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| 1. Record Nr. | UNINA9910453001703321 |
| Autore | Conly Sarah |
| Titolo | Against autonomy : justifying coercive paternalism // by Sarah Conly [[electronic resource]] |
| Pubbl/distr/stampa | Cambridge : , : Cambridge University Press, , 2013 |
| ISBN | 1-139-85415-1 1-107-23623-1 1-139-84507-1 1-139-17610-2 1-139-84271-4 1-139-84595-0 1-139-84033-9 1-283-83627-0 1-139-84152-1 |
| Descrizione fisica | 1 online resource (viii, 206 pages) : digital, PDF file(s) |
| Disciplina | 320.01 |
| Soggetti | Decision making - Political aspects Decision making - Philosophy Paternalism Autonomy (Philosophy) Choice (Psychology) |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Title from publisher's bibliographic system (viewed on 05 Oct 2015). |
| Nota di contenuto | Introduction: the argument -- 1. Why value autonomy? -- 2. Individuality -- 3. Alienation, authenticity, and affect -- 4. Misuse and abuse: perfectionism and preferences -- 5. Misuse and abuse: punishment and privacy -- 6. Applications -- 7. Final justifications. |
| Sommario/riassunto | Since Mill's seminal work On Liberty, philosophers and political theorists have accepted that we should respect the decisions of individual agents when those decisions affect no one other than themselves. Indeed, to respect autonomy is often understood to be the chief way to bear witness to the intrinsic value of persons. In this book, Sarah Conly rejects the idea of autonomy as inviolable. Drawing on |

sources from behavioural economics and social psychology, she argues that we are so often irrational in making our decisions that our autonomous choices often undercut the achievement of our own goals. Thus in many cases it would advance our goals more effectively if government were to prevent us from acting in accordance with our decisions. Her argument challenges widely held views of moral agency, democratic values and the public/private distinction, and will interest readers in ethics, political philosophy, political theory and philosophy of law.

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| 2. Record Nr. | UNINA9910457924803321 |
| Autore | Raeff Catherine <1964-, > |
| Titolo | Always separate, always connected : independence and interdependence in cultural contexts of development // Catherine Raeff |
| Pubbl/distr/stampa | Mahwah, N.J : , : Lawrence Erlbaum, , 2006 |
| ISBN | 1-135-63373-8 1-282-37555-5 9786612375552 1-4106-1699-1 |
| Descrizione fisica | 1 online resource (310 p.) |
| Disciplina | 305.231 |
| Soggetti | Child development Culture Identity (Psychology) in children Dependency (Psychology) Autonomy (Psychology) Electronic books. |
| 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 (p. 256-275) and indexes. |
| Nota di contenuto | Contents; Preface; 1 Theoretical Foundations, Part 1; 2 Theoretical Foundations, Part 2; 3 A Historical Case Study: Independence and Interdependence in Euro-American Cultural Traditions; 4 Independence |

and Interdependence in Parent-Child Relationships; 5 Independence and Interdependence in Educational Settings; 6 Independence, Interdependence, and Self-Construction; 7 Independence and Interdependence in Late Adolescent Self-Constructions; 8 Recurring Themes; References; Author Index; Subject Index

Sommario/riassunto

In recent years, there has been a proliferation of theoretical and empirical scholarship on how issues of human separateness, or independence, and issues of human connectedness, or interdependence, are played out in diverse cultural contexts. Despite agreement on the value of understanding culture and development in terms of independence and interdependence, many issues remain open for continued theoretical refinement and empirical analysis. This book presents a fresh conceptualization which holds that independence and interdependence are multifaceted and inseparable dimensions of human

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| 3. Record Nr. | UNINA9910132203303321 |
| Autore | Noar Joseph |
| Titolo | Interceptive orthodontics : a practical guide to occlusal management // Joseph Noar |
| Pubbl/distr/stampa | Chichester, [England] : , : Wiley Blackwell, , 2014 ©2014 |
| ISBN | 1-118-88028-5 1-118-91733-2 1-118-88027-7 |
| Descrizione fisica | 1 online resource (91 p.) |
| Disciplina | 617.6/43 |
| Soggetti | Malocclusion - Treatment Teeth - Growth |
| 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 at the end of each chapters and index. |
| Nota di contenuto | Introduction : what do we know about growth? -- Recognizing the problem : is a nice smile important? -- Investigations -- Managing the |

developing occlusion.

Sommario/riassunto

Identify problems and introduce solutions early for an ideal aesthetic result. Interceptive Orthodontic aims to guide the practitioner in the art of interceptive management of the developing dentition. The goal is to guide the permanent dentition into the line of the dental arches, avoiding complex orthodontic treatment for teeth displaced far from their ideal position, and thereby reducing orthodontic treatment time. This book covers growth of the jaws and tooth development, and explains the correct timing of interceptive management. It also discusses orthodontic asse

4. **Record Nr.**

UNINA9910637692303321

Autore

Reischl Julia, Dr.

Titolo

Zur Doppelbödigkeit des Unterrichts als Bühne : Eine rekonstruktive Fallanalyse zur Untersuchung der Interaktionsordnung des Unterrichts / Julia Reischl

Pubbl/distr/stampa

Leverkusen, : Verlag Barbara Budrich, 2023

ISBN

9783847417590
3847417592

Edizione

[1st ed.]

Descrizione fisica

1 electronic resource (332 p.)

Collana

Schriftenreihe der DGfE-Kommission Psychoanalytische Pädagogik

Soggetti

classroom research
Unterrichtsforschung
Lehrer-Schüler-Interaktion
teacher-student interaction
participant observation
teilnehmende Beobachtung
group discussions
Gruppendiskussionen
narrative interviews
narrative Interviews
reconstructive social research
rekonstruktive Sozialforschung
documentary method
Dokumentarische Methode
depth hermeneutics
Tiefenhermeneutik
multi-perspective
multiperspektivisch

multi-method
multimethodisch
triangulation
Triangulation

Lingua di pubblicazione

Tedesco

Formato

Materiale a stampa

Livello bibliografico

Monografia

Nota di contenuto

Einleitung I Theoretischer Rahmen der Arbeit 1 Vom Untersuchungsgegenstand zum Forschungsinteresse 1.1 Interaktion und Interaktionsordnung nach Erving Goffman 1.2 Interaktionsordnung im Kontext von Schule und Unterricht 1.3 LehrerInnen-SchülerInnen-Interaktion im Unterricht 1.3.1 Betrachtung aus dokumentarischer Perspektive 1.3.2 Betrachtung aus tiefenhermeneutischer Perspektive 1.4 Forschungslücken und zentrale Fragestellungen 1.5 Relevanz für die Disziplin und Ziele der Arbeit II Empirische Untersuchung zur Interaktionsordnung des Unterrichts 2 Forschungsdesign und Forschungsprozess 2.1 Erkenntnistheoretische und methodologische Grundlagen zum qualitativen Forschungsansatz 2.2 Qualitativ-empirische Einzelfallstudie und Fallauswahl in dieser Arbeit 2.3 Zur Ethnographie als Forschungsstrategie 2.4 Datenerhebung und methodischer Zugang 2.4.1 Feldzugang, Forschungsfeld und Untersuchungssample 2.4.2 (Teilnehmende) Beobachtung 2.4.3 Einzelinterview 2.4.4 Gruppendiskussion 2.5 Datenauswertung und methodischer Zugang 2.5.1 Zur (qualitativ-)rekonstruktiven Sozialforschung 2.5.2 Methodologie und Methode der Dokumentarischen Methode 2.5.3 Methodologie und Methode der Tiefenhermeneutik 2.5.4 Gegenüberstellung von Dokumentarischer Methode und Tiefenhermeneutik 2.5.5 Umsetzung der Daten- und Methodentriangulation 3 Fallanalyse und Erkenntnisse zur Interaktionsordnung des Unterrichts 3.1 Dokumentarische Analyse dramatischer Inszenierungen während des Unterrichts 3.1.1 Exposition (1. Akt) 3.1.2 Komplikation (2. Akt) 3.1.3 Höhepunkt mit Peripetie (3. Akt) 3.1.4 Retardation (4. Akt) 3.1.5 Katastrophe bzw. Lösung (5. Akt) 3.1.6 Epilog 3.2 Tiefenhermeneutische Analyse der szenischen Inszenierungen während des Unterrichts 3.2.1 Erlebnisprotokoll zu teilnehmenden Beobachtungen in den Unterrichtsstunden 3.2.2 Szenische Interpretation der Unterrichtsstunden 3.2.3 Manifeste und latente Sinn III Theoretische Rückbindung 4 Zusammenführung und Diskussion der Ergebnisse hinsichtlich der übergeordneten Fragestellung 4.1 Das relationale Moment von Dokumentarischer Methode und Tiefenhermeneutik 4.2 Erkenntnisse zur Interaktionsordnung des Unterrichts vor dem Hintergrund der Methodentriangulation 5 Resümee und Ausblick Literaturverzeichnis Anhang

Sommario/riassunto

Welche Handlungspraktiken und Dynamiken lassen sich in der Interaktion zwischen Lehrer*innen und Schüler*innen feststellen? Wie wird die Interaktionsordnung des Unterrichts hergestellt und aufrechterhalten? Welche Erkenntnisse können die Dokumentarische Methode und Tiefenhermeneutik darüber liefern und welchen Mehrwert bietet eine Methodentriangulation? Die Studie untersucht die

Interaktion in einer 3. Klasse der Sekundarstufe I über einen Erhebungszeitraum von zwei Schuljahren. Which practices and dynamics can be identified in the interaction between teachers and students? How is the interactional order of teaching established and maintained? What insights can the documentary method and depth hermeneutics provide and what added value does method triangulation offer? The study investigates the interaction in a 3rd grade of lower secondary school over a survey period of two school years.
