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| 1. Record Nr.           | UNICAMPANIAVAN0014382  |
| Autore                  | Hinde, Robert A.   |
| Titolo                  | Le basi biologiche del comportamento sociale umano : studiare gli animali per comprendere l'uomo / Robert A. Hinde |
| Pubbl/distr/stampa      | VIII, 416 p. : ill. ; 22 cm  |
| Edizione                | [Bologna : Zanichelli]   |
| Descrizione fisica      | Trad. di Alfredo Suvero, rev. di Danilo Mainardi.  |
| Disciplina              | 599.8045   |
| Soggetti                | Primate - Comportamento  |
| Lingua di pubblicazione | Italiano   |
| Formato                 | Materiale a stampa   |
| Livello bibliografico   | Monografia   |
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- |                    |   |
|--------------------|---|
| 2. Record Nr.      | UNINA9910686770203321   |
| Titolo             | International Perspectives on Inclusive Education : In the Light of Educational Justice // Simone Seitz, Petra Auer, Rosa Bellacicco  |
| Pubbl/distr/stampa | Leverkusen, : Verlag Barbara Budrich, 2023  |
| ISBN               | 9783847418689<br>3847418688   |
| Edizione           | [1st ed.]   |
| Descrizione fisica | 1 online resource (268 pages)   |
| Disciplina         | 370.21  |
| Soggetti           | Bildungsforschung<br>educational research<br>inclusion-related research<br>Inklusionsforschung<br>inclusive education<br>inklusive Bildung<br>Bildungsgerechtigkeit<br>educational equity<br>Bildungsungleichheit<br>educational inequality<br>international<br>Theorie<br>theory |

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Empirie

Lingua di pubblicazione

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Nota di contenuto

Mel Ainscow, Gottfried Biewer, Vera Moser: Preface – International Perspectives on Inclusion and Educational Justice Simone Seitz, Petra Auer, Rosa Bellacicco: Introduction – In the Light of Educational Justice: International Perspectives on Inclusion Part I: Conceptualisations Underpinning Research on Diversity, Equity, and Inclusion Mai-Anh Boger: Political Ontologies of Difference and Their Trilemmatic Structure Anja Tervooren: The Social Category of ‘Disability’ as a Desideratum of Intersectional Childhood Studies Alessandra Imperio, Simone Seitz: Positioning of Children in Research on Assessment Practices in Primary School Michaela Kaiser, Simone Seitz: Giftedness and Achievement within Discourses Part II: Educational Justice within Different Education Systems – Some Empirical Evidence Simone Seitz, Francesca Berti, Catalina Hamacher: Throughout the Day on the Way to More Educational Justice? Children’s Voices on All Day-primary Schooling Petra Auer: On the Inclusiveness of the Education System in a Multination State from the Perspective of Primary School Children and Teachers’ Values Rosa Bellacicco, Silver Cappello: Evidence on Analysis and Reflections of Available Statistical Data in Italy Joanne Banks, Silver Cappello, Heidrun Demo, Rune Hausstätter, Simone Seitz: Funding Models of Inclusion in an International Perspective Part III: Doing Inclusion – Doing Difference Valentina Migliarini: Inclusive Education from the DisCrit Perspective Anna Frizzarin: Adolescents’ Attitudes Towards and Representation of Otherness Petra Auer, Rosa Bellacicco, Dario lanes: Individual Education Plans as Instruments and Practices for Inclusion: Problems and Dilemmas Heidrun Demo: Conclusion – The Challenge of Integrating Antinomies Around Inclusive Education About the Authors Index of Terms

Sommario/riassunto

Internationale Entwicklungen und Impulse fordern dazu auf, Bildungssysteme gerecht und inklusiv auszugestalten. Das vorliegende Buch greift dies auf und fokussiert das häufig unscharf diskutierte Verhältnis zwischen inklusiver Bildung und Bildungsgerechtigkeit. Durch die Zusammenstellung von aktuellen Forschungsergebnissen und theoretischen Beiträgen aus mehreren europäischen Ländern zu dem Thema schaffen die Autor\*innen einen übergreifenden Diskussionsrahmen. International developments and impulses call for the equitable and inclusive design of education systems. This book takes this up and focuses on the often blurred relationship between inclusive education and educational equity. By compiling current research results and theoretical contributions from several European countries on the topic, the authors create an overarching framework for discussion.

“The included studies address important dimensions, raise interesting questions and propose new empirical approaches to the study of inclusion as a policy and politics of education.” Gunnlaugur Magnússon, European Journal of Special Needs Education 2024, Vol. 39, No. 2

