

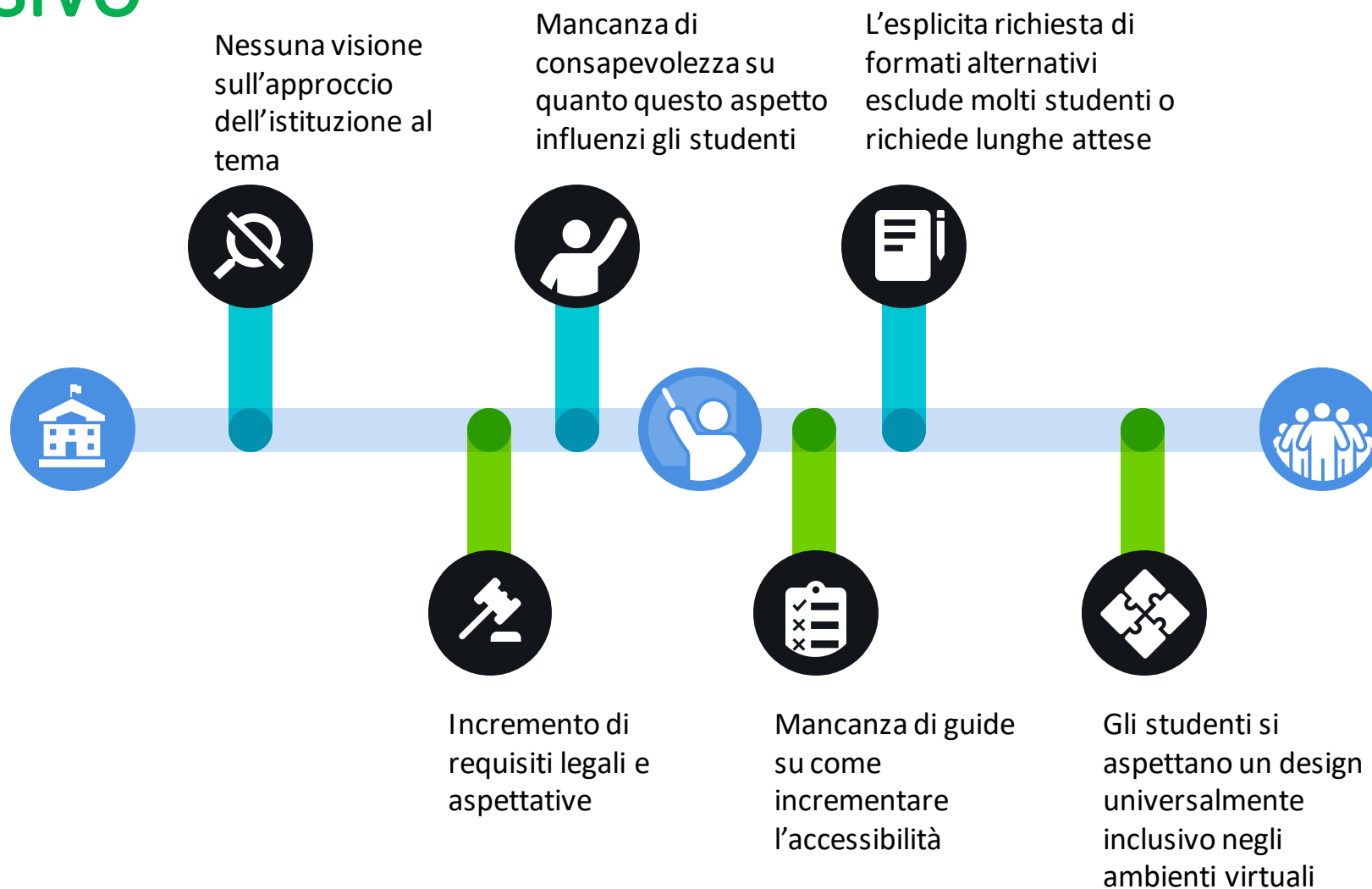
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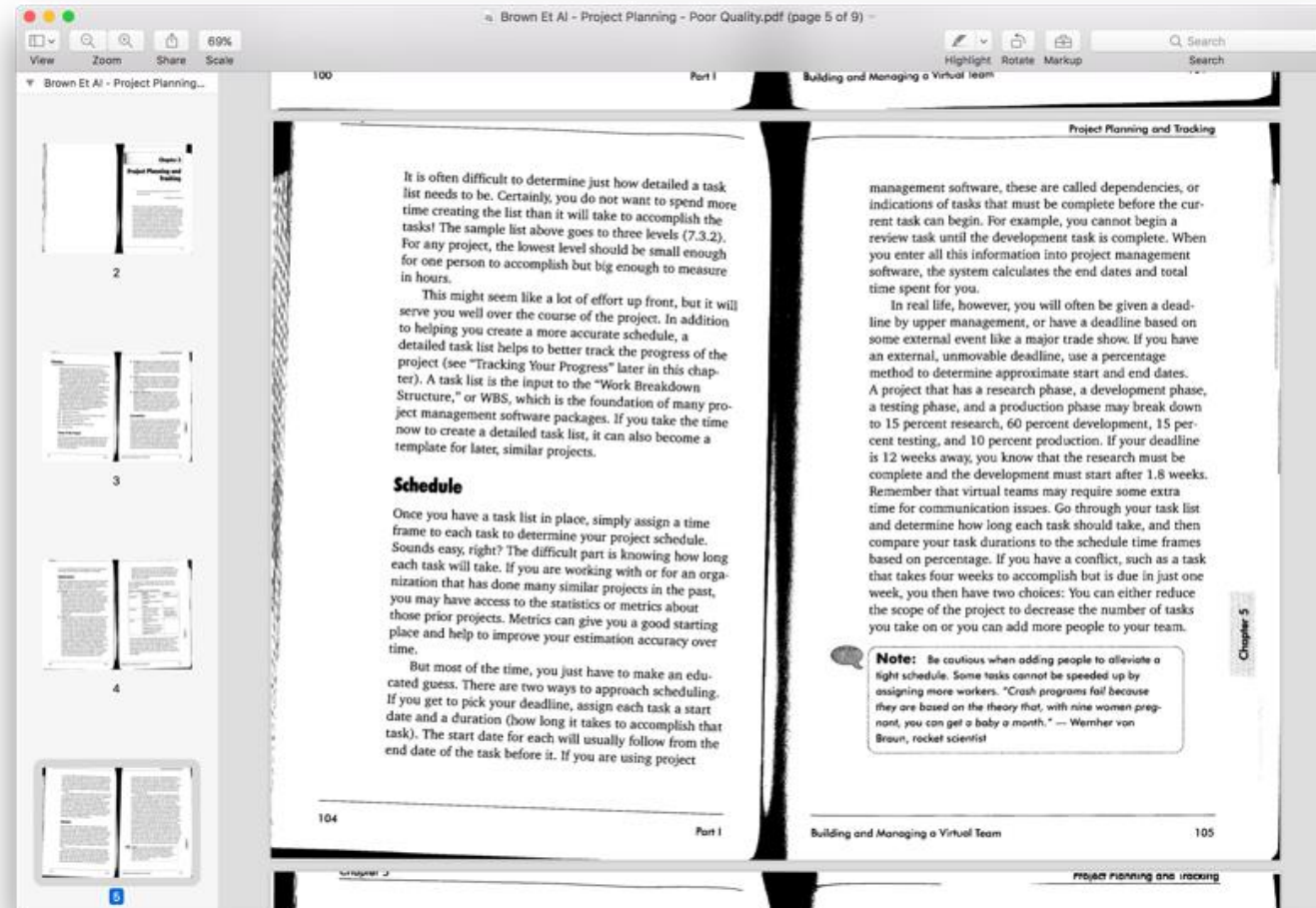
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- Difficile garantire un accesso tempestivo ai materiali
- Dipende dagli altri
- Molti studenti non palesano l'esigenza



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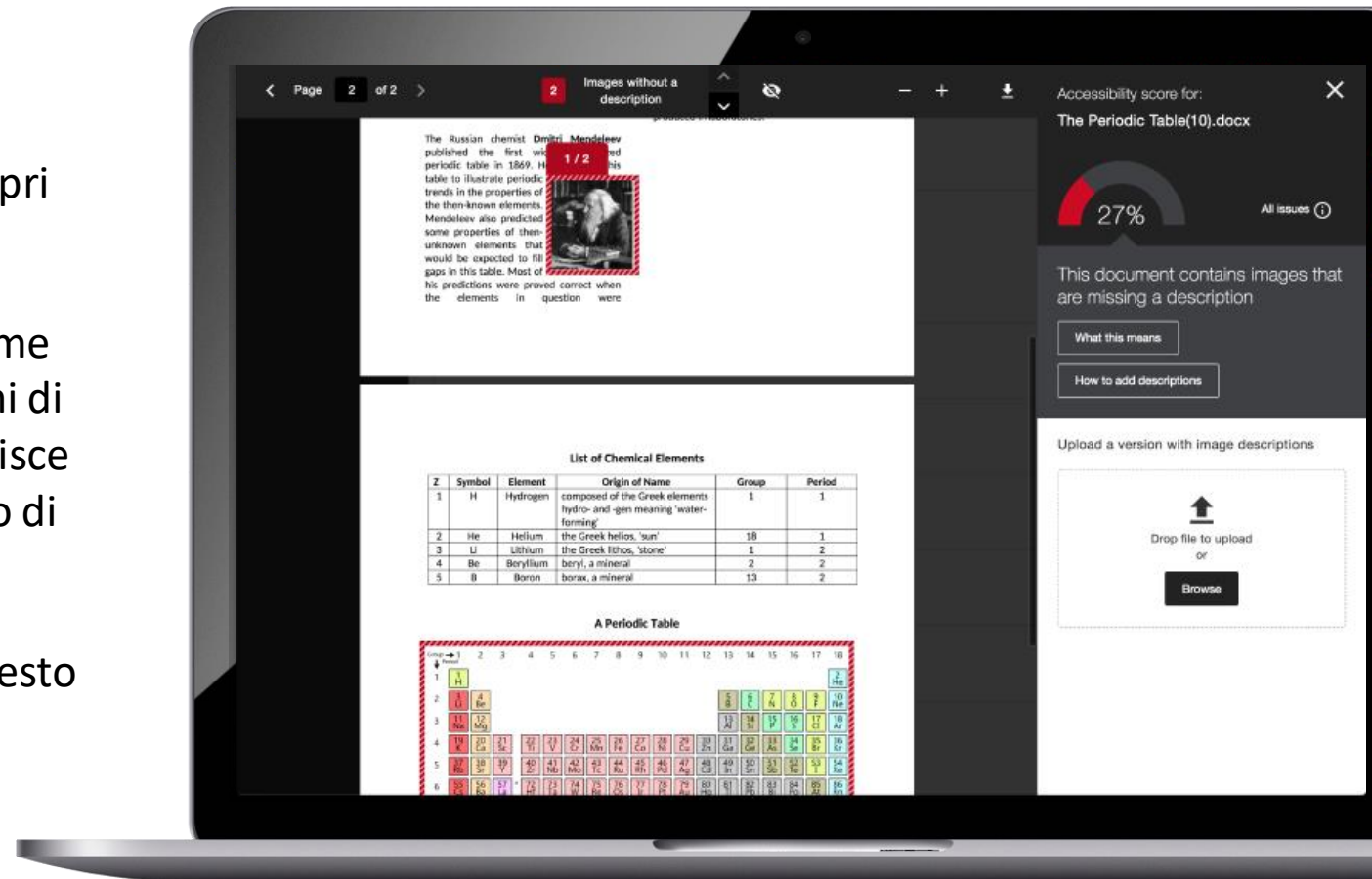
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Il flusso di lavoro di un contenuto pubblicato in un corso Moodle



Feedback per il docente

- Il docente viene informato riguardo l'accessibilità dei propri contenuti
- Riceve consigli su come correggere i problemi di accessibilità. Si favorisce nel tempo un cambio di mentalità
- Incorporato nel contesto del proprio corso



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How to add descriptions



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1. Identifica la gravità dei problemi di accessibilità
2. Scopri cosa significano e perché contano
3. Scopri come risolverli
4. Aggiungi o carica le correzioni
5. Tieni traccia dei tuoi progressi

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WHAT IS LITERACY?

It is a piece of folk wisdom that part of what linguists do is define words. In over a decade as a linguist, however, no one, until now, has asked me to define a word. So my first try: what does "literacy" mean? It won't surprise you that we have to define some other words first. So let me begin by giving a technical meaning to an old term which, unfortunately, already has a variety of other meanings. The term is "discourse." I will use the word as a count term ("a discourse," "discourses," "many discourses"), not as a mass term ("discourse," "much discourse"). By "a discourse" I will mean:

a socially accepted association among ways of using language, of thinking, and of acting that can be used to identify oneself as a member of a socially meaningful group or "social network."

Think of a discourse as an "identity kit" which comes complete with the appropriate costume and instructions on how to act and talk so as to take on a particular role that others will recognize. Let me give an example: Being "trained" as a linguist meant that I learned to speak, think, and act like a linguist, and to recognize others when they do so. Now actually matters are not that simple: the larger discourse of linguistics contains many sub-discourses, different socially accepted ways of being a linguist. But the master discourse is not just the sum of its parts, it is something also over and above them. Every act of speaking, writing, and behaving a linguist does as a linguist is meaningful only against the background of the whole social institution of linguistics. And that institution is made up of concrete things like people, books, and buildings; abstract things like bodies of knowledge, values, norms, and beliefs; mixtures of concrete and abstract things like universities, journals, and publishers; as well as a shared history and shared stories. Some other examples of discourses: being an American or a Russian, being a man or a woman, being a member of a certain socio-economic class, being a factory worker or a boardroom executive, being a doctor or a hospital patient, being a teacher, an administrator, or a student, being a member of a sewing circle, a club, a street gang, a lunchtime social gathering, or a regular at a local watering hole.

There are a number of important points that one can make about discourses. None of them, for some reason, are very popular with Americans,

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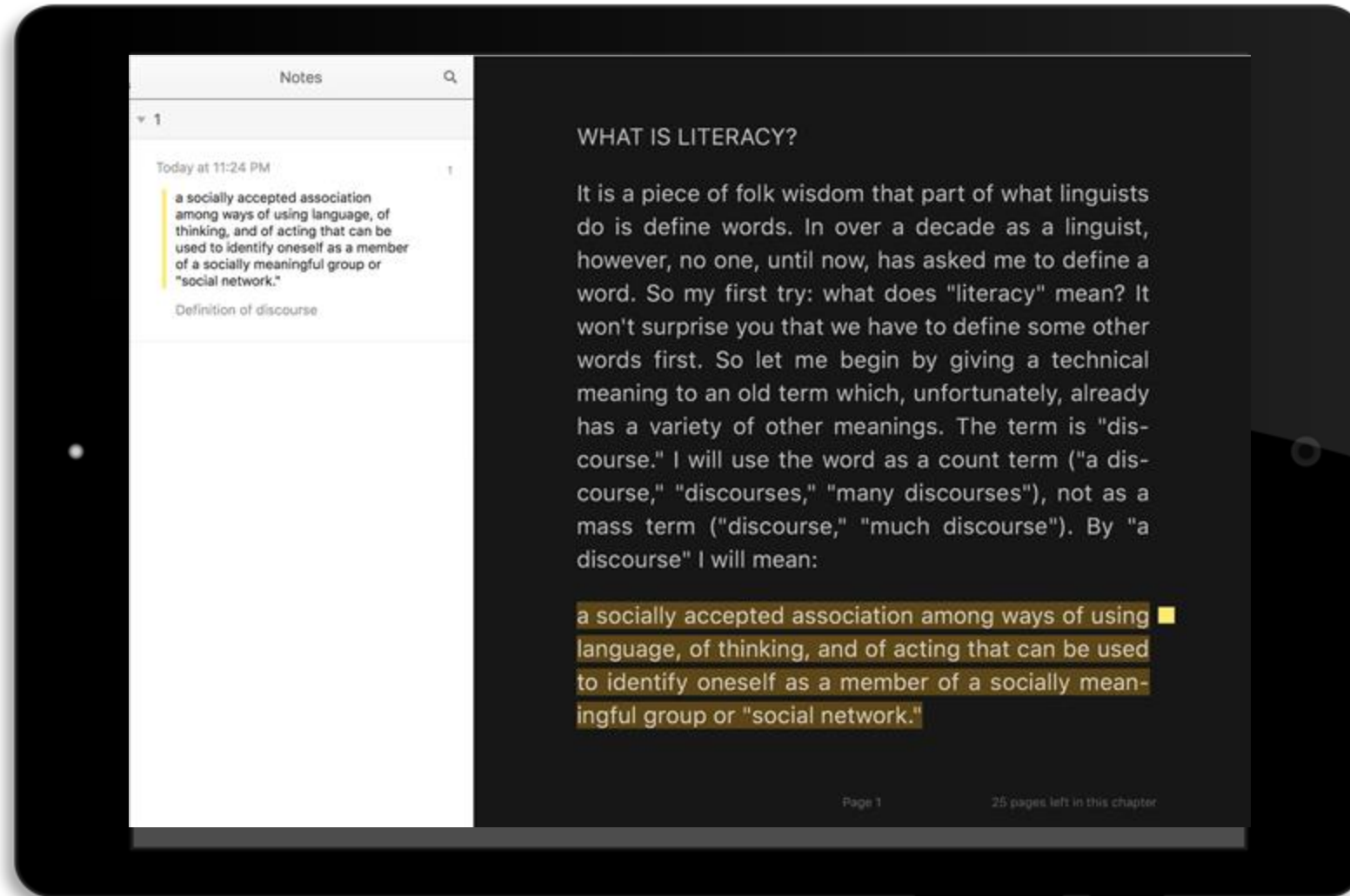
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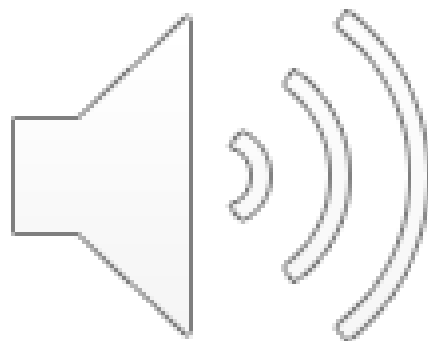
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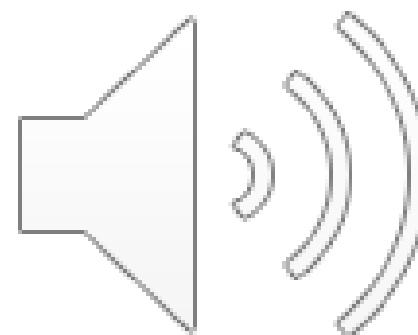
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乜嘢係識字?

係一個民間智慧一分子, 語言學家所做嘅就係定義單詞。然而, 在過去的十年裡, 作為語言學家, 直到而家, 都未有人要求我定義一個詞。所以我第一次嘗試: "識字" 係咩意思? 我們必須定義一些其他單詞先, 唔會令你感到驚訝。因此, 令我首先給出一個古老術語嘅技術意義, 不幸嘅係, 已經有晒各種其他的含義。術語係 "話語"。我會用呢個詞作為一個計數詞 ("一個話語", "話語", "好多話語"), 而唔係作為一個大眾術語 ("話語", "多話語")。"話語" 我既意思係:

在使用語言、思維和行為的方式上被社會接受的協會, 可以用嚟識別自己作為一個社會有意義嘅群體或 "社會網絡" 嘅成員。

把一個話語看作是一個 "身份工具箱", 它帶有適當嘅衫同關於如何行動和交談嘅指示, 以便承擔人會承認的特定角色。讓我舉個例子: 作為語言學家嘅 "訓練" 意味著我學會了說話、思考、表現得像個語言學家, 並且嘅咁做既時候識到人。而家嘅問題其實並不那麼簡單: 仲大嘅語言學話語包含咗好多子話語, 不同的社會接受方式成為語言學家。但主話語不僅是其部分的總和, 也是超越佢哋嘅嘢。在語言學的整個社會機構的背景下, 語言學家的每一次講說話、寫作同行為都係語言學家的意義所在。該機構係由諸如人、書同建築抽象嘅嘢, 如知識、價值觀、規範和信仰等具體事物組成嘅; 諸如大學、期刊和出版商等具體和抽象嘅嘢嘅混合物; 以及共享的歷史和共享的故事。一些其他的例子: 作為一個美國人或俄羅斯人, 作為一個男人或者女人, 作為一個社會經濟階層嘅成員, 作為一個工廠工人或董事會嘅行政人員, 作為醫生或醫院的病人, 作為教師, 管理員, 或 學生, 係一個車衫圈嘅成員, 俱樂部, 街頭幫派, 午餐時間嘅社交聚會, 或在當地的一個飲水孔嘅常客。

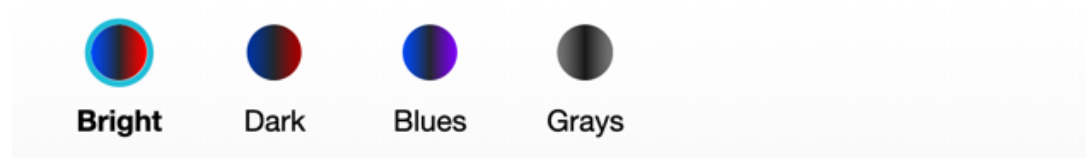
¿QUÉ ES LA ALFABETIZACIÓN?

Es una pieza de sabiduría popular que parte de lo que hacen los lingüistas se definen palabras. En más de una década como un lingüista, sin embargo, nadie, hasta ahora, me ha pedido que definir una palabra. Así que mi primera prueba: ¿Qué significa hace "Alfabetización"? Lo que tenemos que definir algunas otras palabras primero no sorprende. Permitanme comenzar dándole un significado técnico a un viejo término que, desgraciadamente, ya tiene una variedad de otros significados. El término es "discurso." Se uso la palabra como una cuenta a plazo ("un discurso," "discursos", "muchos discursos"), no como un término de masa ("discurso," "mucho discurso"). Por "discurso" se entenderá:

una asociación socialmente aceptada entre formas de lenguaje, de pensamiento y de acción que puede utilizarse para identificar uno mismo como miembro de un grupo socialmente significativo o "red social".

Pensar en un discurso como un "kit de identidad" que viene con el traje apropiado y las instrucciones sobre cómo actuar y hablar con el fin de asumir un papel particular que otros se reconocen. Les daré un ejemplo: "Formación" como un lingüista que aprendí a hablar, pensar y actuar como un lingüista y reconocer a otros cuando lo hacen. Ahora realmente no es así de simple: el discurso más grande de la lingüística contiene muchos sub-discursos, diferentes formas de ser un lingüista socialmente aceptaron. Pero el discurso del maestro no es sólo la suma de sus partes, es algo también por encima de ellos. Cada acto de habla, escritura y comportarse a un lingüista hace como un lingüista es significativo sólo en el contexto de la institución social de la lingüística. Y esa institución es compleja

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Successo dell'istruttore

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