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Nota di contenuto	Cover; References; Introduction to Special Issue: Investigating Participant Structures in the Context of Science Instruction; Understanding the "What," "Why," and "How" of Cultural Tools; Authoritative and Persuasive Nature of Science Learning; Nurturing a Balance between Authoritative and Persuasive Discourse; Participant Structures and the Balancing of Authoritative and Persuasive Discourse; This Study; Background and Prior Findings; Setting and Rationale; Three Participant Structures that Support Student-Directed Inquiry; Method; Findings Episode 1: Nascent Use of Structure-Function Reasoning Episode 2: Partnered Use of Structure-Function Reasoning; Episode 3: Mastery of Structure-Function Reasoning; Discussion; Mastering Cultural Tools Through Teacher-Student Partnership; Appropriating Cultural Tools Through Teacher-Student Partnership; Access and Appropriation as

Identity Formation; Mastery and Appropriation Through an Ensemble of Participant Structures; Conclusion and Implications; Acknowledgments; References; The Teacher as Partner: Exploring Participant Structures, Symmetry, and Identity Work in Scaffolding
Unpacking Dialogic Activity Structures at Two Time Scales: Verbal Exchanges And Project Units
Setting, Data Sources, and Methods; Science Project Unit Activity Structure; Verbal Exchange Activity Structures for Project-Based Learning Environments; Incidence of Verbal Exchange Activity Structures Across Projects; Case Study of Students Utilizing Dialogic Activity Structures for a Science Project; Summary of Project Action; Focusing in on a Specific Issue; Locating and Using Appropriate Empirical Data to Research a Question; Using Empirical Data as Evidence to Support Claims
Using Inscriptions as Compact Forms of Data
Realization of the Project Unit Activity Structure; Functions of Dialogic Activity Structures for Projects; Conclusion and Implications; References; Dialogic Activity Structures for Project-Based Learning Environments; Methods and Data Sources; Paths Project; Cultural Tools in Paths; Participants; Teacher's Role in the Classroom; Problematizing Content; Giving Students Authority; Holding Students Accountable to Others and Disciplinary Norms; Providing Relevant Resources; Findings; Ownership of Ideas; Partisanship; Persuasive Discourse
What Did They Learn? Was the Classroom Equitable?; Discussion; Conclusion; Acknowledgments; References; Power in the Classroom: How the Classroom Environment Shapes Students' Relationships With Each Other and With Concepts

Sommario/riassunto

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