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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Reflective Thinking in Educational Settings

A CULTURAL FRAMEWORK

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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.

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