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978-1-107-02573-8 - Reflective Thinking in Educational Settings: A Cultural Framework

Edited by Alessandro Antonietti, Emanuela Confalonieri and Antonella Marchetti

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REFLECTIVE THINKING IN EDUCATIONAL SETTINGS

This volume examines the role that culture plays in the acquisition of cognitive, linguistic, and social skills. Taking reflective thinking as a central analytical concept, the contributors investigate the role of personal reflection in a series of mental activities, including the creation of social relationships, the creation of a mental narrative to make sense of events, and metacognition. These three types of cognition are usually conceived of as separate research fields.

Reflective Thinking in Educational Settings: A Cultural Framework draws these discrete subfields into dialogue, exploring the connections and interplay among them. This approach yields insight into a range of topics, including language acquisition, cognitive processes, Theory of Mind, cross-cultural interaction, and social development. The volume also outlines the implications of these findings in terms of further research and possible social policy initiatives.

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32 Avenue of the Americas, New York, NY 10013-2473, USA

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning, and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/9781107025738

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First published 2014

Printed in the United States of America

A catalog record for this publication is available from the British Library.

Library of Congress Cataloging in Publication Data

Reflective thinking in educational settings : a cultural framework / [edited by]

Alessandro Antonietti, Emanuela Confalonieri, Antonella Marchetti.

pages cm

Includes bibliographical references and index.

ISBN 978-1-107-02573-8 (hardback)

1. Critical thinking. 2. Reflective learning. 3. Cognitive learning. 4. Thought and thinking. 5. Cognition and culture. I. Antonietti, Alessandro, 1960- II. Confalonieri, Emanuela. III. Marchetti, Antonella.

BF441.R395 2014

370.15'24-dc23 2013036429

ISBN 978-1-107-02573-8 Hardback

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ACKNOWLEDGMENTS

This book is dedicated to Olga Liverta Sempio, who has recently retired. She was professor of Developmental and Educational Psychology at the Catholic University of the Sacred Heart in Milano. She was the coordinator of the Ph.D. program “Person, Development and Learning” and director of the master course “Counselling and Psycho-educational Intervention in School Settings.” She cofounded the research unit on Theory of Mind and was a member of the scientific board of the Research Center on Instructional Technologies (CRTI), later called the Research Center on Developmental and Educational Processes. She was the coeditor of the series Educational Psychology: Development and Educational Processes published by Raffaello Cortina. Her research interests concerned cognitive development (with a special focus on the acquisition of the concept of number), socioemotional development, teaching-learning processes and interpersonal relationships in education, students’ difficulties in school, and perspectives and methods to train teachers and educators. Olga Liverta Sempio is a colleague of the editors, and the contributors of this book either worked with her or were in touch with her for academic and scientific reasons. We all thank her for her friendship and for the scientific exchanges we had with her.

We deeply grieve for the loss – which occurred during the editing process – of Michael Siegal, who coauthored one of the chapters and honored us with his intellectual brilliance.

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Acknowledgments

The editors of the book gratefully acknowledge the assistance of Dr. Maria Giulia Olivari and Dr. Valentina Rita Andolfi, who carefully and cleverly helped them in preparing the final version of the manuscript.