

1. Record Nr.	UNINA9910349660203321
Autore	Illich, Ivan <1926-2002>
Titolo	Descolarizzare la società : una società senza scuola è possibile? / Ivan Illich / prefazione di Andrea Staid
Pubbl/distr/stampa	Milano ; Udine : Mimesis, 2019
ISBN	978-88-857-55632-1
Descrizione fisica	167 p. ; 22 cm
Collana	Mimesis. Biblioteca ; 5
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Lingua di pubblicazione	Italiano
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Livello bibliografico	Monografia

2. Record Nr.	UNINA9910689577803321
Titolo	Management of allergic and nonallergic rhinitis // prepared for Agency for Healthcare Research and Quality ; prepared by New England Medical Center Evidence-based Practice Center ; Aidan Long ... [et al.], investigators
Pubbl/distr/stampa	U.S. Dept. of Health and Human Services, Public Health Service, Agency for Healthcare Research and Quality Rockville, MD
Altri autori (Persone)	LongAidan
Disciplina	617.5/23
Soggetti	Rhinitis Allergy
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

3. Record Nr.	UNINA9910438241203321
Titolo	Productive Multivocality in the Analysis of Group Interactions // edited by Daniel D. Suthers, Kristine Lund, Carolyn Penstein Rosé, Chris Teplovs, Nancy Law
Pubbl/distr/stampa	New York, NY : , : Springer US : , : Imprint : Springer, , 2013
ISBN	1-4614-8960-1
Edizione	[1st ed. 2013.]
Descrizione fisica	1 online resource (719 p.)
Collana	Computer-Supported Collaborative Learning Series, , 1573-4552 ; ; 15
Disciplina	371.33
Soggetti	Educational technology User interfaces (Computer systems) Learning Instruction Educational Technology User Interfaces and Human Computer Interaction Learning & Instruction
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Part 1:Introduction -- 1.The Productive Multivocality Project: Origins and Objectives -- 2.Methodological Dimensions -- 3.A Readers' Guide to the Productive Multivocality Project -- Part 2:Case Study 1:Pivotal Moments in Origami Fractions -- 4.Learning Fractions through Folding in an Elementary Face-to-Face Classroom -- 5.Focus-based Constructive Interaction -- 6.Collaborative and Differential Utterances, Pivotal Moments, and Polyphony -- 7.Social Metacognition, Micro-creativity and Justifications: Statistical Discourse Analysis of a Mathematics Classroom Conversation -- 8.A Multivocal Analysis of Pivotal Moments for Learning Fractions in a 6th Grade Classroom in Japan -- Part 3:Case Study 2:Peer Led Team Learning for Chemistry -- 9.Peer-Led Team Learning in General Chemistry -- 10.Knowledge Building Discourse in Peer-Led Team Learning (PLTL) Groups in First-year General Chemistry -- 11.A Multivocal Process Analysis of Social Positioning in Study Groups -- 12.Application of Network Analysis to Collaborative Problem Solving Discourse: An Attempt to Capture

Dynamics of Collective Knowledge Advancement -- 13.A Multivocal Analysis of the Emergence of Leadership in Chemistry Study Groups -- Part 4:Case Study 3: Multimodality in Learning About Electricity with Diagrammatic and Manipulative Resources -- 14.Group Scribbles-supported Collaborative Learning in Primary Grade 5 Science Class -- 15. Identifying Pivotal Contributions for Group Progressive Inquiry in a Multimodal Interaction Environment -- 16.Cascading Inscriptions and Practices: Diagramming and Experimentation in the Group Scribbles Classroom -- 17.Conceptual Change and Sustainable Coherency of Concepts Across Modes of Interaction -- 18.Development of Group Understanding via the Construction of Physical and Technological Artifacts -- 19.Agency and Modalities in Multimediated Interaction -- Part 5:Case Study 4:Knowledge Building Through Asynchronous Online Discourse -- 20.Online Graduate Education Course Using Knowledge Forum -- 21.Socio-dynamic Latent Semantic Learner Models -- 22. Exploring Pivotal Moments in Students' Knowledge Building Progress Using Participation and Discourse Marker Indicators as Heuristic Guides -- 23.Statistical Discourse Analysis of an Online Discussion: Cognition and Social Metacognition -- 24.Critical Reflections on Multivocal Analysis and Implications for Design-Based Research -- Part 6:Case Study 5:A Data-Driven Design Cycle for 9th Grade Biology -- 25. Towards Academically Productive Talk Supported by Conversational Agents -- 26.Gaining Insights from Sociolinguistic Style Analysis for Redesign of Conversational Agent Based Support for Collaborative Learning -- 27.Successful Knowledge Building Needs Group Awareness: Interaction Analysis of a 9th Grade CSCL Biology Lesson -- 28. Interaction Analysis of a Biology Chat -- 29.Network Analytic Techniques for Online Chat -- 30.Multivocality as a Tool for Design-Based Research -- Part 7:Reflections -- 31.Achieving Productive Multivocality in the Analysis of Group Interactions -- 32.Methodological Pathways for Avoiding Pitfalls in Multivocality -- 33.Analytic Representations and Affordances for Productive Multivocality -- 34. Epistemological Encounters in Multivocal Settings -- 35.Multivocality in Interaction Analysis: Implications for Practice -- 36.A Dialog on 'Productive Multivocality'.

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### Sommario/riassunto

The key idea of this book is that scientific and practical advances can be obtained if researchers working in multiple traditions – including traditions that have been assumed to be mutually incompatible – make a concerted and sustained effort to engage in dialogue with each other by comparing and contrasting their understandings of a given phenomenon and considering how these different understandings can either complement or mutually elaborate on each other. This key idea applies to many fields, particularly in the social and behavioral sciences, as well as education and computer science. The book shows how we have achieved this by presenting our analyses of collaborative learning during the course of a four-year project involving dozens of researchers in a series of five workshops. The 37 editors and authors involved in this project generally study collaborative learning, technology enhanced learning, and cooperative work, and share an interest in understanding group interactions, but approach this topic from a variety of disciplinary homes and theoretical and methodological traditions. The sustained dialogue across these multiple "voices" makes this book useful to researchers in many different fields and with diverse goals and agendas.

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