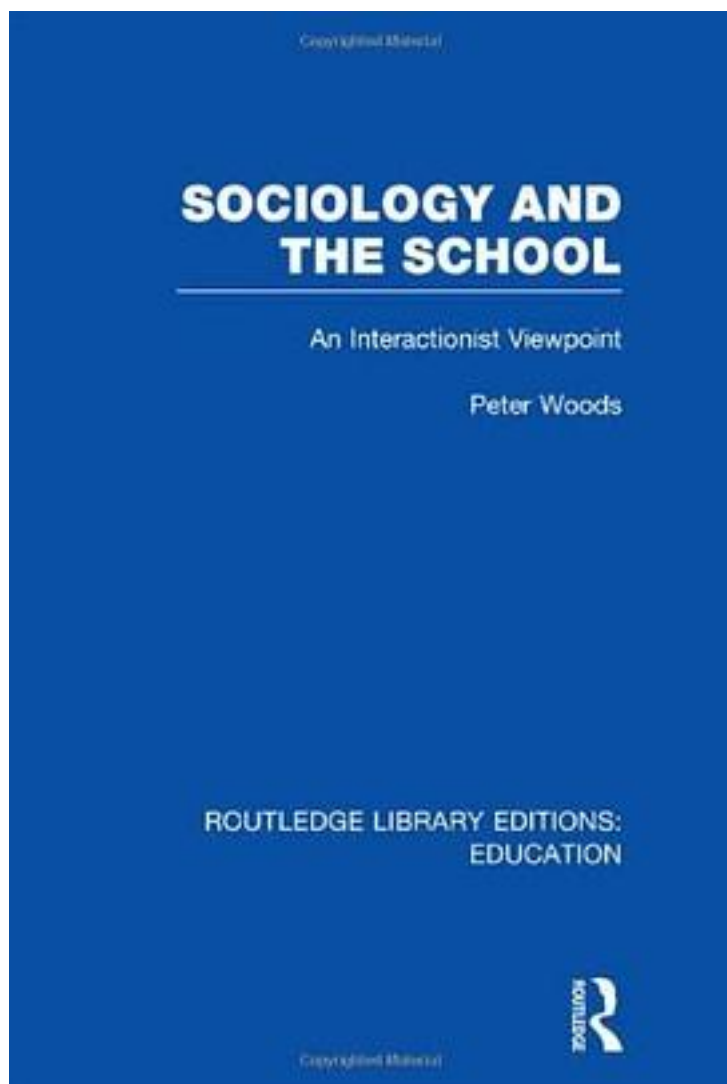


Sociology and the School



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This is an introduction to interactionist work in education during the 1970s and 80s. The interactionist viewpoint concentrates on how people construct meanings in the ebb and flow of everyday life -- what they think and do, how they react to one another -- and has in recent years established itself as one of the leading approaches in education. It has generated illuminating research studies which, by being firmly based in the real world of teaching and dealing with the fine-grained details of school life, have helped to break down the barriers between teacher and researcher. This volume presents the results of this valuable work, within a coherent theoretical framework, by focusing on the major interactionist concepts of situation, perspectives, cultures, strategies, negotiation and careers. By bringing them together in this way, the author demonstrates their collective potential for the deeper understanding of school life and the possibilities for sociological theory. His book therefore offers both a summary of and a reflection on achievement in the area of interactionism as it relates to schools.

作者介绍:

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标签

教育社会学

评论

本书第一版于1983年出版，客观上推动了微观形态的教育社会学研究浪潮，即激发了大量教育研究者深入学校生活，以对课堂教学活动开展细致的社会学分析。作者旨在回答两大问题：“学校生活是如何可能的”、“课堂教学活动是如何可能的”。基于符号互动论的视角，可以发现学校、课堂、教学的意义对于教师和学生而言是非常不同的，因此彼此在构建各自生活方式上就会有着明显的文化差异和认知差异，以致于双方会采取不同的行动策略。而具体到一个课堂的情境脉络（context）当中，有效教学（effective teaching）、班级管理（classroom control）、学生越轨（pupil deviance）等各种有着互动论性质的教育现象，都值得进一步去挖掘背后的社会意涵。

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