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Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Introduction. The Role of Alterity and Social Values in Promoting Human Development Within Educational Contexts -- Chapter 1. Chronotopic Analysis of Values in Critical Ontological Dialogic Pedagogy -- Chapter 2. Values, Education and Human Development: The Major Role of Social Interactions' Quality within Classroom Cultural Contexts -- Chapter 3. Distributed and Participatory Creativity as a Form of Cultural Empowerment: The Role of Alterity, Difference and Collaboration -- Chapter 4. Individual Achievement and Social Progress: Mending the Broken Alliance between School and the Community in India -- Chapter 5. Identity and Belonging in Third

Culture Kids: Alterity and Values in Focus -- Chapter 6. Ethics and Alterity: The Inclusion of Students with Disabilities in Higher Education -- Chapter 7. Social Dynamics and Students' Developmental Perspectives within a School Located in a Poor Urban Community in Brasilia -- Chapter 8. Intersubjectivity in Action: Negotiations of Self, Other and Knowledge in Students' Talk -- Chapter 9. Diversity, Social Identities and Alterity: Deconstructing Prejudices in Schools -- Chapter 10. Continuity and Discontinuities in the Self System: A Values-Based Idiographic Analysis of Gender Positionings -- Chapter 11. Final Remarks. Encouraging Dialogical Practices to Mediate Prosocial Values in Educational Contexts.

Sommario/riassunto

This book elaborates on issues regarding alterity, values, and human development in different educational contexts, serving from young children to adolescents to adults, and it claims for the need of educational contexts to consider their responsibilities regarding the development of the sociomoral dimension of human beings. The authors, experienced theorists and researchers sharing a cultural psychological perspective, provide a fresh understanding of educational institutions, and elaborate on how initiatives aiming at promoting dialogical practices and ethical orientation within educational contexts can be productive. They provide teachers, researchers, psychologists and parents, as well as the general public, with useful knowledge in order to contribute to theoretical and practical advances concerning education and human development.
