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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Introduction : why socio-materiality in education? -- Emergence and perturbation : understanding complexity science -- Complexity theory in educational research -- Contradiction and expansion : understanding cultural-historical activity theory -- Cultural-historical activity theory in educational research -- Translation and network effects : understanding actor-network theory -- Actor-network theory in educational research -- Spatiality and temporality : understanding cultural geography -- Spatial theory in educational research -- Socio-material approaches : contributions and issues for educational research.
Sommario/riassunto	The last fifteen years have seen much conceptual and methodological innovation in research on education and learning across the lifecourse, bringing both fresh insights and new dilemmas. This innovation was initially fuelled by the growing influence of conceptual framings often named as either post-structural or postmodern. The works of Foucault, Derrida and Lyotard have variously found their way into the canons of educational research, and in more recent years, the influence of the

work of Deleuze and Guattari has also grown. This work has proved controversial both in the challenges it has
