

1. Record Nr.	UNIORUON00191048
Titolo	Cento anni di sviluppo economico e sociale dell'Italia 1861-1961 / Istituto Centrale di Statistica (ISTAT) - ISTAT ; Roma, s. d. 73 p. ; 23 cm
Soggetti	Italia - Economia - Studi
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia
2. Record Nr.	UNINA9910404070903321
Autore	Tønnessen Finn Egil
Titolo	Can We Read Letters? : Reflections on Fundamental Issues in Reading and Dyslexia Research / / by Finn Egil Tønnessen, Per Henning Uppstad
Pubbl/distr/stampa	Brill, 2015 Rotterdam : , : SensePublishers : , : Imprint : SensePublishers, , 2015
ISBN	9789462099562 9462099561
Edizione	[1st ed. 2015.]
Descrizione fisica	1 online resource (140 p.)
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Soggetti	Education
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Formato	Materiale a stampa
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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	Preliminary Material -- Historical Introduction – Beginning and Continuation of Dyslexia Research -- Challenges in Cognitive Psychology -- Defining 'Dyslexia' -- Defining 'Skill' -- Reading Skill -- Reading Fluency -- Reading Instruction -- Concluding Reflections -- References -- Subject Index -- Name Index.
Sommario/riassunto	"In their new book, Finn Egil Tønnessen and Per Henning Uppstad provide a set of theoretical and philosophical reflections on research in reading and dyslexia. It is a pleasure to welcome this book, which reflects the many contributions made by researchers at the National

Centre for Reading Education and Research in Stavanger, Norway.” – Professor Usha Goswami, University of Cambridge. Careful reflection on the concepts and methods used is a prerequisite for further development in any field of research. The authors think cognitive psychology has become too dominant in reading and dyslexia research, arguing that it should be combined with behaviourism and connectionism – in part by focusing on the concept of ‘skill’. The key components of a skill are claimed to be automaticity, awareness and shifts between them. Reading is defined as an interpretative skill, which should be viewed from the perspective of hermeneutics. The authors use these fundamental analyses and definitions to shed new light on the ‘balanced approach to reading instruction’, ‘reading fluency’ and other key concepts. The book also deals with problems in the definition of ‘dyslexia’ and proposes a method to arrive at clear and fruitful definitions. It concludes with a chapter trying to answer the question of in what sense, or to what extent, it can be claimed that reading and dyslexia research has made progress. The book mainly builds on articles published over the past 25 years by Professor Finn Egil Tønnessen at the National Centre for Reading Education and Research, Stavanger, Norway.
