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Nota di contenuto	Introduction, Catherine Milne -- Section 1: The Experiential in Education Research -- 1 The sociocultural turn in Science Education and its transformative potential, Kenneth Tobin -- 2 Multilectics and its methods, Gene Fellner -- 3 Heuristics for mindfulness in education and beyond, Malgorzata Powietrzynska -- 4 Studying secondary science student teaching experiences within a cohort community of practice: A multi-planar, multi-analysis sociocultural methodology, Jennifer Gallo-Fox -- 5 Video selection and microanalysis approaches in studies of Urban Science Education, Rowhea Elmesky -- 6 Equity, ethics and engagement: Principles for quality formative assessment in primary science classrooms, Bronwen Cowie -- 7 "And? Did we do nice things?" Children documenting their emerging inquiries in early science learning, Charles Max, Christina Siry, Martin Kracheel -- 8 Coteaching in the Penn STI: Evolution of fluent praxis, Cristobal Carambo -- 9 Science and English language learners: Creating opportunities to align teaching and learning with students' needs, Gillian U. Bayne and Romil D. Amin -- 10 Being a science educator researcher: a personal narrative from a sociocultural perspective, Konstantinos Alexakos -- Section 2 –

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Sommario/riassunto

The chapters included in this book address two major questions: what are some of the methodological and theoretical issues in sociocultural research in urban education and science education and what sort of questions do technological and virtual contexts raise for these types of research perspectives. The chapters build off Ken Tobin's personal history of sociocultural research in science education and as they do each chapter asks philosophical, sociological and/or methodological questions that inform our understanding of the challenges associated with conducting research in experiential and virtual contexts.
