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Nota di contenuto	Part I: Introduction -- Chapter 1. Editors' Introduction: Semiotic engagements - Alin Olteanu, Sébastien Pesce, Eetu Pikkarainen, Siân Stables -- Chapter 2. From Believing in to Believing by: A Beginner's Guide to Edusemiotics: Andrew Stables' inaugural lecture at Roehampton University 2014 - Andrew Stables -- Part II: Philosophy of education -- Chapter 3. Provocations for Andrew Stables: texts, words, semiotics - Suzy Harris & Paul Standish -- Chapter 4. Pedagogy Revitalized and Enacted as Lived Experience: Andrew Stables' valuable contribution to educational philosophy - Marianna Papastefanou -- Chapter 5. Living and learning as rhetorical engagement - Kris Rutten -- Chapter 6. Drawing on the Expendable Surface of Inscription: Artistic Practices and the Implications for Teaching and Learning - Derek Pigrum -- Part III: Semiotics and learning -- Chapter 7. How minimal should a minimal ontological realism be? On pedagogical ontology - Eetu Pikkarainen -- Chapter 8. Andrew Stables, before and towards edusemiotics: Some aspects of an "involved philosophy" - Sébastien Pesce -- Chapter 9. Andrew Stables on Peirce's rationalism, fully semiotic philosophy, and last words in semiotics - Winfried Nöth -- Part IV: Environmental matters and literacy -- Chapter 10. Semiotic Engagement in the Multispecies World - Timo Maran -- Chapter 11.

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#### Sommario/riassunto

This collected volume celebrates the life and work of the late Andrew Stables, a renowned scholar in semiotics and in educational philosophy and theory. He is known, in particular, for having pioneered the semiotic approach to education. This book celebrates his work with scholarly contributions by leading researchers in these areas of scholarship, reflecting on Andrew Stables' thought and intellectual legacy. The contributions are interdisciplinary, which reflects Stables' eclectic work. Also included are new and unpublished texts of Andrew Stables. The text is divided into three parts: Philosophy of Education, Learning as Semiotic, and Environmental Literacies. It appeals to students and researchers working in philosophy of education broadly, semiotic-oriented approaches to education, as well as discussions on multimodality.