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| 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.

Name Index -- Subject Index -- Index.

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| Sommario/riassunto | The author came to the decision to embark on this journey into dialogic pedagogy when he firmly realized that education is essentially dialogic. It is not that pedagogy should be dialogic - he rather argues that it is always dialogic. This is true whether the participants in it, or outside observers of it, realise it or not - and even when the participants are resistant to dialog. This statement is in contrast with views that promote dialogic interaction in the classroom as a form of instruction. This conceptualization contrasts with views that dialogic interaction or conversational instruction are more effective instructional means in comparison to, let's say, a more monologic genre of instruction such as a lecture or a demonstration. This statement is also in contrast with views that assume dialog is a pedagogical instrument that can be turned on and off. He argues that whatever teachers and students do (or not do) whether in their classrooms or beyond it, they are locked in dialogic relations. |