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Gianfranco Zavalloni

# La pedagogia della Tumaca

Per una scuola lenta e nonviolenta

Prefazione di Fiorella Farinelli

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# La Pedagogia Della Lumaca Per Una Scuola Lenta E Nonviolenta

**Gianfranco Zavalloni**



## **La Pedagogia Della Lumaca Per Una Scuola Lenta E Nonviolenta:**

**La pedagogia della lumaca** Gianfranco Zavalloni, 2008      **Moral and Political Values in Teacher Education over Time** Nick Mead, 2022-08-19 This collection brings together international teacher educators to employ a long view of an historic and values based dialectic in teacher education The authors reflect how employing historical consciousness to look back can offer greater continuity to teachers moral and political values within their training The book draws on research from experienced teacher educators representing different historical social and political contexts in North America Europe Asia as well in post conflict South Africa Within each section the authors reflect on the development of the moral and political values of pre service and in service teachers in an era of global neo liberalism and how this is inextricably bound up with the narratives of professionals in the past within their own national context Each chapter takes a long view of the role of historical consciousness in informing the moral and political values of pre service and in service teachers providing examples of how international teacher educators can collectively support one another in restoring a vibrant values based dialectic within the processes pedagogies and provision of university and school based training for which they are responsible The long view approach offers a compelling argument for the need to connect pre service and in service teachers values and narrative to the legacy of professionals of the past Moral and Political Values in Teacher Education over Time will be of great interest to researchers academics and students in teacher education comparative education and the history of education It will also be of interest to international university and school based teacher educators and policymakers in the field      [Time and the Rhythms of Emancipatory Education](#) Michel Alhadeff-Jones, 2016-10-26 Time and the Rhythms of Emancipatory Education argues that by rethinking the way we relate to time we can fundamentally rethink the way we conceive education Beyond the contemporary rhetoric of acceleration speed urgency or slowness this book provides an epistemological historical and theoretical framework that will serve as a comprehensive resource for critical reflection on the relationship between the experience of time and emancipatory education Drawing upon time and rhythm studies complexity theories and educational research Alhadeff Jones reflects upon the temporal and rhythmic dimensions of education in order to re theorize and address current societal and educational challenges The book is divided into three parts The first begins by discussing the specificities inherent to the study of time in educational sciences The second contextualizes the evolution of temporal constraints that determine the ways education is institutionalized organized and experienced The third and final part questions the meanings of emancipatory education in a context of temporal alienation This is the first book to provide a broad overview of European and North American theories that inform both the ideas of time and rhythm in educational sciences from school instruction curriculum design and arts education to vocational training lifelong learning and educational policies It will be of key interest to academics researchers and postgraduate students in the fields of philosophy of education sociology of education history of education psychology curriculum and learning theory and adult education The Open Access

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**Il tirocinio universitario. Il modello di Scienze della formazione primaria nell'Università di Genova** Franco Bochicchio e Francesca Morselli (a cura di), 2021-11-04 A distanza di oltre dieci anni dall'istituzione del corso di Laurea magistrale a ciclo unico in Scienze della Formazione primaria presso il Dipartimento di Scienze della Formazione Disfor dell'Università di Genova il volume ospita contributi di professori universitari dirigenti dell'Ufficio Scolastico della Liguria dirigenti scolastici e insegnanti che a diverso titolo collaborano nel Corso di studio Scopo del volume duplice Da un lato presentare il modello di tirocinio in uso sul versante sia didattico sia organizzativo esplicitando il progetto educativo sotteso e mettendo in evidenza peculiarità e vantaggi di tale progetto nella formazione iniziale degli insegnanti di scuola primaria e dell'infanzia dall'altro riflettere sull'adeguatezza di tale modello ai bisogni di una realtà sociale educativa e culturale che nel tempo profondamente mutata Uno strumento di studio e di lavoro utile in primo luogo per studenti e insegnanti impegnati nelle attività di tirocinio diretto e indiretto di cui anche i docenti del Corso di studio potranno avvalersi nello sforzo di armonizzare l'agire didattico alle peculiarità del percorso di studio

*La psicoterapia psicoanalitica per l'infanzia e l'adolescenza nei contesti socio-culturali attuali* Guido Crocetti, Giovanni Pallaoro, Rosa Agosta, 2018-09-17 Questo volume un campo giochi creativo dove le diversità antropologiche e culturali sono dialogate e pensate ed un campo lavoro ove più professionisti si interrogano sulle diversità attuali il cyber ambiente i linguaggi dei social ecc e sulle nuove sfide in particolare quelle identitarie L'obiettivo cercato da tutti gli Autori la persona le sue competenze le sue risorse i suoi limiti e le sue sofferenze espresse con qualunque strumento reale o simbolico in una stanza di terapia

*Curricular Changes in Geography Education* Magali Hardouin, Caroline Leininger-Frézal, 2025-09-26 This book highlights the way in which geography curricula are conceived reorganised and implemented at different levels local regional national international and how to respond concretely to these challenges It also examines the obstacles barriers and continuities that keep some parts of geography curricula in a century old tradition In this book the term curriculum is used in its Anglo Saxon conception which differs from its European use which is limited to study plans The term curriculum used in this book refers to the prescribed curriculum sometimes called formal and also to the taught or real curriculum as well as the learned curriculum To these three curricular forms a fourth is added called the hidden curriculum This includes what is implicit for the actors teachers pupils the school institution and what is voluntarily or not ignored or concealed The contributions to this book examine each type of these four curricula and their interactions It discusses how the passage from one curriculum level to another is not linear and implies recompositions ruptures as well as continuities The book also touches on the circulation between the different curricular levels and how that raises the question of the articulation between policy and practice

**Progettare l'educazione per lo sviluppo sostenibile** Cristina Birbes, 2014-05-15 *Passa... parole* Giancarlo Cerini, 2014-06-12 Il testo illustra e commenta le indicazioni per il curricolo per la scuola dell'infanzia e il primo ciclo di istruzione revisionate nel

corso del 2012 Oltre sessanta autori prevalentemente insegnanti ma anche docenti universitari esperti cultori delle diverse discipline hanno analizzato circa 70 parole chiave che caratterizzano il nuovo testo delle Indicazioni Attraverso un ideale passa parole vengono individuati i nodi concettuali le prospettive didattiche le implicazioni professionali del documento che rappresenta oggi il punto di riferimento per l'elaborazione dei curricoli nella scuola dell'autonomia Il testo si fa apprezzare per snellezza e ricchezza di punti di vista e vuole stimolare un analogo lavoro di carattere collaborativo tra gli insegnanti

**Pedagogia della lumaca** Gianfranco Zavalloni, 2009      *La pedagogia del caracol* Gianfranco Zavalloni, 2011-02 Vivimos en la poca del tiempo sin espera Las teorías psicológicas están de acuerdo en que una de las diferencias entre niños y adultos reside en el hecho de que los niños viven según el principio del placer todo y ahora mientras que los adultos viven según el principio de la realidad saber hacer sacrificios hoy para disfrutar mañana Yo diría que en la actualidad los adultos también en parte a causa de la sociedad del consumismo exacerbado viven exactamente como los niños según la modalidad del lo quiero todo ahora mismo Sabremos entonces volver a encontrar los tiempos naturales Sabremos esperar una carta Sabremos plantar una bellota o una castaño con la certeza de que serán los hijos de los hijos de nuestros hijos quienes disfrutarán de su majestuosidad secular De verdad sabremos esperar

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