

1. Record Nr.	UNINA9910135984303321
Titolo	Edusemiotics – A Handbook // edited by Inna Semetsky
Pubbl/distr/stampa	Singapore : , : Springer Singapore : , : Imprint : Springer, , 2017
ISBN	981-10-1495-7
Edizione	[1st ed. 2017.]
Descrizione fisica	1 online resource (XVI, 312 p. 15 illus.)
Disciplina	370.1
Soggetti	Education—Philosophy Philosophy and social sciences Educational psychology Education—Psychology Educational Philosophy Philosophy of Education Educational Psychology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	1 Introduction: A primer on edusemiotics -- 2 Academic culture and the science of signs -- 3 'Diagrammatic Teaching': The role of iconic signs in meaningful pedagogy -- 4 Semiotics in Mathematics Education: Topological foundations and diagrammatic methods -- 5 Metaphors, Models, and Diagrams in Educational Theories and Practices -- 6 Education and Reasoning: Advancing a Peircean edusemiotic -- 7 No surprise in the 'Surprise Effect' of Values Pedagogy: An edusemiotic analysis -- 8 Semiotics and meaning in the aims of education in Greece -- 9 Edusemiotics, Existential Semiotics and Existential Pedagogy -- 10 The Embodied mind: Education as the transformation of habits -- 11 Academic Pathologies and Anxieties of Knowing -- 12 Interpreting ourselves -- 13 The Role of the Reader: Remembering the possible worlds of Umberto Eco -- 14 Reading History: Education, semiotics and edusemiotics -- 15 Heteroglossia as a dialogic route to metaphoricity in education -- 16 Knowledge as a sign: An edusemiotic theory of learning heritage language.
Sommario/riassunto	Edusemiotics is a pioneering area of study that connects semiotics – the science of signs – with educational theory and the philosophy of

education. This volume reflects cutting-edge research by scholars in education and in semiotics worldwide, bridging the two discourses to present the state of the art in this new transdisciplinary field. The book's emphasis is on educational theory as based on semiotic philosophy: as such, it challenges the current conception of semiotics in education as merely a sub-branch of applied semiotics. It presents edusemiotics as a novel unified conceptual framework at the interface of theoretical semiotics and educational philosophy, based on both theoretical and empirical studies from around the world. The chapters in this handbook also bring to the fore the intellectual legacy of Charles S. Peirce, John Dewey, Gilles Deleuze, Umberto Eco, Julia Kristeva, Mikhail Bakhtin, Paul Ricoeur, Martin Heidegger and other thinkers, pointing out the implications of edusemiotics for meaningful pedagogy and experiential learning in diverse contexts.
