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Nota di contenuto	1. Introduction: the construct of Educational Self, Giuseppina Marsico, University of Salerno, Italy and Luca Tateo, Aalborg University, Denmark -- 2. Dynamics in the educational self of an adolescent: from the dominance of parental voices to their silencing, Ramon Cerqueira Gomes Federal University of Bahia, Brazil -- 3. Self-Development, Human Values and the Construction of Children's Trajectories in Educational Contexts, Mónica Roncancio Moreno, Pontificia Universidad Javeriana, Colombia and Angela Uchoa Branco, Universidade de Brasília, Brazil -- 4. The reconfiguration of the Educational Self in the context of higher education, Sueli Barros da Ressurreição, State University of Bahia and Sonia Maria Rocha Sampaio Federal University of Bahia, Brasil -- 5. Emergence of self situated at an institution, Mogens Jensen, Aalborg University, Denmark -- 6. Teachers' feedback and educational self of institutionalized youngsters: a possible dialogue?, Dulce Martins &

Carolina Carvalho, Universidade de Lisboa, Portugal -- 7. Teacher's Role in the Dynamics between Self and Culture, Angela Uchoa Branco & Sandra Ferraz Freire, University of Brasilia, Brazil and Mónica Roncancio-Moreno, Pontificia Universidad Javeriana, Colombia -- 8. School complaints and the educational self: openings for the medicalization of school difficulties, Gilberto Lima dos Santos, Patrícia Carla Silva do Vale Zucoloto and Maria Virgínia Machado Dazzani, Federal University of Bahia, Brazil -- 9. Teacher participation in the constitution of the educational self, Cícero Ramon Cunha de Jesus, Federal University of Bahia, Brazil -- 10. Walking in a book: teacher professional identity between psychology and culture, Anna Maria De Bonis, University of Salerno, Italy, and Luca Tateo, Aalborg University, Denmark -- 11. The production of school complaints in a public school: meanings and practices, Eliseu de Oliveira Cunha, Maria Virgínia Machado Dazzani, Polyana Monteiro Luttigards and Saulo Roger Moniz Pacheco Lima, Federal University of Bahia, Brazil -- 12. Reflections on the construction of the Educational Self from an inclusive experience with School Therapeutic Accompaniment, Verônica Gomes Nascimento and Yasmin Cunha de Oliveira, Federal University of Bahia, Brasil -- 13. Parental engagement in light of the ecosystemic foundations of the school-family-community partnership: Toward a psychosocial, dialogical, and developmental perspective, Dany Boulanger. Sherbrooke University, Canada -- 14. Conclusions: Educational Self in future school practice, Luca Tateo, Aalborg University, Denmark and Giuseppina Marsico, University of Salerno, Italy. .

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#### Sommario/riassunto

This book represents the first extensive introduction to the emerging construct of Educational Self. The new concept describes a specific dimension of the Self, which is elaborated in the course of a person's school life and is reactivated anytime the person is involved in an educational activity, whether as a student, teacher or parent. The Educational Self (ES) approach was created by the volume editors and is currently being developed at various universities in Europe and Latin America as a way of understanding and operating in educational contexts. The book presents the theoretical framework and the empirical developments of the construct, paving the way for further applications in education. The main locations of the empirical studies are Denmark, Italy, Brazil, Portugal and Colombia, but the research network is steadily expanding to other countries, so that the concept here can be generalized to different cultural contexts. The book addresses a range of contexts and moments in school life. The editors' introduction presents the construct of ES, the opportunities for further theoretical and empirical developments of the concept, and its potential applications in educational practices. In the remainder of the volume, ES is explored for different age groups (from children to adolescents to higher education), different actors (peers, teachers, parents and their interactions), different contexts (formal education, special institutions, school-family relationships) and different phenomena (disruptive behavior, special needs, value orientation, school failure, etc.). All the studies share a qualitative idiographic approach, which is characteristic of the perspective of cultural psychology in which the ES construct was elaborated. .

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