

1. Record Nr.	UNINA9910131487803321
Autore	Périer Pierre
Titolo	École et familles populaires : Sociologie d'un différend // Pierre Périer
Pubbl/distr/stampa	Rennes, : Presses universitaires de Rennes, 2015
ISBN	2-7535-3748-8
Descrizione fisica	1 online resource (224 p.)
Altri autori (Persone)	QueirozJean-Manuel de
Soggetti	Education Sociology famille sociologie de la famille sociologie de l'éducation éducation sciences de l'éducation pauvreté enseignement primaire enseignement secondaire migration
Lingua di pubblicazione	Francese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Sommario/riassunto	En l'espace d'un siècle, le rapport des familles à l'école s'est profondément transformé. Le mode scolaire de socialisation et de reproduction qui s'est progressivement imposé avec la massification secondaire a infléchi le processus d'acculturation, en accentuant le rapport de dépendance des familles populaires à l'école. Leurs relations avec l'école ne se déroulent pas nécessairement selon des règles, modalités et intérêts partagés. Les attentes peuvent diverger fortement, conforter les préjugés réciproques et engendrer un différend...

2. Record Nr.	UNINA9910815836603321
Titolo	Analyzing design review conversations // edited by Robin S. Adams and Junaid A. Siddiqui
Pubbl/distr/stampa	West Lafayette, Indiana : , : Purdue University Press, , 2016 ©2016
ISBN	1-61249-438-2 1-61249-439-0
Descrizione fisica	1 online resource (515 p.)
Disciplina	620/.0042
Soggetti	Engineering design - Evaluation Industrial design Communication in engineering design Communication in design
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	The outcome of DTRS 10 held at Purdue University in 2014.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Cover; Copyright; Table of Contents; Acknowledgments; Analyzing Design Review Conversations; 1. Inquiry Into Design Review Conversations; 2. Design Review Conversations: The Dataset; 3. Making Gestural frequencies; 4. Research-to-Practice Workshop: Design and Experience; Design Inquiry; 5. Robust Design Review Conversations; 6. Navigating Boundaries: Moving Between Context and Disciplinary Knowledge When Learning to Design; 7. Dimensions of Creative Evaluation: Distinct Design and Reasoning Strategies for Aesthetic, Functional, and Originality Judgments 8. Exploring the Role of Empathy in a Service-Learning Design Project 9. Piecemeal Versus Integrated Framing of Design Activities; 10. Exploring the Design Cognition of Concept Design Reviews Using the FBS-Based Protocol Analysis; Design Discourse; 11. Learning From Expert/Student Dialogue to Enhance Engineering Design Education; 12. A Discursive Approach to Understanding Dependencies Between Design Acts; 13. Normative Concerns, Avoided: Instructional Barriers in Designing for Social Change; Design Interactions

14. "Wait, wait: Dan, your turn": Performing Assessment in the Group-Based Design Review  
15. Articulation of Professional Vision in Design Review;  
16. Design Grammar-A Visual Tool for Analyzing Teacher and Student Interaction; Design Being;  
17. Taking a (Design) Stance;  
18. Becoming a Designer: Some Contributions of Design Reviews;  
19. Multiple Means Through Which Design Identities Are Communicated During Design Reviews; Design Coaching;  
20. A Quantitative Exploration of Student-Instructor Interactions Amidst Ambiguity;  
21. Directing Convergent and Divergent Activity Through Design Feedback  
22. Making Visible the "How" and "What" of Design Teaching  
23. Three Studio Critiquing Cultures: Fun Follows Function or Function Follows Fun?;  
Author Biographies and Contact Information; Index

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