



## Boundary Objects and Practices in Educational Contexts

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Deadline for manuscript  
submissions:

**closed (30 November 2023)**

### Message from the Guest Editors

The aim of this Special Issue is to look in-depth into the dynamics triggering cross-boundaries between different learning contexts. Moving from one context to a different one does not have to be necessarily a physical action. Crossing boundaries is an intellectual act that "forces" a social and cognitive re-organization not only in terms of knowledge and skills but also in terms of a redefinition of the self. This is not a simple act. Involving a community in the construction of significant objects supports the move from one context to another one; both are interested in the object built.

This Special Issue is devoted to experiences of cross-boundaries. The common background is represented by the theoretical approach, always routed into constructivism, although different declinations are possible in each paper. We wish to offer to the readers a wide array of cases in which different types of participants are involved in joint activities aimed at the construction of a boundary-crossing object. The processes and the dynamics involved are analyzed so to unpack the various dimensions impacting and impacted.





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## Message from the Editor-in-Chief

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