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Nota di contenuto	Foreword -- 1. Introduction -- Part I. Theoretical Reflections on Research Orientations in Didactics -- 2. Pedagogical Content Knowledge and Subject Didactics. An Intercontinental Dialogue? -- 3. Comparative Didactics. A (re)constructive move from Subject Didactics in the French-Speaking Educational Research -- 4. Teaching Traditions in Classroom Practice – A Comparative Didactic Approach -- 5. The Rise, Evolution, and Future of Didactics in Italy: Branching Out Towards New Research Horizons -- Part II. Methods and Lenses for Exploring Teaching and Learning in the Classroom -- 6. Curriculum Materials in Initial Literacy: An Instrumental Approach in Spain -- 7. Mangling Didactic Models for Use in Didactic Analysis of Classroom Interaction -- 8. Issues in “Individualized” Teaching Practice in Germany. An Ethno-Methodological Approach -- 9. Towards Programmatic Research When

Studying Classroom Teaching and Learning? -- Part III. Didactics Meets Societal Challenges -- 10. Addressing Gender in French Research on Subject Didactics. A New Line of Investigation in Physical Education -- 11. A Gender-balanced Approach to Teaching Visual Literacy in the Czech Republic -- 12. Didactic Transposition and Learning Game Design. Towards a Ludicization Model for School Visits in Museums -- 13. ICT in the Classroom. Didactical Challenges for Practitioners and Researchers -- Index.

Sommario/riassunto

The collection of chapters in this book results from ongoing scientific discussions on teaching, learning and curriculum studies in Europe. Didactics as a research field and area of knowledge deals with questions about teaching, learning and educational content. Didactics explores institutionalized teaching and learning processes that are fundamental to allow people living together and acting as citizens. It connects curriculum issues to classroom practices and student's learning experience in a unique manner that goes beyond the field of curriculum studies and the field of the learning sciences. Focusing on different research traditions for conceptualizing the relationships between learning and teaching through the educational content learnt, the book presents advanced research in field of "Didactics - teaching and learning" that addresses the new challenges faced by the teaching profession. The collection of chapters in this book supports the continuous growth of comparative research on classroom practices and addresses in a novel manner the need for including international perspectives on Didactics in teacher education programs and graduate schools in education worldwide. Part 1 highlights the recent advances in the theoretical development of Didactics and more particularly the development of comparative didactics. Part 2 illustrates the diversity and complementarities of theoretical and methodological approaches for the empirical study of classroom practices. Part 3 maps certain societal challenges that didactic research faces in a changing world. .
