

TABLE OF CONTENTS

INTRODUCTION: WHY STUDY SOCIAL INTERACTIONS IN THE CLASSROOM? AN OPEN DEBATE ON INTERNATIONAL RESEARCH EXPERIENCES	9
<i>Francesco Arcidiacono and Marcelo Giglio</i>	

PART I. SCIENTIFIC PERSPECTIVES ON THE STUDY OF SOCIAL INTERACTIONS IN THE CLASSROOM

CHAPTER 1. LEARNING IN THE CLASSROOM: WHEN EMOTIONS GET IN THE WAY	25
<i>Nathalie Muller Mirza and Michèle Grossen</i>	
CHAPTER 2. COLLABORATIVE WORK AND TEACHING AND LEARNING PROCESSES IN MATHEMATICS: THE IMPORTANCE OF <i>INTER-</i> AND <i>INTRA-EMPOWERMENT</i> MECHANISMS	43
<i>Margarida César</i>	
CHAPTER 3. CULTURAL TOOLS AND SOCIO-COGNITIVE DYNAMICS AT WORK FOR LEARNING SCIENCE AT SCHOOL: ON THE IMPORTANCE OF REITERATING THE USE OF TOOLS AND INTERACTIVE SITUATIONS	61
<i>Valérie Tartas</i>	

CHAPTER 4. HETEROGENEITY OF CLASSROOM INTERACTIONS: PHILOSOPHY AND LITERATURE IN HIGH SCHOOL	81
<i>Tania Zittoun and Michèle Grossen</i>	

PART II. TEACHING/LEARNING PROCESSES

CHAPTER 5. EDUCATING CAN BE HARD! SOME NOTES ON THE NOTION OF MATERIALITY IN EDUCATION	101
<i>Antonio Iannaccone</i>	
CHAPTER 6. WRITTEN PRODUCTION BY FOUR-YEAR-OLD STUDENTS: A LEVER FOR TRANSFORMING TEACHING PRACTICES?	125
<i>Christine Riat and Patricia Groothuis</i>	
CHAPTER 7. THE TEACHER-MEDIATOR: WHAT NEW PARADIGMS TO GUIDE THE TEACHING-LEARNING PROCESS?	151
<i>Britt-Mari Barth</i>	

PART III. PROSPECTS FOR INITIAL AND CONTINUING TEACHER EDUCATION

CHAPTER 8. THE ROLE OF PEER INTERACTION ON EARLY LITERACY IN SCHOOLS	169
<i>Franca Rossi, Clotilde Pontecorvo and Francesco Arcidiacono</i>	

<i>Table of Contents</i>	7
CHAPTER 9. LEARNING TOGETHER: WAYS TO STRUCTURE CLASSROOM INTERACTIONS <i>Céline Buchs</i>	191
CHAPTER 10. CREATING A NEW OBJECT IN CLASSROOM: A PEDAGOGICAL DESIGN FOR INNOVATION AND OBSERVATION <i>Anne-Nelly Perret-Clermont and Marcelo Giglio</i>	211
CONCLUSION: SCIENTIFIC, PEDAGOGICAL, AND EDUCATION PATHS TO ENRICH TEACHING <i>Marcelo Giglio and Francesco Arcidiacono</i>	239
ABOUT THE CONTRIBUTORS	247
FINAL NOTES BY FRANCESCO ARCIDIACONO	251