

1. Record Nr.	UNINA9910789890403321
Titolo	Advances in group processes . Vol. 28 [[electronic resource] /] / edited by Shane R. Thye, Edward J. Lawler
Pubbl/distr/stampa	Bingley, U.K., : Emerald Group Pub., 2011
ISBN	1-283-35466-7 9786613354662 0-85724-774-3
Edizione	[1st ed.]
Descrizione fisica	1 online resource (296 p.)
Collana	Advances in group processes, , 0882-6145
Altri autori (Persone)	ThyeShane R LawlerEdward J
Disciplina	302.3 305
Soggetti	Social groups Social interaction Social Science - Sociology - General Psychology - Social Psychology Social, group or collective psychology
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.
Nota di contenuto	Preface / Shane R. Thye, Edward J. Lawler -- Graded status characteristics and expectation states / David Melamed -- Standardizing open interaction coding for status processes / Jennifer McLeer, Jake Frederick, Barry Markovsky, Christopher Barnum -- Collective intentionality in organizations : a meta-ethnography of identity and strategizing / Christopher W. J. Steele, Brayden G. King -- Applying identity theory to moral acts of commission and omission / Jan E. Stets -- Changing identity, changing language / Kathleen L. McGinn, Jeffrey T. Polzer -- Reducing social distance : the role of globalization in global public goods provision / Nancy R. Buchan, Gianluca Grimalda -- The conflict-cohesion hypothesis : past, present, and possible futures / Stephen Benard and Long Doan -- Building a life together : reciprocal and negotiated exchange in fragile families / Jessica L. Collett, Jade Avelis -- Three questions about the legitimacy of groups and the mobilization of resources / Morris Zelditch.

Sommario/riassunto

Advances in Group Processes publishes theoretical analyses, reviews, and theory based empirical chapters on group phenomena. It is the only edited volume of its kind explicitly devoted to group related phenomena and brings together diverse papers on the subject from a wide range of fields. The series adopts a broad conception of 'group processes'. This includes work on groups ranging from the very small to the very large, and on classic and contemporary topics such as status, power, exchange, justice, influence, decision-making, intergroup relations and social networks. Volume 28, including contributions from Stanford University and Harvard Business School, examines topics such as: graded status characteristics and expectation states; standardizing open interaction coding for status processes; creating community through language among San Pedro Longshoremen; applying identity theory to moral acts of commission and omission; and joint commitments and social groups. It looks at key questions about the legitimacy of groups and the mobilization of resources, and also reducing social distance through the role of globalization in global public goods provision.

2. Record Nr.	UNINA9910504296603321
Autore	Knüsel Schäfer Daniela <1976->
Titolo	Überzeugungen von Lehrpersonen zu digitalen Medien : Eine qualitative Untersuchung zu Entstehung, Bedingungsfaktoren und typenspezifischen Entwicklungsverläufen // Daniela Knüsel Schäfer
Pubbl/distr/stampa	Bad Heilbrunn, : Verlag Julius Klinkhardt, 2020
ISBN	3-7815-5826-6
Edizione	[1st ed.]
Descrizione fisica	1 online resource (288 p.)
Collana	klinkhardt forschung. Studien zur Professionsforschung und Lehrerbildung
Soggetti	Schule Lehrforschung Bildungsmedienforschung digitale Medien Lehrpersonen Unterrichtspraxis
Lingua di pubblicazione	Tedesco
Formato	Materiale a stampa
Livello bibliografico	Monografia

Sommario/riassunto

Überzeugungen von Lehrpersonen wird eine maßgebliche Rolle hinsichtlich der Qualität ihres Berufshandelns zugeschrieben. Beim Einsatz von digitalen Medien in Schule und Unterricht sind neben allgemeinen berufsbezogenen Überzeugungen auch spezifische Überzeugungen zu digitalen Medien von Bedeutung. Zur Entstehung und Veränderung solcher Überzeugungen sind jedoch noch kaum empirische Erkenntnisse vorhanden. Auf der Basis berufsbiografischer narrativer Interviews wurden in der vorliegenden Studie die vielfältigen Überzeugungen von Lehrpersonen zu digitalen Medien erfasst, individuelle Entwicklungsverläufe und die damit einhergehenden Bedingungen rekonstruiert und anhand einer Typenbildung unterschiedliche Grundmuster herausgearbeitet.
