Stergioulas, Lampros K. / Drenoyianni, Helen (eds.)

**Pursuing Digital Literacy in Compulsory Education**

New Literacies and Digital Epistemologies. Vol. 43
General Editors: Colin Lankshear and Michele Knobel

Print: ISBN 978-1-4331-0618-7 pb. (Softcover)
    SFR 36.00 / €* 31.20 / €** 32.10 / € 29.20 / £ 23.00 / US$ 37.95

Print: ISBN 978-1-4331-0619-4 hb. (Hardcover)
    SFR 141.00 / €* 125.10 / €** 128.60 / € 116.90 / £ 94.00 / US$ 151.95

Order online: www.peterlang.com

**Book synopsis**

Over the last two decades, advances in information and communication technologies (ICTs) have contributed to the ideological construct of an emerging «knowledge society» – one which places a high value on knowledge and education and promises a better future for humanity. However, the severe economic – and by extension, social and political – crisis that occurred at the end of 2008, which brought about rising unemployment and threatened social welfare, has changed the view of an ever-prospering society riding the ICT/knowledge wave, forcing it to face a sudden reality check, and to reconsider individualism and its consequences, cynicism and greed. In these circumstances, it is likely that people will attempt to rediscover their values and visions and to redefine their hope for the future. As has occurred at other, similar historical junctures, the years that follow such a reexamination could usher in a period of radical economical and societal transformations. It is within this context – the universal desire to reinstate and reposition our hope for a better future, and hence to promote a transformative vision of education – that the aims and themes of this book lie. Digital technology and digital media are inevitably and inextricably part of our future, a future which is literally defined by the way we educate our children. As such, the aim to provide digital literacy for all depends upon the re-construction of the school.

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Lampros K. Stergioulas is Reader and Director of Undergraduate Studies in the Department of Information Systems and Computing at Brunel University, United Kingdom. A qualified chartered engineer, he has studied informatics and physics at the University of Athens, and received an M.Sc. and a PhD in electrical engineering from the University of Liverpool, specializing in information engineering and communications. Dr. Stergioulas has published over 100 papers in journals and international conferences. He is one of the academic leads in the United Kingdom’s RIGHT project, has been principal investigator in numerous EU projects, and coordinates the e-START E.U. network. His research interests include technology-enhanced learning, educational and health information systems, human-centered computing, educational computing and information systems for society.

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