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| Titolo | Conversation Analysis and a Cultural-Historical Approach : Comparing Research Perspectives on Children's Storytellings // by Anna Filipi, Christina Davidson, Nikolay Veresov |
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| ISBN | 3-031-31941-9 |
| Edizione | [1st ed. 2023.] |
| Descrizione fisica | 1 online resource (389 pages) |
| Altri autori (Persone) | DavidsonChristina VeresovNikolay |
| Disciplina | 372.677 |
| Soggetti | Art—Study and teaching Teaching Knowledge, Sociology of Education Children Creativity and Arts Education Pedagogy Sociology of Knowledge and Discourse Childhood Education Ensenyament de l'art Narració de contes Llibres electrònics |
| Lingua di pubblicazione | Inglese |
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| Livello bibliografico | Monografia |
| Nota di contenuto | Chapter 1. Introduction: Never the two shall meet -- Chapter 2. Conversation Analysis -- Chapter 3. Cultural Historical Methodological Approaches to Analysis -- Chapter 4. Details of the data and approaches to analysis -- Chapter 5. Storybook reading interactions -- Chapter 6. Telling and sharing stories -- Chapter 7. Conclusions, applications and recommendations. |
| Sommario/riassunto | This book explores the distinct approaches of conversation analysis (CA) and cultural-historical theory to investigations of childhood |

storytelling with children aged 15 months to nine years. The authors draw on a rich set of data that depict children's interactions with parents, teachers and peers as they talk together after having read stories, as they recount their experiences, as they enact stories through play, and as they participate in school activities in science and in literacy tasks. The book demonstrates the matters that concern CA and cultural-historical theory and explore in what ways comparisons can work to inform research design to understand how far the boundaries of approaches can be stretched, and the challenges in attempting to do so. In this process the authors focus on adding to knowledge about children's rich interactional competencies and development as they tell stories, and on providing research-based evidence for parent, teacher and teacher educator practices.
