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Nota di contenuto	Part 1: The Space and Time of Learning Interactions -- Learning with Passion and Compassion -- Perezhivanie Mediated through Narrative Place-Responsive Pedagogy -- Investigating Chronotopes in a Media Design Course -- Hyphenated Subjects, Beyond the 'Dialectal' Bildung: The 'Cosmopolitan' Community of Inquiry as an Intermediate Space -- Part 2: Narrative Approaches, Knowledge Co-Construction, and Social Interaction -- Hopes, Misunderstandings and Possibilities of Narrating for Inclusive Education -- Oracy and Literacy in the Making: Collaborative Talk and Writing in Grade 6 Mexican Classrooms -- Fostering Knowledge Co-Construction through Training in Transactive Communication: Evidence for Training Effects from Analysing Students' Discourse -- Coping Strategies and Social Problem Solving in Adolescence -- Part 3: Addressing Cultural Diversity -- Dropout as a Result of Education with No Space for Diversity -- Seeking Success of Migrant Students through Designed Tasks: A Case Study with Albanian Students in Switzerland -- Whose Question? Whose Knowledge? Morality in the Negotiation and Management of L2 Knowledge in a Communicative L2 Programme -- "What about When the Majority is Excluded?": A Critical Eye on Language and Math Classrooms in Serbia -- Part 4: From Research to Teaching -- Figured Worlds and Identity Development in Academic Accounting -- VaKE (Values and Knowledge Education) -- Developing Cross-Cultural Awareness in Higher Education through the Use of Video-Logs Focusing on Critical

Incidents.

Sommario/riassunto

"While changes related to cultural diversity are visible and at work in social, cultural and political contexts, cultural diversity as such is being ignored or rejected across many countries. It is the denial or hidden nature of diversity in educational settings and learning processes, reflected in the marginalisation of this topic, that this book wants to address. The book chapters are blind peer reviewed and draw from a variety of learning settings across the world. They are intended to open up spaces to talk, promote and struggle for the relevance of addressing learning diversities. This includes current and new directions for theoretical and methodological discussions. They concern spaces of interaction and diversity research across single and multiple moments, different contexts and various time scales. They also explore the diversity of theories used to address these issues and how we theorize the relationship between centres and margins in understanding the idea of opening spaces for dialogue."
