

1. Record Nr.	UNINA9910455321303321
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Titolo	Dialogic inquiry : towards a sociocultural practice and theory of education / / Gordon Wells [[electronic resource]]
Pubbl/distr/stampa	Cambridge : , : Cambridge University Press, , 1999
ISBN	1-107-11563-9 0-511-60589-7 0-511-05101-8 0-511-30210-X 0-511-17299-0 0-511-15194-2 0-521-63133-5 1-280-42027-8
Descrizione fisica	1 online resource (xx, 370 pages) : digital, PDF file(s)
Collana	Learning in doing : social, cognitive and computational perspectives
Disciplina	370.15/23
Soggetti	Learning, Psychology of Language and education Educational sociology Inquiry (Theory of knowledge)
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 bibliografia	Includes bibliographical references (p. 339-354) and indexes.
Nota di contenuto	Introduction and acknowledgments ---- Part I. Establishing the Theoretical Framework. 1. The complementary contributions of Halliday and Vygotsky to a 'language-based theory of learning' --- 2. In search of knowledge --- 3. Discourse and knowing ---- Part II. Discourse, Learning and Teaching: 4. Text, talk and inquiry: schooling as semiotic apprenticeship. 5. Putting a tool to different uses: a re-evaluation of the IRF sequence --- 6. From guessing to prediction: progressive discourse in the learning and teaching of science --- 7. Using the tool-kit of discourse in the activity of learning and teaching --- 8. Making meaning with text: a genetic approach to the mediating role of writing ---- Part III. Learning and Teaching in the Zone of Proximal Development. 9. On learning with and from our students --- 10. The

	zone of proximal development and its implications for learning and teaching.
Sommario/riassunto	For more than a quarter of a century, the polemics surrounding educational reform have centered on two points of view: those who favor a 'progressive' child-centered form of education, and those who would prefer a return to a more structured, teacher-directed curriculum, which emphasizes basic knowledge and skills. Vygotsky's social constructivist theory offers an alternative solution, placing stress on co-construction of knowledge by more and less mature participants engaging in joint activity together, with semiotic mediation as the primary means whereby the less mature participants can seek solutions to everyday problems, using the resources existing in society. In addition to using illustrative examples from classroom studies, a comparative analysis of the theories and complementary developments in works by Vygotsky, and the linguist M. A. K. Halliday, are provided. This unique volume will be of tremendous benefit to those in the field of education, as well as to sociolinguists, psychologists and researchers.

2. Record Nr.	UNINA9910960232203321
Titolo	Young, disabled and LGBT+ : voices, identities and intersections // edited by Alex Toft, Anita Franklin
Pubbl/distr/stampa	London ; ; New York, : Routledge, 2020
ISBN	0-429-58214-5 0-429-19845-0 0-429-58404-0
Edizione	[1st ed.]
Descrizione fisica	1 online resource (255 pages)
Collana	Routledge research in gender and society
Altri autori (Persone)	ToftAlex FranklinAnita
Disciplina	305.9080866
Soggetti	Sexual minority youth with disabilities Young adults with disabilities Youth with disabilities Men with disabilities Sexual and Gender Minorities Persons with Disabilities Children with Disabilities LGBTQ+ disabled people LGBTQ+ youth

Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	<p>Theoretical and research landscapes. Disguise / James Molloy -- Sexuality and gender identity in the lives of young, disabled LGBT+ persons: initiating a dialogue / Alex Toft and Anita Franklin -- Also here, also queer: the work of LGBT+ disabled activists/scholars in "cripping" sexualities / Alan Santinele Martino -- The psychosocial coping of multiply marginalized LGBTQ+ adolescents with mental health issues / Debra A. Harley -- Developing a psychological understanding of the lived experiences of young lesbian, gay, bisexual and/or trans (LGBT+) people labelled with intellectual disability (ID) / Robert Dinwoodie and Beth Greenhill -- Centring the voices of disabled LGBT+ young people in research: ethical and methodological considerations / Anita Franklin and Alex Toft -- Identity, experience and voice. My life in sport / Zach Brookes -- Lived difference: ordinariness and misfitting in the lives of disabled and LGBT youth / Edmund Coleman-Fountain -- Between and betwixt: experiences of being young, trans and disabled in India / Srilatha Juvva, Krupali Bidaye and Mahima Nayar -- Two communities, one family: experiences of young Deaf LGBT+ people living in a minority within a minority / Paul Michaels and Abigail Gorman -- Walking through treacle: the educational experiences of a group of young, disabled LGBT+ students / Deborah Philip -- Young, disability and LGBT+ identities: personal explorations of intersectional discrimination and support challenges / Vemel Ramasamy -- Support and inclusion. Why spark has been good for me / Beth Ward -- 'A forbidden topic'? Sexuality and young people with intellectual disabilities / Paul Withers, with Tina McFay and Shane Beevers -- Creating an LGBTQ+ alliance in a specialist college setting in England: reflections from practice / Gillian Leno and Andrew Travers -- Towards expansive and inclusive relationship and sex education: young disabled LGBT+ people's ideas for change / Alex Toft and Anita Franklin.</p>
Sommario/riassunto	<p>Young, Disabled and LGBT+ brings together the work of an international team interested in exploring the intersection of sexuality, gender identity, and disability in the lives of young people and aims to further develop this area as a distinct area of study. This volume features original research and writing into lives that are often misunderstood, marginalised and under-represented in research. It is framed with artwork, poetry and writing from young disabled LGBT+ people, and centralises the voices and lives of young disabled LGBT+ people throughout. Drawing from disciplines including: sociology, psychology, disability and youth studies, and with contributions from practitioners, it examines experiences and research from a number of perspectives, such as education, personal lives and activism. Featuring work from the UK, Canada, United States, India and Australia, it is a timely and topical book which will appeal to scholars particularly interested in sexuality, gender, disability and youth studies; professionals within health, education, social work and youth work who aim to understand and support young disabled LGBT+ people; and young people themselves.</p>