CAMBRIDGE

Cambridge University Press
978-0-521-52042-3 - Joining Society: Social Interaction and Learning in Adolescence and Youth
Edited by Anne-Nelly Perret-Clermont, Clotilde Pontecorvo, Lauren B. Resnick,
Tania Zittoun and Barbara Burge
Index
More information

Index

accountability, and family conversation, 230, 231
adolescence: border between adulthood and, 300; definition of, 259; discourse and transformation of relationships with parents, 241–249; learning as discursive practice and concept of, 213
Adorno, T., 243
adultocentric societies, 301
adults and adulthood: and communities of practice, 19–23; definition of, 14; overview of pathways to in national context, 35–37. *See also* socialization; transition
age: categories of in Yugoslavia, 301; and family discourse, 231; and job classification in grocery industry, 312n2; and labor union membership, 312; structuring of life paths according to, 322; of transition to adulthood, 274–276, 293–297. *See also* adolescence; adults and adulthood; childhood; youth
alienation: modern education and life experiences, 187–188; and preapprenticeship program, 170–171; and socialization gap, 13
Allen, J. P., 242
alternance periods, and vocational training, 278
alternative training (*alternance*), and apprenticeship in Europe, 271
altruism, and social construction of self, 144
America's Choice: High Skills or Low Wages! (1990), 310
anthropology: and concept of wisdom, 254; and study of youth-based organizations, 46, 47
anxiety, and fear of losing identity, 148
apprenticeship: and social distribution of knowledge, 123; and transition patterns in Europe, 277–278, 279, 280–281; and youth employment in Germany, 271, 276. *See also* Dual System; preapprenticeship
appropriation: of lifestyles by counterculture youth groups, 95–100; discursive practices and social, 192
Aries, P., 300–301
arts: government support for, 67n12; and youth-based organizations, 48, 60, 69
asymmetry, in parent–adolescent discourse, 243, 247–248
athletic/academic youth-based organizations, 48, 60
Australia, and acquisition of literary skills by aborigines, 104. *See also* Youth in Search

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-52042-3 - Joining Society: Social Interaction and Learning in Adolescence and Youth
Edited by Anne-Nelly Perret-Clermont, Clotilde Pontecorvo, Lauren B. Resnick,
Tania Zittoun and Barbara Burge
Index
More information

Austria, and dual apprenticeship system, 278
authoritarianism: and communicative traditions of formal schooling, 190; and stereotype of German family, 243–244
autonomy, and individuation theory, 242, 243

Bailey, T., 310n1
Bakhtin, M. M., 96, 211–212
banlieue (suburban area), 111–112
Barnes, D., 227
Beck, U., 44
Becker, H. S., 71, 78, 81, 111
becoming adult. *See* adults and adulthood; transition
becoming member. *See* insiders; membership
beliefs and belief systems: and efficacy of teachers, 131; of extreme youth groups, 98–99. *See also* values
Bell, K. T., 242
Berger, P., 99, 122
Bernhardt, A., 310n1
biography, and analysis of transition behavior, 269
Bjønebeck, R., 87–88
Bjørgo, T., 97, 98, 103n13
Blossfeld, H. P., 277
Blumer, H., 110
Bourdieu, P., 110
Braaten, S., 98
Brazil, and study of mathematics of street vendors, 185
Bronfenbrenner, U., 90
Bruner, J., 180, 184, 208, 210
business, role of in lives of youths, 314–315

Calhoun, D., 184
Canada, and youth workplace in service society, 308–316
Canadian Labor Congress, 316
careers, interviews with students about future, 262. *See also* employment; work
Carraher, D. W. & T. N., 185
Carugati, F., 20, 22, 30, 81, 148, 149–151
Castiglia, D., 229
Central Intelligence Agency, 45
Centre d'Étude et de Recherches sur les Qualifications (CEREQ), 270
Centre National de la Recherche Scientifique (CNRS), 270
Centre Professionel du Littoral Neuchâtelois (CPLN), 155–171
certification systems, and training for work in European context, 276–277, 280–281
childhood, modern concept of, 300–301. *See also* adolescence; age
class, and changes in patterns of employment, 42
Coburn, D., 315–316
cognition: cognitive strategy building and youth-based organizations, 58–59; and social distribution of knowledge, 123–124
collective activity: personal agency and overview of, 29–31; learning and interdependencies of individual action and, 204–213; and preapprenticeship, 153–171; and social construction of meaning and self, 141–151
collective thinking, and transition to adulthood, 119–138
Commission of European Communities, 138
commitment: and counterculture youth groups, 93, 95, 97, 99–100; and youth-based organizations, 15–16; work and social, 81–82
communiel, 220
communication: education and abstract forms of, 183–184; pipeline model of, 181; sociocultural abilities and use of new technologies, 216–222; studies of in school settings, 184–185; text-based traditions of, 186–187; and traditions of formal schooling, 190
communities of practice, and youth organizations, 17–23
community, counterculture groups and feeling of belonging to, 94

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-52042-3 - Joining Society: Social Interaction and Learning in Adolescence and Youth
Edited by Anne-Nelly Perret-Clermont, Clotilde Pontecorvo, Lauren B. Resnick,
Tania Zittoun and Barbara Burge
Index
More information

competence: and individual development, 201; intermediate spaces and collective or individual, 73, 75–77; knowledge and future of society, 323–325; and learning in practice and discourse, 32; and socialization into labor market, 77–78; training based on cross-sectional, 326–327
computers: and computer-mediated collaborative approach to learning, 126–127; sociocultural abilities and use of, 216–222
conceptual appropriation. *See* appropriation
conceptual competence, 323
concrete abstractions, 211
concrete operations, and abilities of learning, 127
conditionality, as predictable in youth-based organizations, 69
Condon, S. L., 246, 247
conduit metaphor, and communication, 181
confidence, and youth-based organizations, 57–58
conflict discourse, 245
conformity, and preapprenticeship program, 169–171
constructivism, and view of youth in postindustrial societies, 63–64
contact zone, 123
conversation and conversational analysis. *See* discourse
Conway, F., 98, 99
Cooke, B., 187–188
Cooper, C. R., 246
cooperation, and social construction of self, 144
Coulon, A., 15, 28–29
countercultural movements: and appropriation of lifestyles, 95–100; examples of, 86–89; identity and acquisition of knowledge and skills in, 103–106; and life careers, 100–103; lifestyle and identity alternatives in, 89–93, 100–103; social institutions compared with, 93–95
Cox, B. D., 194
Crane, J., 62
creative spaces, 72
crime: and employment patterns in postindustrial societies, 63; and gangs, 64n1. *See also* violence
Cross, V., 316n3
cross-sectional competences, 326–327
cultural transmission. *See* transmission
culture: and concept of wisdom, 254; and construction of youth, 259–260, 300; and contexts of learning processes, 30. *See also* countercultural movements; culture of uncertainty; personal culture; prefigurative culture; youth cultures
culture of uncertainty: and intermediate spaces, 74–75; and youth organizations, 28

dead-end jobs, 308–309, 311
debriefing, and youth-based organizations, 54, 59
decision making, in classroom, 132
De Corte, E., 186
dehumanization, and extreme youth groups, 98
deinstitutionalization, of life paths, 20, 318–320
delinquency, and interstitial zone, 111
Denmark, and dual apprenticeship system, 278
Depolo, M., 136
Deschner, M., 248
desynchronization, of age criteria, 302
development, roles of practice and discourse in individual and social, 192–201. *See also* developmental tasks; thinking; zone of proximal development
developmental tasks, and transition to adulthood, 120, 253
deviance, and labeling theory, 111
Dewey, J., 178, 179, 195, 311
Di Chiara, E., 229
Dickens, C., 207
Dillenbourg, P., 126

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-52042-3 - Joining Society: Social Interaction and Learning in Adolescence and Youth
Edited by Anne-Nelly Perret-Clermont, Clotilde Pontecorvo, Lauren B. Resnick,
Tania Zittoun and Barbara Burge
Index
More information

discipline: of work, 12; and youth-based organizations, 45
discourse: of external attribution, 170; and families, 230–231; importance of in meaning making and learning, 8–9; and interdependencies of individual and collective action in learning, 204–213; overview of learning in practice and, 31–33; and practice in individual and social development, 192–201; and transformation of parent–adolescent relationships, 241–249; and use of information and communication technologies, 216–222; youth life experiences and instructional, 177–190; and youth organizations, 21–23. *See also* language; learning; narratives
discursive activities, 32
distributed cognition, and social distribution of knowledge, 123, 125–127
Drapp, B., 316n3
drift, and youth from marginal populations, 13
dropouts: and abilities of learning, 127–132; and tipping points in social behavior, 62
Dual System, of apprenticeship in Germany, 278, 279, 281–282
Dubois, N., 158
Durkheim, E., 114
Duru-Bellat, M., 276

earned entry, and youth organizations, 15
ecology, of learning, 219
Economou, K., 209, 210
education: and age of transition, 274; concepts of *youth* and *school* in research on, 259–262; discourse formats and institutionalization of, 180–188; and employment in service economies, 309–311; and global economy, 177; and group affiliation, 110; institutional forms of learning and dialogues with young, 188–190; pedagogy and emergence of formal, 178–180; and postindustrial economy, 41–42; and preapprenticeship, 155–171; and trust, 151; and values in Yugoslavia, 305–306. *See also* dropouts; schools; students; teachers; universities
Edwards, D., 208
ego, and social construction of self, 143–144, 148
Eickholt, C., 242
Ellul, J., 220
embedded identities, 81
Emerson, C., 211–212
emotions, collective sharing of, 87
employment: changes in patterns of, 41; and intermediate spaces, 73. *See also* careers; labor market; unemployment; work; workplace
entrepreneurship, as model of youth leadership in workplace, 315
environmental influences, on motivation in schools, 129–132
Erikson, E. H., 252
ethnomethodology: and rules of groups, 113–114; and study of preapprenticeship, 155; and use of term "being a member," 109
Europe: school-to-work transition in national contexts of, 286–297; transition to adulthood in national contexts of, 267–283. *See also specific countries*
European Science Foundation Network on Transitions in Youth, 270
European Trade Union Confederation (ETUC), 327
Eurostat, 270, 271
evolution, and interactive minds, 256
exchange, intermediate spaces and forms of, 73
exercise, and communicative practices of institutionalized schooling, 187
expedients, and institutionalization of life paths, 319
expert-based knowledge, 123
expertise, development of in youth-based organizations, 53

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-52042-3 - Joining Society: Social Interaction and Learning in Adolescence and Youth
Edited by Anne-Nelly Perret-Clermont, Clotilde Pontecorvo, Lauren B. Resnick,
Tania Zittoun and Barbara Burge
Index
More information

explication, and cognitive strategy building in youth-based organizations, 58–59
expressive style, and counterculture youth groups, 89, 94
external attribution, discourse of, 170
Eyraud, F., 270

families: culture of and development of sociocultural abilities, 222; and learning of discourse skills, 22–23; roles in and institutionalization of life paths, 319; and social dimension of learning, 227–237. *See also* parents
Fangan, K., 89, 93, 97
fast-food industry, 309–316
flexibility, and future of society, 320, 321
Fouquet, A., 23, 35–36, 300, 302, 303
Fraccaroli, F., 136
frames: and discourse, 9; learning processes and social, 30
framework protector, 168
France: and age of transition, 274; and age at university entry, 275–276; delinquency and concept of interstitial zone in, 111–112; and duration of school-to-work transition, 293–294; intermediate spaces and socialization in, 71–83; and national patterns of transition, 292; and rules of youth groups, 112–116; and school model of transition, 279; and study of computer use and social relationships, 220–221; and vocational training, 278; youth unemployment rate in, 271, 273, 287, 289, 290–291, 292
frankness policy, and preapprenticeship program, 162
Freud, S., 148
full engagement, and youth-based organizations, 55

gangs: hierarchical structures of relationships within, 64n11; and militant movements, 87–88
Garfinkel, H., 112
gender: and attitudes toward teachers, 135; and school transition effects, 129
generativity, and development of personality functioning, 252
genres, oral and written in youth-based organizations, 55
Germany: and age of transition, 274; and age at university entrance, 275–276; and dual apprenticeship system, 278, 279, 281–282; and duration of school-to-work transition, 293; family interaction in, 243–244; and national patterns of transition, 292; youth unemployment rates in, 271, 273–274, 287, 290
Giddens, A., 89–90
Gilmore, S., 82
global economy, and education, 177
Goodnow, J., 104
Goodwin, C., 18–19
gray zone organizations, and youth-constructed societies, 14–15. *See also*, youth-based organizations
Greece, and education in classical, 180
Griffin, C., 310
Grimshei, C., 87
Grossen, M., 260
Grotevant, H. D., 246
group interaction, and intergenerational sites for thinking, 227–228
Grubb, W. N., 311
guardianship, of thinking spaces, 9
Guba, E. G., 195
Guichard, J., 262
guided participation, 95
guilt, cultures and difference between shame and, 149
Gutierrez, K., 123

habitus, and concepts of membership, 110
Hamilton, M. A., 17
Hamilton, S., 17, 281
Hard Times (Dickens, 1854), 207
Hare Krishna, 90, 96n10
Hauser, S. T., 242

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-52042-3 - Joining Society: Social Interaction and Learning in Adolescence and Youth
Edited by Anne-Nelly Perret-Clermont, Clotilde Pontecorvo, Lauren B. Resnick,
Tania Zittoun and Barbara Burge
Index
More information

Heath, S. B., 15, 20–21, 27–28, 29, 61n8–9, 83, 166, 197
Heinz, W. R., 269
Høeg, P., 133, 138
Hofer, M., 34, 245–246, 248
horizontal differentiation, and education, 276
house-culture and house parties, 87, 92
Hundeide, K., 7, 15, 28, 29, 109, 110, 112, 115, 170, 197
Hurrelman, K., 281

identity: and counterculture youth groups, 89–93, 94, 100–106; discourse and objects of learning, 206; and future of society, 322–323; intermediate spaces and plural, 81; maintenance of self and fear of losing, 148; personal identity and self-identity, 90n6; and preapprenticeship program, 157–159; and social construction of self, 145; and youth-based organizations, 15, 28
ideology: and counterculture youth groups, 92–93, 94–95, 97, 98, 101; and preapprenticeship, 168
improvisation, and accomplishment of reasoning, 211–212
independence, and preapprenticeship program, 169–171
individuals: learning and interdependencies of collective action and, 204–213; practice and discourse in development of, 192–201; risk and knowledge or competencies of, 77; and transitions to adulthood in European context, 268–271
individuation, and adolescent–parent relationship, 241–244, 246, 247
Indonesia, and early psychosocial intervention study, 104
information, knowledge and use of new technologies of, 216–222
Inglis, S., 315, 316
initiation, and counterculture youth groups, 96
insiders: and educational institutions, 110; of extreme youth groups, 96–99
institutional force, and youth-based organizations, 46
institutions: and adaptation, 67; and counterculture youth groups, 93–95; discourse formats and educational, 180–188; formats of learning and dialogues with young, 188–190; and individual behavior in European context, 269; reasoning and rhetorical organization of practices of learning in, 206–208; and thinking spaces, 6–7; and vernacular learning, 210–211. *See also* deinstitutionalization
Institut de Recherches Économiques et Sociale (IRES), 270
Intelligence of a People, The (Calhoun, 1973), 184
interactive minds, 252–256
interactive videoconferences, 216–217
intergenerational sites, for thinking: and concepts of *youth* and *school* in educational research, 259–262; and life span psychology, 252–256; overview of, 33–35; and social dimension of learning, 227–237; and transformation of parent–adolescent relationships, 241–249
intermediate spaces: changing perspectives on, 80–83; collective and individual competencies and, 75–77; and cultures of uncertainty, 74–75; definition of, 71–72; and social disaffection, 79–80; social forms of, 72–73; and urban labor market, 77–79
International Labour Organization (ILO), 289
International Youth Foundation, 51
interstitial spaces, and socialization, 28
interstitial zone, and delinquency, 111
intersubjectivity: processes of change and maintenance of self, 145–148; and social construction of meaning, 141–143; and social construction of self, 143–145
Ireland, and school-to-work transition, 278, 294

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-52042-3 - Joining Society: Social Interaction and Learning in Adolescence and Youth
Edited by Anne-Nelly Perret-Clermont, Clotilde Pontecorvo, Lauren B. Resnick,
Tania Zittoun and Barbara Burge
Index
More information

Italy: and age of transition, 294; and definition of youth, 267; and national patterns of transition, 292; and social-psychological processes of school-to-work transition, 136; and study of communication and social interaction, 228; transition to adulthood in national context of, 271, 278; and vocational training, 278; youth unemployment rates in, 271, 287

Jacobs, K., 314
Japan, and patterns of transition to adulthood, 292, 293, 296–297
job interviews, and preapprenticeship, 165, 170n9
joblessness, and unemployment, 289, 291
journals, and youth-based organizations, 52–53

Kaiser, C., 21, 35
Klein, N., 316n3
knowledge: collective competencies and individual, 77; and extreme youth groups, 101, 103–106; and future of society, 323–327; and global economy, 177; as metaphorical concept, 181; reference models and process of accessing, 218; terms for social distribution of, 122–123
Koziol, K., 311
Kracke, B., 247
Kramsch, C., 123

labeling theory, 111
labor market, intermediate spaces and socialization into, 77–79. *See also* employment; labor unions; work
labor unions, and transition to adulthood in service economies of Canada and U.S., 308–316
ladder of skills, and community of practice, 19
language: discourse about teaching of, 183–184; youth-based organizations and development of, 53–56, 58–59; youth-based organizations and relational skills, 56–57. *See also* discourse
Lasure, S., 186
latency, and abilities of learning, 127
Latin language, 182
Lave, J., 187, 196
Lazić, M., 303–304
learning: and community of practice, 18–19; instructional discourse and youth life experiences, 177–190; interdependencies of individual and collective action in, 204–213; overview of concepts of practice, discourse, and, 31–33; and preapprenticeship, 159; and roles of practice and discourse in development, 192–201; and social construction of self, 147; social dimension of in families and schools, 227–237; and social practices, 121–138; sociocognitive framework for, 56n7; students' opinions about, 260–262; and thinking spaces, 8–9; transitions and situation-specific, 138; and use of information and communication technologies, 216–222; youth-based organizations and work of, 45, 47, 49–50, 59–62, 68–69
legitimate peripheral participation, 123
Lepetit, B., 76
Lewin, K., 119–120, 121, 195
Liengme Bessire, M.-J., 260
life careers, and youth-based organizations, 28, 100–103
life cycle: ages and life patterns in normal contemporary, 319; and social order based on wage work, 82
life expectancy, 318
life skills, and thinking spaces, 7–8
life span psychology, 252–256
lifestyles, and counterculture youth organizations, 89–93, 94, 95–103, 105–106
Lightfoot, C., 194
Lincoln, Y. S., 195
literacy: acquisition of in illiterate societies, 103–104; and emergence of formal education, 179

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-52042-3 - Joining Society: Social Interaction and Learning in Adolescence and Youth
Edited by Anne-Nelly Perret-Clermont, Clotilde Pontecorvo, Lauren B. Resnick,
Tania Zittoun and Barbara Burge
Index
More information

Lorinc, J., 316n3
love bombing, 95n9, 98
Luckman, T., 99, 122

Mannheim Argumentation Coding System, 242, 244, 245–246
marginalization. *See* alienation
marriage, age for in Yugoslavia, 301
Marsden, D., 270
mathematics, and context of learning, 185–186
Maurice, M., 270
McArthur, J., 316n3
McCall, M. M., 71, 81
McJobs, 308. *See also* dead-end jobs
McLaughlin, M. W., 46–51, 83
MC (motorcycle) organizations, 87, 93
Mead, M., 43, 195, 302
meaning: of self, 148–151; social construction of, 141–143, 150; and text-based traditions of learning, 186–187; thinking spaces and making of, 8–9
media, and views of youth in postindustrial societies, 63–64
mediators, and preapprenticeship, 169
Meghnagi, S., 37
membership: of labor unions, 312–313; levels of in youth-based organizations, 50–51; and rituals of youth organizations, 15; rules and youth groups, 109–116; visual aspects of in youth-based organizations, 68
Mesopotamia, and history of education, 179
message structure, of text, 103
meta-identification, and extreme youth groups, 104–105
microeconomic rich niches, 121
Middleton, D., 22, 32
militant movements, and counterculture, 87–88, 92
Mills, C. W., 208
mind reading, and parent–adolescent discourse, 247
Montiel, J.-M., 146
morning time sequence, and mother–child interactions, 220
motivation, and environmental influences in schools, 129–132
Muller, W., 276, 277, 282–283
music: and counterculture, 88; youth groups and social networking, 221

Nagel, H., 269
narratives: and language use in youth-based organizations, 54; preapprenticeship and collective, 164–165
national context, and transition to adulthood: in Europe, 267–283, 286–297; and future of society, 318–327; and overview of pathways, 35–37; and service economies of Canada and U.S., 308–316; in Yugoslavia, 300–306
National Education Longitudinal Survey (NELS) survey, 59
nationalist groups, and counterculture, 93, 97
National Vocational Qualification System (NVQS), 280
natural experiments, 23
neo-Nazi groups, 90, 97
networking: and rock music, 221; and youth-based organizations, 51
Newman, C., 16–17
Newton, P., 133–135
New York State Council on the Arts, 67n12
Noack, P., 247
nonadvanced further education, 278
normative rightness, 245

objectivity, and views of parent–adolescent discourse, 245, 248–249
O'Connor, T. G., 242
Ödham, P.-J., 182
open spaces, 20
opportunity situation, and extreme youth groups, 101, 102

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-52042-3 - Joining Society: Social Interaction and Learning in Adolescence and Youth
Edited by Anne-Nelly Perret-Clermont, Clotilde Pontecorvo, Lauren B. Resnick,
Tania Zittoun and Barbara Burge
Index
More information

ordinariness, and interdependencies of certainty and uncertainty, 212
Organization for Economic Cooperation and Development (OECD), 286, 289, 292–297
Orr, J., 18
other and otherness, and thinking spaces, 5–6

Packer, M. J., 194
pamphlets, and youth-based organizations, 55
parallel processing abilities, and communication technologies, 217–218
parents, and role of discourse in transformation of relationships with adolescents, 241–249. *See also* families
pay-offs, and youth organizations, 16
pedagogy, and emergence of formal education, 178–180
People magazine, 316n3
perceptual features, of meaning, 142
performative stances, and youth-based organizations, 68–69
Perret-Clermont, A.-N., 12, 26, 260
Perriault, J., 32–33
personal agency: collective activity and overview of, 29–31; and preapprenticeship, 153–171; and roles of learning and thinking in socialization, 119–138; and social construction of meaning and self, 141–151
personal culture, 32, 194
personal reconstruction, and preapprenticeship, 166–167
person-environment fit approach, to classroom dynamics and sociocognitive construction, 130
Piaget, J., 120–121, 122, 192, 195
Pierotti, M., 262
Pikowsky, B., 248
Pilarzyk, T., 98
pipeline model, of communication, 181
planning discourse, 245
Pontecorvo, C., 22–23, 33–34, 148
Popadić, D., 23, 36–37
positive self-maintenance strategies, 30
postindustrial societies: and education, 41–42; realism and view of youth in, 63–64, 65
postmodernism: and concept of interactive minds, 256; and social construction of self, 148; and view of reality, 195
Powers, S. I., 247
practice: and discourse in individual and social development, 192–201; instructional discourse and youth life experiences, 177–190; overview of learning in discourse and, 31–33; and use of information and communication technologies, 216–222; youth organizations as communities of, 17–23
preapprenticeship, case study of in Switzerland, 155–171
prefigurative culture, 302
presentational style, and youth groups, 89n3
problem solving, and knowledge, 323–324
productivity, and youth organizations, 16–17
protected spaces, 29
Protestant Reformation, and education, 182
psychology, and concept of "joining society," 121–138
psychosocial approach, to study of youth, 260

quantitative analysis: of discourse, 241, 247–248, 249; of school-to-work transition, 292–293, 297
questions, and language forms in youth-based organizations, 55

radical resocialization, and counterculture lifestyles, 105, 106
realism: and postmodern paradigms, 195; and view of youth in postindustrial societies, 63–64, 65

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-52042-3 - Joining Society: Social Interaction and Learning in Adolescence and Youth
Edited by Anne-Nelly Perret-Clermont, Clotilde Pontecorvo, Lauren B. Resnick,
Tania Zittoun and Barbara Burge
Index
More information

reasoning: and improvisation, 211–212; knowledge and strategies of, 323; and rhetorical organization of institutional practices of learning, 206–208
reconstructive spaces, 72
Reddy, M., 181
reference models, and accessing of knowledge, 218
relationships: and future of society, 321; and hierarchical structures within gangs, 64n11; teacher–student, 132; and use of computers, 220–221; youth-based organizations and building of, 56–57. *See also* parents
relevance structure, of lifestyle, 105
Resnick, L., 26, 151, 189–190
resources, of youth-based organizations, 50
Reusser, K., 185, 186
Rijsman, J., 20, 30
risk: and collective competencies, 77; youth-based organizations and cognitive strategy building through, 58–59, 68–69
rituals, and youth-based organizations, 15, 54, 96
Rogoff, B., 56n7
role dependency, in parent–adolescent discourse, 244–245
Roman Empire, and education, 180
Roulleau-Berger, L., 15, 28, 29
rules: and expulsion from youth-based organizations, 50; and family conversations, 230–231, 236; and learning in youth-based organizations, 68–69; and membership in youth groups, 109–116; preapprenticeship and second-order, 168
Ryan, P., 23, 36
Ryle, G., 208

Sacks, H., 212
sacrifice, and extreme youth groups, 100
Säljö, R., 21, 22, 31–32, 186, 192–196, 205, 213, 252
Sang, D., 187–188
Sarchielli, G., 136
Sassenberg, K., 245–246, 248
satanist groups, 92–93, 100
Scheurer, E., 262
Schliemann, A. D., 185
schools: abilities of learning and dropout outcome, 127–132; educational research and concept of, 259–262; and models of transition in Europe, 277–278, 279–280; as regional employer and resistance to change, 67–68; and social dimension of learning, 227–237; traditional functions of, 177–178. *See also* education; students; teachers
school-to-work transition. *See* transition; work
Schwarz, B., 19
Self, J. A., 126
self: processes of change and maintenance of, 145–148; social construction of, 143–145; thinking and meaning of, 148–151
self-image, and preapprenticeship program, 159, 160n3
Sellier, F., 270
service-based youth organizations, 48, 60
service economy, and transition to adulthood in U.S. and Canada, 308–316
shame, cultures and difference between guilt and, 149
Sigelman, J., 98, 99
Silberman, C. E., 128–129
situated learning: and computer-mediated collaborative approach, 126–127; and social distribution of knowledge, 123
skills: employers and social, 281; preapprenticeship as framework for developing, 163–166
social categorization, and definition of youth, 260
social codes, implicit, 164
social comparison, and maintenance of self, 145, 146

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-52042-3 - Joining Society: Social Interaction and Learning in Adolescence and Youth
Edited by Anne-Nelly Perret-Clermont, Clotilde Pontecorvo, Lauren B. Resnick,
Tania Zittoun and Barbara Burge
Index
More information

social construction: of meaning in transition to adulthood, 141–151; and youth-based organizations, 52–53
social disaffection, and intermediate spaces, 79–80
social disorganization, and symbolic interactionism, 111
social interstices. *See* gray zone organizations
socialization: democratic society and voluntary commitment to, 190; and family interactions, 237; and intermediate spaces in French cities, 71–83; membership in youth groups and following of rules, 109–116; new identities and lifestyles and, 86–107; overview of youth-constructed, 27–29; and preapprenticeship, 169–171; and schools, 229; secondary forms of, 120, 122, 179–180; and socialization gap, 13; of work and workplace, 12; and youth organizations, 16–17; and work entry experiences, 132–133; and work of learning for community development, 41–69
social marking: and cognitive functioning, 124, 125; and collective construction of meaning, 150
social networking. *See* networking
social practices, and role of learning and thinking in transition to adulthood, 121–138, 149–151
social-psychological approach, to cognitive functioning, 124
social representation: and concepts of *youth* and *school* in educational research, 259–262; and knowledge, 325
social role, and socialization into labor market, 78
social security, family/labor system of, 319
social times, and mother–child interactions, 220
social validation, and maintenance of self, 145
social visibility, of youth-based organizations, 62–68
society: "joining" of as adult, 13–14, 30, 121–138, 318–327; life span view and study of interactions, 252–256; and roles of practice and discourse in human development, 192–201; separation of schools from sectors of, 182
sociocognitive abilities: and sources of conflict, 124–125; and use of new technologies of information and communication, 216–19
sociocultural abilities, and use of information and communication technologies, 216–222
socioeconomic context, of preapprenticeship program, 156–157
Spain: and age of transition, 294; and definition of youth, 267; and national patterns of transition, 292; and vocational training, 278; youth unemployment rate in, 271, 273, 287, 290
standardization, and certification systems, 277
Staub, E., 98
Staudinger, U., 34–35
Stebler, R., 185, 186
story, and language use in youth-based organizations, 54
strategic competence, 323
stratification, and certification systems, 277
students: environmental influences on motivation of, 129–132; and opinions about learning, 260–262; and preapprenticeship, 157–159; time management and use of information and communication technologies, 216–217
subjectivity, and views of parent–adolescent discourse, 245, 248–249
supermarket workers, 309–316
supportive niches, 148
Sweden: and extreme youth groups, 87–88, 102–103; study of languages and history of education in, 182,

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-52042-3 - Joining Society: Social Interaction and Learning in Adolescence and Youth
Edited by Anne-Nelly Perret-Clermont, Clotilde Pontecorvo, Lauren B. Resnick,
Tania Zittoun and Barbara Burge
Index
More information

Sweden (*cont.*)
183–184; and vocational training, 278, 279; youth unemployment in, 290
Switzerland, and preapprenticeship, 155–171
Sylvestre, J. J., 270
symbolic interactionism, 111
symbolic resources, 20

Tanguay, L., 270, 274
Tannock, S., 37
Tarcena, E., 170n8
Tavanti, V., 229
teachers: and collective thinking activity, 228; gender differences in attitudes toward, 135; motivation of students and efficacy of, 129–132; and preapprenticeship program, 155, 162, 167–169
Teaching and Learning: Towards a Cognitive Society (Commission of European Communities, 1995), 138
technology: and communicative traditions in schools, 189; learning and distributed cognition, 125–127; sociocultural abilities and use of for information and communication, 216–222
testing, of knowledge in schools, 187
text analysis, and message structure, 103
Thavenius, J., 183
thinking: and meaning of self, 148–151; and self-image, 159; and social practices, 121–138. *See also* intergenerational sites; reasoning; thinking spaces
thinking spaces: definition of, 3: and development of life skills, 7–8; guardianship of, 9; and interrelated levels of analysis, 5–7; learning and meaning making, 8–9; social dimension of, 3–4; and work, 12; and youth organizations, 22
third space, and classroom discourse, 123
Thrasher, F., 111, 112
time management, and student use of information and communication technologies, 216–217
tipping points, and social behavior, 62
trade unions. *See* labor unions
training: and cross-sectional competences, 326–327; and youth organizations as communities of practice, 17–19. *See also* apprenticeship; preapprenticeship
transformation, and role of discourse in parent–adolescent relationships, 241–249
transition, to adulthood: gender and school effects on, 129; and joining of society in Europe, 267–283; and models of socialization, 43–44, 45, 82–83; and school-to-work transition in Europe, 286–297; and situation-specific learning, 138; and thinking spaces, 3; and work entry experiences, 134; in Yugoslavia, 300–306
transmission, and models of socialization, 43, 45. *See also* culture
Trent, J. W., 185
Trognon, A., 158
trust, and education, 151
Tudge, J., 21, 32, 194, 197, 205

uncertainty, and certainty of being ordinary, 212. *See also* culture of uncertainty
understanding: and individual versus social development, 201; interdependencies of individual and collective formulations of, 207–208
unemployment: high rates of youth in industrial countries, 12–13; and transition to adulthood in Europe, 271–274, 287–292; in Yugoslavia, 304. *See also* employment; work
United Kingdom: and age of transition, 274–275, 294, 295–296, 297; and definition of youth, 267; and national patterns of transition, 292; and

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-52042-3 - Joining Society: Social Interaction and Learning in Adolescence and Youth
Edited by Anne-Nelly Perret-Clermont, Clotilde Pontecorvo, Lauren B. Resnick,
Tania Zittoun and Barbara Burge
Index
More information

vocational training, 276, 278; work and transition to adulthood in, 271, 278, 279, 280; youth unemployment rates in, 271, 273, 290
United Nations, and conflict in Yugoslavia, 305
United States: and age of transition, 294; and concept of individuation, 243; study of youth-based organizations in, 46–51; youth employment and service economy of, 308–316; youth unemployment rates in, 287, 289, 290–291, 292
universities: age at entry to, 275; rules of in France, 113
University of Bremen, 135–136
University of Chicago, School of Sociology, 111
University of Paris, 112–113
University of Rome, 228

Valsiner, J., 194
values, and education in Yugoslavia, 305–306. *See also* beliefs and belief systems
Van Gennup, A., 110
verbal interactions, and work of learning in youth-based organizations, 68
vernacular learning, and institutional learning, 210–211
Verschaffel, L., 186
vertical differentiation, and education, 276
Vgotsky, L. S., 122, 181, 192, 195, 210–212
video games, 217–218
violence, and counterculture youth groups, 98. *See also* crime
Viriot, M., 262
visibility, and discursive practices of learning, 209–210
vocational education, in Europe, 276, 278. *See also* apprenticeship

Weber, M., 16
Weis, L., 310n1
welfare state, and institutionalization of life paths, 319
West, M. A., 133–135
Wexler, P., 310n1
Widdicombe, S., 209
Willis, P., 310
Wilson, W. J., 16
Winegar, L. T., 195
Winnicott, D. W., 3, 163
wisdom, cultural-anthropological analysis of concept of, 254
Wittgenstein, L., 114, 208
women: and deinstitutionalization of life paths, 320; and welfare state, 319
Wooffitt, R., 209
work: and discipline, 12; distinction between jobs or chores and, 48–49n5; intermediate spaces and changing perspectives on, 80–83; job experiences and acquisition of knowledge, 326; organization of and institutionalization of life paths, 319; and service economies of Canada and U.S., 308–316; and transitions to adulthood in European context, 276–277, 286–297; and transitions in life trajectories, 132–137; and youth organizations, 16–17, 45, 47, 49–50, 59–62, 68–69. *See also* employment; labor market; workplace
workplace: entrepreneurship and model of youth leadership in, 315–316; high-performance models of, 310n1; and socialization, 12
Work Socialization of Youth (WOSY), 136
World Wide Web, 126–127
Wyndhamn, J., 186

youth: cultural construction of, 259–260, 300; definition of in European contexts, 267; educational research and concept of, 259–262; learning as discursive practice and concept of, 213. *See also* adolescence; transition;

© in this web service Cambridge University Press www.cambridge.org

CAMBRIDGE

Cambridge University Press
978-0-521-52042-3 - Joining Society: Social Interaction and Learning in Adolescence and Youth
Edited by Anne-Nelly Perret-Clermont, Clotilde Pontecorvo, Lauren B. Resnick,
Tania Zittoun and Barbara Burge
Index
More information

youth: cultural (*cont.*)
youth-based organizations; youth cultures
youth-based organizations (YBOs): communities of practice and dilemma of training, 17–19; and learning outcomes, 59–62; and new forms of social organizations, 15–17; and process of change, 51–59; rules and membership in, 109–116; and socialization, 27–28, 109–116; social visibility of, 62–68; study of in U.S., 46–51; and work of learning, 45, 47, 49–50, 59–62, 68–69. *See also* counterculture
youth-constructed socialization, 27–28, 109–116
youth cultures, social dislocation and alternative, 13. *See also* countercultural movements
youth movements, and counterculture, 86–89
Youth in Search (Australia), 95n9
Yugoslavia, and transition to adulthood, 300–306

Zimmerman, D. H., 115
Zittoun, T., 30–31, 148
zone of proximal development: and thinking, 5; and understanding of classroom dynamics and sociocognitive construction, 130; and vernacular versus institutional learning, 210–211

© in this web service Cambridge University Press www.cambridge.org