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Sommario/riassunto

This book presents voices of educators describing their pedagogical practices inspired by the ethical ontological dialogism of Mikhail M. Bakhtin. It is a book of educational practitioners, by educational practitioners, and primarily for educational practitioners. The authors provide a dialogic analysis of teaching events in Bakhtin-inspired classrooms and emerging issues, including: prevailing educational relationships of power, desires to create a so-called educational vortex in which all students can experience ontological engagement, and struggles of innovative pedagogy in conventional educational institutions. Matusov, Marjanovic-Shane, and Gradovski define a dialogic research art, in which the original pedagogical dialogues are approached through continuing dialogues about the original issues, and where the researchers enter into them with their mind and heart.
