar las oportunidades y limitaciones en nuestro ámbito. Su valor es el de destacar el lugar común en la investigación internacional que sirve para describir cómo el campo de la formación de maestros avanza en una sociedad cada vez más global. En general, los maestros, los educadores de educadores y los investigadores aprendan mediante procesos de comunicación eficaces, ya sea en interacciones personales/profesionales o en el uso de tecnologías digitales. Las interacciones conducen a la construcción de comunidades fuertes de estudiantes, que a su vez, conduce a la producción de conocimientos valiosos y mejores sobre el aprendizaje y la enseñanza. Con la próxima conmemoración de su 800 aniversario en el año 2018, la Universidad de Salamanca, como la decana de las españolas, se enorgullece en acoger la XVIII Conferencia Bienal de ISATT y apoyar el trabajo excepcional de muchos investigadores en el campo del Profesor Educación Investigador, editando la obra. Además, el Comité Organizador Local y el Comité Ejecutivo de ISATT esperan que experimente una lectura gratificante como resultado de sus contribuciones y conocimientos, tanto académicos como profesionales. Muchas gracias por brindarnos esta emocionante oportunidad de trabajar con usted. ¡Les damos la bienvenida a Salamanca un contexto verdaderamente histórico y a su vez contemporáneo!

"The theme of the book is that the drive for quality in Britain and elsewhere, and the reform of teaching and learning processes have not been connected, organizationally or in practice: change has been driven by the search for efficiency and by a quest for greater bureaucratic accountability. Harvey and Knight argue that, whatever the merits of these developments, they have not been directly concerned to improve the quality of student learning. They argue not just that student learning ought to be at the centre of discussions about quality enhancement, but that the goal ought to be transformation: transformation of universities with a view to transforming learners."--BOOK JACKET.Title Summary field provided by Blackwell North America, Inc. All Rights Reserved

Faculty development is currently practiced in a variety of approaches by individuals, committees, and centers of excellence. More research is needed to draw better benefit from

these approaches in the impending digital world by taking advantage of digitally enabled teaching and learning. The Handbook of Research on Faculty Development for Digital Teaching and Learning offers holistic and multidisciplinary approaches to enhancing faculty effectiveness in teaching, boosting motivation, extending knowledge, expanding teaching behaviors, and disseminating skills in digital higher education settings. Featuring a broad range of topics such as faculty learning communities (FLCs), virtual learning environments, and professional development, this book is ideal for educators, educational technologists, curriculum developers, higher education staff, school administrators, principals, academicians, practitioners, and graduate students.

Soft cover, Perfect-bound, 95 pages

The Springer Series on Human Exceptionality Series Editors: Donald H. Saklofske and Moshe Zeidner Handbook for School-Based Mental Health Promotion An Evidence-Informed Framework for Implementation Alan W. Leschied, Donald H. Saklofske, and Gordon L. Flett, Editors This handbook provides a comprehensive overview to implementing effective evidence-based mental health promotion in schools. It addresses issues surrounding the increasing demands on school psychologists and educational and mental health professionals to support and provide improved student well-being, learning, and academic outcomes. The volume explores factors outside the traditional framework of learning that are important in maximizing educational outcomes as well as how students learn to cope with emotional challenges that confront them both during their school years and across the lifespan. Chapters offer robust examples of successful programs and interventions, addressing a range of student issues, including depression, self-harm, social anxiety, high-achiever anxiety, and hidden distress. In addition, chapters explore ways in which mental health and education professionals can implement evidence-informed programs, from the testing and experimental stages to actual use within schools and classrooms. Topics featured in this handbook include: · A Canadian perspective to mental health literacy and teacher preparation. · The relevance of emotional intelligence in the effectiveness of delivering school-based mental health programs. · Intervention programs for reducing self-stigma in children and adolescents. · School-based suicide prevention and intervention. · Mindfulness-based programs in school settings. · Implementing emotional intelligence programs in Australian schools. The Handbook for School-Based Mental Health Promotion is a must-have resource for researchers, clinicians and related professionals, and policymakers as well as graduate students across such interrelated disciplines as child and school psychology, social work, education policy and politics, special and general education, public health, school nursing, occupational therapy, psychiatry, school counseling, and family studies.

Instruction tailored to the individual student, learning and teaching outside the limits of time and space—ideas that were once considered science fiction are now educational reality, with the prospect of an intelligent Web 3.0 not far distant. Alongside these innovations exists an emerging set of critical-thinking challenges, as Internet users create content and learners (and teachers) take increased responsibility in their work. Learning and Instruction in the Digital Age nimbly balances the technological and pedagogical aspects of these rapid changes, gathering papers from noted researchers on a wealth of topics relating to cognitive approaches to learning and teaching, mental models, online learning, communications, and innovative educational technologies, among them: Cognition and student-centered, Web-based learning, The progression of mental models throughout a course of instruction, Experiencing education with 3D virtual worlds, Expanding educational boundaries through multi-school collaboration, Adapting e-learning to different learning styles, The student blog as reflective diary. With its blend of timely ideas and forward thinking, Learning and Instruction in the Digital Age will enrich the work of researchers in educational psychology, educational technology, and cognitive science.

After twenty years, Odysseus finally returns to Ithaca, but instead of receiving the homecoming he had hoped for finds himself caught in an intense battle of wills with his faithful and long-suffering wife Penelope. When Penelope recognizes him under the guise of a beggar, she becomes furious with him for not trusting her enough to include her in his plans for ridding the palace of the Suitors. As a result, she plays her own game of fictions to make him suffer for this lack of faith, inspiring jealousy, self-doubt, and misgivings in her husband, the legendary Homeric hero. In this captivating retelling of the Odyssey, Penelope rises as a major force with whom to be reckoned. Shifting between first-person reflections, Ithaca Forever reveals the deeply personal and powerful perspectives of both wife and husband as they struggle for respect and supremacy within a marriage that has been on hold for twenty years. Translated by PEN award-winner Douglas Grant Heise, Luigi Malerba's novel gives us a remarkable version of this greatest work of western literature: Odysseus as a man full of doubts and Penelope as a woman of great depth and strength.

Although the design and management of manufacturing systems have been explored in the literature for many years now, they still remain topical problems in the current scientific research. The changing market trends, globalization, the constant pressure to reduce production costs, and technical and technological progress make it necessary to search for new manufacturing methods and ways of organizing them, and to modify manufacturing system design paradigms. This book presents current research in different areas connected with the design and management of manufacturing systems and covers such subject areas as: methods supporting the design of manufacturing systems, methods of improving maintenance processes in companies, the design and improvement of manufacturing processes, the control of production processes in modern manufacturing systems production methods and techniques used in modern manufacturing systems and environmental aspects of production and their impact on the design and management of manufacturing systems. The wide range of research findings reported in this book confirms that the design of manufacturing systems is a complex problem and that the achievement of goals set for modern manufacturing systems requires interdisciplinary knowledge and the simultaneous design of the product, process and system, as well as the knowledge of modern manufacturing and organizational methods and techniques.

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