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Sommario/riassunto	In this book, a number of experts from various disciplines take a look at three different strands in learning to model. They examine the activity of modeling from disparate theoretical standpoints, taking into account the individual situation of the individuals involved. The chapters seek to bridge the modeling of communication and the modeling of particular scientific domains. In so doing, they seek to throw light on the educational communication that goes on in conceptual learning. Taken together, the chapters brought together in this volume illustrate the diversity and vivacity of