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Nota di contenuto	Contents -- Preface: From Ruptures To Rich Points -- Introduction: Dialogical Learning And Dialogical Self -- Section I: Dialogical Approach To Learning -- Chapter 1: Dialogical Knowing And Believing -- Chapter 2: Learning To Think As Becoming Dialogue -- Chapter 3: Argumentation in the Piagetian Clinical Interview -- Commentary To The First Section "dialogical Approach To Learning: "Dialogue About Dialogue -- Section II: Crossing Contexts: Identities At The Borders Chapter 4: Cultural Elements As Means Of Constructing The Continuity Of The Self Across Various Spheres Of Experience -- Chapter 5: "nowadays I Think, "Wow: I Made It"" -- Chapter 6: Collaborative Work, Dialogical Self And Inter-/Intra-Empowerment Mechanisms -- Chapter 7: The Dialogic Construction Of Agency In Classroom Communities -- Chapter 8: Educational Self -- Chapter 9: Parent-Teacher Conversations In Multiethnic Schools -- Commentary To The Second Section "crossing Contexts: Identities At The Borders": Collisions, Confrontations, And Collaborations Of The Self In Culture Section III: Contexts And Interactive Interplays To Develop The Self -- Chapter 10: Exploring Dialogic Opportunities For Learning And (Re)Negotiating Selves -- Chapter 11: Blended Learning As A Context For Dialogical Access To Zones Of Proximal Development -- Chapter 12: Being Aspie Or Having Asperger Syndrome -- Chapter 13: Dialogic Learning In

Teachers "Professional Identities" -- Commentary to the Third Section,  
Contexts and Interactive Interplays to Develop the Self -- Dialogism  
and Otherness in Self-Development -- Conclusion -- References.

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