

# Contents

<i>Acknowledgements</i>	vii
<b>1 Introduction</b>	<b>1</b>
<b>2 Conceptualizing structure and agency in relation to teaching–learning interactions</b>	<b>15</b>
<b>3 Current ways of analysing the relations between structural–agentic processes and teaching–learning interactions</b>	<b>29</b>
<b>4 An Activity Theory approach to analysing the relations between teaching–learning environments and teaching–learning interactions</b>	<b>51</b>
<b>5 A Symbolic–Interactionist approach to analysing the relations between student and academic identities and teaching–learning interactions</b>	<b>71</b>
<b>6 A Bernsteinian approach to analysing the relations between disciplinary knowledge practices and teaching–learning interactions</b>	<b>87</b>
<b>7 A Bourdieusian approach to analysing the relations between institutional cultures and teaching–learning interactions</b>	<b>105</b>
<b>8 Implications for researching teaching–learning interactions</b>	<b>125</b>
<i>References</i>	143
<i>Index</i>	163