

1. Record Nr.	UNINA9910785728503321
Titolo	Learning, social interaction and diversity : exploring identities in school practices // edited by Eva Hjerne, Geerdina van der Aalsvoort and Guida de Abreu
Pubbl/distr/stampa	Rotterdam, Netherlands : , : Sense Publishers, , 2012 ©2012
ISBN	94-6091-803-4
Edizione	[1st ed. 2012.]
Descrizione fisica	1 online resource (233 p.)
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Disciplina	370.196
Soggetti	Multicultural education Communication in education Social interaction in children
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	Preliminary Material / Geerdina van der Aalsvoort and Guida de Abreu -- Exploring Practices and the Construction of Identities in School / Eva Hjörne , Geerdina van der Aalsvoort and Guida de Abreu -- Schooling and Spaces for Learning / Roger Säljö -- Boundary Crossing Events and Potential Appropriation Space in Philosophy, Literature and General Knowledge / Michèle Grossen , Tania Zittoun and Jenny Ros -- Rethinking Ethnic Minority Young People's Participation in Multiple Sociocultural Contexts and its Impact on their Cultural Identities / Evangelia Prokopiou , Tony Cline and Guida de Abreu -- Making Sense of Homework: Parental Resources for Understanding Mathematical Homework in Multicultural Settings / Sarah Crafter -- Ethnic Cultural Legacies and Learning English as a Foreign Language / Wen-Chuan Lin and Gabrielle Iverson -- Challenging Understandings of Bilingualism in the Language Sciences from the Lens of Research that Focuses Social Practices / Sangeeta Bagga-Gupta -- Silence is Silver, Talk is Gold? Analysis of Classroom Talk in a Learner Centred Setting / Eveline Wuttke -- Shaping Marginalized Identities and Indexing Deficient

Behaviours in a Special Needs Unit / Ann-Carita Evaldsson and Yvonne Karlsson -- Beyond Teaching and Learning – Disciplining Boys in Remedial Classes During the 1960's in Sweden / Eva Hjörne and Pernilla Larsson -- The Effect of an Educational Electronic Book on the Emergent Literacy of Preschool Children at Risk for Learning Disabilities / Adina Shamir and Renat Fellah -- Video as a Potential Resource for Student Teachers' Agency Work / Kristiina Kumpulainen , Auli Toom and Merja Saalasti -- How Dynamic Patterns of Teacher-Child Interaction can Provide Insight in the Learning Potential of Five Year Olds / Annemieke Ensing , Geerdina van der Aalsvoort and Paul Van Geert -- Pre-Service Teachers' Representations of School Mathematics and Immigrant Children / Marcela Costanzi , Núria Gorgorió and Montserrat Prat -- Learning, Social Interaction and Diversity – Future Challenges / Geerdina van der Aalsvoort and Eva Hjörne.

Sommario/riassunto

The main idea of the book is to contribute to a broader understanding of learning, identity and diversity by presenting actual research findings that were retrieved from classroom settings and related social practices. Learning is to a large extent an ongoing social process as both students and their teachers learn by being part of shared social practices through social interactions that facilitate learning gains. Sociocultural research shows that the organization of schooling promotes or restricts learning, and is a crucial factor to understand how children from a diversity of backgrounds profit from instruction. This is a first urgent issue to be considered by teachers and teacher education in our socio and culturally diverse society. A second issue is the on-going debate about learning as a process that involves the construction of identities in schools and classrooms, and in the transitions between school and home practices. Last but not least, since school practices can be addressed from the perspective of diversity and special educational needs an on-going discussion about optimizing pedagogical approaches is of main importance to allow maximum educational effectiveness. Our potential audience for this book are researchers, post-graduate students in education and psychology, teachers, teacher education, other academics and policy makers.
