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Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	Intro -- Journey into Dialogic Pedagogy -- Contents -- Preface -- Introduction: Ontological vs. Instrumental Dialogic Pedagogy -- Abstract -- Part 1. Dialogue: Search for Truth and Social Justice -- Dialogicity and Monologicity of Socratic Pedagogical Dialogues -- Abstract -- Plato's Account of Socratic Dialogues as Educational Ethnography -- Findings -- Conclusions -- Does Socratic Dialogue Enslave Students?: Three Types of Socratic Pedagogical Dialogue in Modern Schooling -- Abstract -- Socratic Dialogues with Free Citizens Versus with the Slave -- Students' Non-Ontological Engagement: Socratic Dialogue with the Slave -- Students' Ontological Engagement with the Teacher Being the Expert Number One in the Classroom: Socratic Pedagogical Dialogues with Free Citizens -- Building a Community of Learners: Socrates' Espoused Theory of Pedagogical Dialogue -- Conclusion -- Freire's Dialogic Pedagogy for Liberation... and Totalitarianism -- Abstract -- Freire's Cultural-Dialogic Pedagogy -- Freire's Totalitarian Pedagogy of Liberation from People's Freedom -- Conclusion -- Bakhtin's Polysemic Notions of Dialogue and Monologue: Education Perspective -- Abstract -- Bakhtinian Analyses of Instruction -- Bakhtin's Polysemy about the Concepts of "Dialogue" and "Monologue -- Complementary Vista: "D and M Are Both Good -- Vista of Discursive Excesses: "D and M Are Both Bad -- Oppositional

Vista: "D Is Good while M Is Bad -- Conclusions: Chronotype of Polyphonic Classroom Regime -- Pedagogical Chronotypes of Monologic Conventional Classrooms: Ontology and Didactics -- Abstract -- Axiological Chronotope in Education -- Chronotopes of Monologic Conventional Pedagogy -- Internally Persuasive Discourse and Its Collapse in Ms. Vivian Paley's Classroom -- Abstract -- Why IPD for Education? -- Internally Persuasive Discourse in Ms. Vivian Paley's Classroom.

Collapse of Internally Persuasive Discourse in Ms. Vivian Paley's Classroom -- Abstract -- The Teacher's Monologic Coup D'etat: The New Order of an Authoritarian Discursive Regime (Our Dialogic Finalizing of Ms. Vivian Paley) -- Conclusion: What Is Polyphonic Classroom? -- Part 2. Dialogue and Activity -- Argumentation in Dialogic Education -- Abstract -- Non-Educational Views on Argumentation -- Problems with Traditional Education in Argumentation -- Argumentation in Education -- Research Method and Pedagogical Problem of Dialogic Pedagogical Argumentation -- Findings -- Conclusion -- Appendix: Sample of Sandy's Writing and My Feedback through Her Drafts -- Learning Ecology of a Polyphonic Classroom -- Abstract -- The Problem of Violent Ecology of Conventional Schooling and Its Alternatives -- The Lego-Logo Club as a Polyphonic Classroom -- Findings -- Designing the Students' Ontological Engagement and Ontologically-Oriented Teaching -- Abstract -- Lesson on "Designing Students' Ontological Engagement": Setting the Problem -- Inquiry of Reflection on the Practice of Ontologically-Oriented Teaching -- Ontological Engagement, Non-Ontological Engagement, and Ontological Disengagement -- Designing Students' Ontological Engagement into Academic Curriculum -- Dialogic and Polyphonic Teaching -- Problematics of Ontologically-Oriented Teaching -- Dialogue and Activity -- Abstract -- Creatively Productive Activities: Re-Productive Versus by-Productive Activities -- Dialogic Teaching as a Creative by-Productive Activity: A Case of Designing Order with Children in an Afterschool Program -- Polyphonic Mediation to Support Dialogue -- Design for Educational Polyphony -- Conclusion -- Conclusion: Limits of Dialogue and Dialogic Pedagogy -- Abstract -- Age: "Too Young to Dialogue -- Autism: "Being Cut off from Human Communication -- Conclusion -- References.
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