

1. Record Nr.	UNINA9910785541403321
Autore	Daniels Harry
Titolo	Vygotsky and Sociology [[electronic resource]]
Pubbl/distr/stampa	Hoboken, : Taylor and Francis, 2012 Abingdon [England] ; ; New York : , : Routledge, , 2012
ISBN	1-283-58552-9 9786613897978 0-203-11299-7 1-136-28495-8
Descrizione fisica	1 online resource (246 pages)
Disciplina	300.92 301
Soggetti	Education Psychology Sociology Vygotskii, L. S. (Lev Semenovich), 1896-1934
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 and index.
Nota di contenuto	Cover; Title Page; Copyright Page; Table of Contents; List of figures and tables; List of contributors; A brief introduction; 1 Curriculum and pedagogy in the sociology of education: some lessons from comparing Durkheim and Vygotsky; 2 Dialectics, politics and contemporary cultural-historical research, exemplified through Marx and Vygotsky; 3 Vygotsky and Bernstein; 4 Sixth sense, second nature, and other cultural ways of making sense of our surroundings: Vygotsky, Bernstein, and the languaged body; 5 The concept of semiotic mediation: perspectives from Bernstein's sociology 6 Negotiating pedagogic dilemmas in non-traditional educational contexts: an Australian case study of teachers' work 7 Modalities of authority and the socialisation of the school in contemporary approaches to educational change; 8 Semiotic mediation, viewed over time; 9 Boys, skills and class: educational failure or community survival? Insights from Vygotsky and Bernstein; 10 'Identity' as a unit of

analysis in researching and teaching mathematics

11 Schooling the social classes: triadic zones of proximal development, communicative capital, and relational distance in the perpetuation of advantage
12 The pedagogies of second language acquisition: combining cultural-historical and sociological traditions; Index

Sommario/riassunto

Building on earlier publications by Harry Daniels, Vygotsky and Sociology provides readers with an overview of the implications for research of the theoretical work which acknowledges a debt to the writings of L.S. Vygotsky and sociologists whose work echoes his sociogenetic commitments, particularly Basil Bernstein. It provides a variety of views on the ways in which these two, conceptually linked, bodies of work can be brought together in theoretical frameworks which give new possibilities for empirical work. This book has two aims. First, to expand and enrich the Vygotskian theoretical f
