

Arte Di Ascoltare E Mondi Possibili Come Si Esce Dalle Cornici Di Cui Siamo Parte

In recent years, different regions of the world have been unfortunately experiencing an increase in violent acts within various communities. For example, the United States has seen an emergence of severe violence within schools over the past two decades. This tragic phenomenon is causing administrators and practitioners to rethink teaching techniques and implement concepts of violence prevention within schools and other social organizations. Preventing and Reducing Violence in Schools and Society is a collection of innovative research on the evolution and implementation of nonviolence concepts within social settings in order to repent oppression and violence among global communities. The book explores the effective diffusion of violence through masterful negotiation and mediation skills as well as mentoring, counseling, and related processes. While highlighting topics including nonviolent teaching, active shooter training, and LGBT-phobia, this book is ideally designed for UN, governments and their heads, politicians, NGOs, communities riddled with gang and other violence, schools, educational leaders, social organizations, community leaders, teachers, preachers, religious leaders, mediators, peace activists, law enforcement, researchers, and students seeking current research on contemporary nonviolence techniques to facilitate change in schools and other societal environments.

Un'insegnante della scuola superiore racconta la sua esperienza di praticante filosofa con gli studenti; la pratica filosofica è caratterizzata dalla dimensione comunitaria, e una classe di studenti con il loro insegnante è proprio una comunità contraddistinta dalla comunicazione, dal dialogo e dal confronto che si svolgono in uno spazio e in un tempo comuni. Dal disagio e dal malessere sempre più diffusi fra insegnanti e studenti nasce il tentativo di sperimentazione: la filosofia non è solo discorso da tramandare, si può praticare filosoficamente con gli studenti di qualsiasi corso di studi, nel quotidiano delle ore scolastiche, secondo una "dieta" che, prendendo spunto da esercizi delle tradizioni filosofiche, può trovare nella biografia di ogni classe una sua fisionomia. L'ascolto, come capacità comunicativa, rivolto a testi, oggetti, gesti, storia dell'altro, elementi naturali; la pratica autobiografica in classe, allo scopo di potenziare e intenzionare l'intrinseca natura auto-trasformativa della narrazione autobiografica; l'analisi dei testi letterari, la comprensione di concetti e teorie, le attività di orientamento e ri-orientamento scolastico, gli interventi inerenti il metodo di studio, i progetti riguardanti il disagio scolastico; le forme del pensiero simbolico, per entrare in contatto con l'intera capacità di pensiero; le scritture creative, la lettura ad alta voce, gli esercizi ludobiografici, le pratiche di trascendimento dell'io, per dare spazio all'immaginazione a scuola... Si tratta di esercizi che possono essere adatti a ogni ordine di scuola, e ne vengono indicati modalità, tempi e strumenti, in un caleidoscopio di voci di "praticanti" adolescenti, di poeti, di scrittori, di filosofi e di pedagogisti."

In questo Ebook si tratta il tema dell'ascolto e in particolare dell'ascolto attivo dagli albori con Socrate e la maieutica fino ai giorni nostri evidenziando in quest'ultima parte quanto, il bisogno di essere ascoltati sia desiderato da ciascun individuo della società. Passando attraverso i modi d'ascolto, i metodi per ascoltare attivamente, la complessità dell'atto di ascoltare attivamente con tutto il corpo, accennando a qualche difficoltà, prendiamo in considerazione anche le differenze tra le tecniche d'ascolto che rendono l'ascolto attivo un validissimo strumento di comunicazione ma anche uno strumento per la gestione dei conflitti. Si prende in considerazione il sistema aziendale per identificare un insieme di persone in un determinato contesto, in questo caso lavorativo, circoscritto. Durante questa ultima fase, si evidenzia l'importanza dell'uso dell'ascolto attivo per la valorizzazione delle relazioni e la realizzazione di relazioni efficaci. Con la conclusione che l'ascolto attivo, sin dagli albori, è caratterizzato dalla consapevolezza dell'unicità dell'interlocutore e si rapporta a lui consapevole di avere di fronte una persona che ha una sua complessità e identità. L'ascoltatore non può prescindere dal rispetto della dignità del suo interlocutore. Inoltre, in qualità di atto volontario, l'ascolto diventa introspezione nel momento in cui siamo aperti al dialogo e alla "scoperta di mondi possibili" **INDICE** **INTRODUZIONE** **1. Cenni storici dell'ascolto. Socrate e la maieutica** **2. Cosa significa ascoltare** **2.1 Prima ascoltare** **2.2 L'attenzione** **2.3 Il silenzio e i suoi significati** **2.4 Attenersi al tema** **2.5 Non interrompere** **3. Le difficoltà dell'ascolto** **3.1 La cultura occidentale** **3.2 I blocchi psicologici** **4. Ascoltare con tutto il corpo** **4.1 L'ascolto di sé** **4.2 La comunicazione verbale** **4.3 La comunicazione non verbale e para-verbale. Il viso e la voce** **4.4 L'empatia** **4.5 La sintonia** **4.6 Il giudizio e l'accoglienza** **5. Ascolto attivo** **5.1 Tavola sinottica ascolto attivo/ascolto passivo** **5.2 Le sette regole dell'arte di ascoltare** **5.3 Le conversazioni, il tema e il turno** **5.4 L'autoconsapevolezza emozionale** **5.5 Ascolto attivo e gestione dei conflitti** **6. L'ascolto attivo per il benessere aziendale** **6.1 La valorizzazione delle relazioni** **6.2 Le relazioni efficaci** **7. L'approccio centrato sulla persona** **8. Il bisogno di essere ascoltati nell'era digitale e dei social network** **CONCLUSIONI** **BIBLIOGRAFIA e SITOGRAFIA**

Deliberative democracy has been one of the main games in contemporary political theory for two decades, growing enormously in size and importance in political science and many other disciplines. The Oxford Handbook of Deliberative Democracy takes stock of deliberative democracy as a research field, in philosophy, in various research programmes in the social sciences and law, and in political practice around the globe. It provides a concise history of deliberative ideals in political thought and discusses their philosophical origins. The Handbook locates deliberation in political systems with different spaces, publics, and venues, including parliaments, courts, governance networks, protests, mini-publics, old and new media, and everyday talk. It engages with practical applications, mapping deliberation as a reform movement and as a device for conflict resolution, documenting the practice and study of deliberative democracy around the world and in global governance.

The Oxford Handbooks of Political Science is a ten-volume set of reference books offering authoritative and engaging critical overviews of the state of political science. Each volume focuses on a particular part of the discipline, with volumes on Public Policy, Political Theory, Political Economy, Contextual Political Analysis, Comparative Politics, International Relations, Law and Politics, Political Behavior, Political Institutions, and Political Methodology. The project as a whole is under the General Editorship of Robert E. Goodin, with each volume being edited by a distinguished international group of specialists in their respective fields. The books set out not just to report on the discipline, but to shape it. The series will be an indispensable point of reference for anyone working in political science and adjacent disciplines. Public policy is the business end of political science. It is where theory meets practice in the pursuit of the public good. Political scientists approach public policy in myriad ways. Some approach the policy process descriptively, asking how the need for public intervention comes to be perceived, a policy response formulated, enacted, implemented, and, all too often, subverted, perverted, altered, or abandoned. Others approach public policy more prescriptively, offering politically-informed suggestions for how normatively valued goals can and should be pursued, either through particular policies or through alternative processes for making policy. Some offer their advice from the

Olympian heights of detached academic observers, others as 'engaged scholars' cum advocates, while still others seek to instil more reflective attitudes among policy practitioners themselves toward their own practices. The Oxford Handbook of Public Policy mines all these traditions, using an innovative structure that responds to the very latest scholarship. Its chapters touch upon institutional and historical sources and analytical methods, how policy is made, how it is evaluated and how it is constrained. In these ways, the Handbook shows how the combined wisdom of political science as a whole can be brought to bear on political attempts to improve the human condition.

The past several decades have seen the re-invigoration of the concept of "intercultural competence" as one of the fundamental and most promising approaches towards studying culture in a respectfully complex way. The introduction of this concept, which has been defined and adapted in manifold ways in various disciplines, offers new ways of exploring the inherent multiplicity and versatility of cultural encounters and mutual understanding. This book brings together a stellar group of international researchers working in such diverse fields as business studies, religious studies, educational studies and communication studies. In critical pursuit of how to set intercultural competence to work in today's society, the contributors to this indispensable volume elucidate with passion and astuteness the challenges and potentials of interculturality and interreligiosity.

This book provides an innovative and thought-provoking analysis of the policy of integrazione scolastica from an inclusive perspective. Drawing on historical and empirical research methods the book arises out of an ethnographic study, which investigates the extent to which the policy of integrazione scolastica can be considered an inclusive policy. The author poses two fundamental questions: why are there episodes of micro-exclusion and discrimination against disabled pupils still taking place in regular schools after more than 30 years have passed since the enactment of such a progressive policy? Can the policy of integration lead to the development of inclusion in Italy? The research findings presented in the book indicate that exclusion and discrimination towards disabled pupils in education do not result from a lack of implementation of the policy at a school level, rather from the perpetuation of dominant discourses, which construct disability as an individual deficit. The book does not deny the progress made in the country following the application of this anti-discriminatory policy; rather it challenges the hegemonic abilist culture and the traditional perspectives of disability and schooling that undermine the development of inclusive education. After having investigated the theoretical premises of the policy of integration, the author argues that this progressive policy is still rooted in a special needs education paradigm and that what was once a liberating policy has been transformed into a hegemonic tool which still manages, controls and normalizes disability leaving school settings and teaching and learning routines unchanged. She finally argues for a human rights approach for the development of an inclusive school for the 21st century. The book is an essential reading for academics, policy makers, researchers and students involved in education as it links ideological pressures to practical analyses.

A fresh examination of the relationship between two key issues in the on-going debate on urban governance - leadership and community involvement. It explores the nature of the interaction between community involvement and political leadership in modern local governance by drawing on empirical data gathered from case-studies concerning cities in England, Germany, Greece, Italy, the Netherlands, New Zealand, Norway, Poland, and Sweden. It presents both a country specific and cross-cutting analysis of the contributions that communities and leaders can make to more effective local governance. These country specific chapters are complemented by thematic, comparative chapters addressing alternative forms of community involvement, types and styles of leadership, multi-level governance, institutional restrictions and opportunities for leadership and involvement, institutional conditions underpinning leadership and involvement, and political culture in cities. This up-to-date survey of trends and developments in local governance moves the debate forward by analysing modern governance with reference to theories related to institutional theory, legitimation, and the way urban leadership and community involvement compliment one another. This book will be of great interest to students and scholars of politics and urban governance, and to all those concerned with questions of local governance and democracy.

The volume presents the research experience of young researchers and PhD candidates, dealing with the Italian scientific area 08-C1 (Design and Technology of Architecture), with a discussion about scientific issues and methodologies applied. The aim is to express the methodological and investigation features of the issues faced by the researchers, along with the effectiveness of their researches design, giving the reader an immediate overview of the 08-C1 doctoral experience. Beside young researchers statements as witnesses of this research path, the volume collects professors critical contribution, to enrich the comprehensive picture of the progression and methodologies of the doctoral researches presented.

Entrepreneurship can be read as a cultural and economic phenomenon. In recent times, gender has become an increasing influence on entrepreneurship. This groundbreaking new study considers both gender and entrepreneurship as symbolic forms, looking at their diverse patterns and social representation. Presenting an ethnographic study of the gender structuring of entrepreneurship, this work employs three strategies: A critical survey of gender studies which argues that entrepreneurship is a cultural model of masculinity that obstructs the expression of other models; 'Reflexive' ethnographic observation conducted in five small firms which describes how business cultures are 'gendered' and how gender is the product of a social practice; An analysis of how discursive and narrative practices in business cultures constitute gender and entrepreneurship. This book examines electric car sharing in cities from a variety of perspectives, from service design to simulation, from mathematical modeling to technology deployment, and from energy use improvement to the integration of different kinds of vehicle. The contents reflect the outcomes of the Green Move project, undertaken by Politecnico di Milano with the aim of fostering an innovative and easily accessible electric vehicle sharing system. The first section of the book illustrates the car sharing service, covering service design, the configuration of the vehicle sharing model and the Milan mobility pattern, analysis of local demand and supply, testing of the condominium-based car sharing model,

and communication design for social engagement. The second section then explains the technological choices, from the architecture of the system and dynamic applications to information management, the smartphone-based energy-oriented driving assistance system, automatic fleet balancing systems, and real-time monitoring of vehicle positions. In the final section, readers will find descriptions of the simulation model, a model to estimate potential users of the service, and a model for a full-scale electric car sharing service in Milan.

The term “design” today encompasses attributes of artifacts that go beyond their intended functions, imbuing them with new meanings. Those meanings are deeply related to the emotions perceived by the users. This book investigates the findings deriving from the neurosciences that are relevant to design. Drawing upon up-to-date neuroscientific knowledge, the authors define what an emotion is, examine the relationship between perceptions and emotions and discuss the role of metaphoric communication. Particular attention is paid to those elements of perception and metaphoric interpretation that cause the emotions to rise. Consequences for the design process are then considered and a design process is proposed that takes into account emotional impacts as one of the goals. A solid scientific approach to the subject is maintained throughout and understanding is facilitated by the inclusion of a rich collection of successful design artifacts, the emotional aspects of which are analyzed.

Il Bilancio Partecipativo (BP) è un processo inclusivo che permette alla cittadinanza di partecipare attivamente all'amministrazione del proprio territorio. E se lo adottasse anche un piccolo comune come Andrano, nel Leccese? In questo volume ecco illustrata tale applicabilissima ipotesi. Se dovessi spiegare il Bilancio Partecipativo ad un bambino, gli direi che è la possibilità che lui ha di decidere - insieme ai suoi genitori - sulle spese familiari che lo riguardano. L'esempio potrebbe forse sembrare azzardato, in quanto un bambino difficilmente ha percezione delle spese che afferiscono alla sua famiglia. Ancora meno, un bimbo può avere consapevolezza del fatto che, per compiere qualsiasi scelta nella vita, occorre mettere in conto i costi-benefici che tale scelta comporterà.

L'opera, aggiornata al cosiddetto decreto del fare D.L. 69/2013 convertito con modifiche in L. 98/2013 e alla Circolare del 27 novembre 2013 del Ministero della Giustizia, vuole essere uno strumento di ausilio per tutti i mediatori e avvocati che si trovano a fronteggiare questioni operative nella procedura di mediazione. La struttura del testo è molto funzionale sia per gli operatori sia per tutti coloro che vogliono aggiornarsi in modo rapido sull'evoluzione dell'istituto della mediazione e consta di cinque parti. La prima parte tratta dell'evoluzione normativa partendo dal D.Lgs. 28/2010 per passare alla sentenza di incostituzionalità e arrivare al decreto del fare. Con tavole sinottiche di raffronto risulta molto immediata e diretta l'identificazione delle modifiche. La seconda parte analizza i metodi e le tecniche da utilizzare nella procedura di mediazione. La terza parte illustra i casi svolti da cui si evince l'applicazione nel concreto delle tesi e procedure trattate nei capitoli precedenti. La quarta parte riporta la modulistica di base assieme ad uno schema di check list della procedura di mediazione. La quinta parte presenta, con una tavola sinottica, i principi civilistici da conoscere per le successioni, il testamento e le divisioni. Daniela Savio, Avvocato in Padova, mediatore e docente abilitato dal Ministero di Giustizia a tenere corsi di formazione per mediatori. Autrice di volumi giuridici. Elena Campanati Luxardo, Avvocato in Padova, abilitata alla mediazione secondo il D.M. 180/2010. Francesco Orlandi, Avvocato in Padova, abilitato alla mediazione secondo il D.M. 180/2010. Sabina Rubini, Avvocato in Padova, si occupa di diritto civile e commerciale, abilitata alla mediazione secondo il D.M. 180/2010. - La domanda di mediazione: forma, contenuto ed effetti - Il procedimento di mediazione. Il primo incontro. L'obbligo della presenza degli avvocati - Doveri di riservatezza e segreto professionale - La mediazione delegata - La proposta del giudice - Le competenze degli avvocati e dei notai nei giudizi di divisione - La comunicazione e le sue proprietà - Il mediatore e i cinque assiomi della comunicazione umana - La comunicazione assertiva - L'ascolto attivo. Le barriere alla comunicazione. L'empatia - Il conflitto e le procedure ADR - La negoziazione - La negoziazione: approccio competitivo, cooperativo, integrativo - Tecniche di negoziazione e di mediazione dei conflitti. Il modello classico del PON di Harvard basato sulla negoziazione - La mediazione valutativa o aggiudicativa - Nuovi modelli di mediazione facilitativa. - La mediazione trasformativa - Il procedimento. La fase introduttiva. La co-mediazione - La fase esplorativa. Capire il conflitto - La fase negoziale e dell'accordo. Tecniche di mediazione

Social accounting as a discipline has challenged the methodology and focus of the larger field of accounting over the last 50 years. More recently it has taken on greater significance for other subjects as well, addressing issues for public policy and management more broadly. These include the issues of the nature of accountability in the contemporary plural state, environmental and societal sustainability, the ethical management and governance of public services and resources, and the creation and sustenance of social capital as an essential element of the modern plural state. Social Accounting and Public Management brings together for the first time researchers from a range of disciplines including accounting, political science, management, sociology and policy studies to discuss and develop our knowledge and theory of the nature of 'accountability' in contemporary global society and the challenges it may pose for public policy and management. This book addresses this nexus of all of these issues and disciplines, and through this, makes a contribution to the development of the disciplines of both social accounting and public policy and management.

The first part of this book deals with specialized knowledge and its impact on LSP teaching; the second analyses the relation between teaching language for specific purposes and the processes of understanding; the third is dedicated to curriculum design.

Reggio Emilia's educational services for 0-6 year olds are widely acclaimed as one of the best systems in the world. Now in an updated second edition, In Dialogue with Reggio Emilia offers a collection of the most important articles, lectures and interviews given by Carlina Rinaldi, who was President of Reggio Children for a decade, and pedagogical director of the Reggio Emilia Infant-toddler Centres and Preschools after working closely with Loris Malaguzzi, Reggio Children founder and inspirer of the Reggio Emilia Approach. She is currently President of Fondazione Reggio Children – Centro Loris Malaguzzi. With a full introduction contextualising each piece of work, it offers a unique insight into many of the themes that characterise the early childhood curriculum of Reggio Emilia: participation, documentation and assessment; professional development; organisation; research; creativity; spaces and environments in education, and more. This second edition includes brand new chapters exploring the role of the Loris Malaguzzi International Centre; the natural complexity of becoming children; Rinaldi's speech on receiving the LEGO prize; and Jerome Bruner's friendship with the schools of Reggio Emilia and the author. A deeply personal book, this is an invaluable resource for practising teachers, students and researchers. It is essential reading for anybody looking to further their understanding of the Reggio Emilia philosophy and pedagogical practice.

This collection of essays focuses on the important, but under-discussed, role of higher education institutions in both delivering academic programmes that provide relevant cognitive and professional skills and competences to future adult educators, and in being more actively involved in the current dialogue with regard to the professionalization paths of adult educators and trainers. The topics discussed here vary from the initial education and training of adult educators in higher education environments, to the role of universities as validating agencies of existing psycho-pedagogical competences for in-service adult educators. Particular attention is also drawn to the ways in which adult education policies and initial education and training opportunities for prospective adult educators affect the role of higher education

institutions in terms of academic orientation and programme delivery.

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"Ginsborg is never judgemental, though he is devastatingly thorough and occasionally mischievously witty." Times Literary Supplement

This book provides insights and discusses the practical application of the theoretical concept of urban bioregion complementing the general bio-regional planning cross-disciplinary issues provided in Volume I. It examines planning practices, such as relocation of energy flows, land protection for climate change, territorial heritage enhancement, the consideration of urban ecosystems and agro-ecology. It presents discussions on regional contexts, practices and projects for a bioregional recovery, and includes case studies from France, Belgium, Spain, Greece, Austria and Italy, discussing topics that range from the reframing of local energy production/delivery planning systems to soil protection and farmland sustainable exploitation schemes. This volume concludes with three cross-European case studies that make clear the worldwide relevance and potential of bioregional approach beyond the Global North or Western countries.

Il Gruppo Valutazione promuove nelle scuole e tra gli insegnanti una valutazione coerente con una pedagogia dell'emancipazione che abbia, sia per l'alunno che per l'insegnante, una funzione formativa di accompagnamento, ascolto, auto-regolazione del processo di insegnamento/apprendimento. Il gruppo, pur avendo accolto positivamente l'eliminazione dei voti nella scuola primaria, continua il suo impegno politico-pedagogico con la campagna "Voti a perdere" per l'eliminazione dei voti nella scuola dell'obbligo e una diversa misura normativa per la valutazione degli apprendimenti che attinga alle esperienze dirette degli insegnanti, alle loro pratiche e ricerche sul campo, così come alla ricerca in ambito universitario. In questa pubblicazione sono raccolte testimonianze vive di diverse esperienze e riflessioni sulla valutazione degli apprendimenti.

This book paves the way for a more enlarged discussion on religion and migration phenomena in countries of Northern and Southern Europe. From a comparative perspective, these are regions with very different religious traditions and different historical State/Church relations. Although official religion persisted longer in Nordic Protestant countries than in South Mediterranean countries, levels of secularization are higher. In the last decades, both Northern and Southern Europe have received strong flows of newcomers. From this perspective, the book presents through various theoretical lenses and empirical researches the impact mobility and consequent religious transnationalism have on multiple aspects of culture and social life in societies where the religious landscapes are increasingly diverse. The chapters demonstrate that we are dealing with complex scenarios: different contexts of reception, different countries of origin, various ethnicities and religious traditions (Catholics, Orthodox and Evangelical Christians, Muslims, Buddhists). Having become plural spaces, our societies tend to be far more concerned with the issue of social integration rather than with that of social identities reconstruction in society as a whole, often ignoring that today religion manifests itself as a plurality of religions. In short, what are the implications of newcomers for the religious life of Europe and for the redesign of its soul?

Migration is an old, perhaps perpetual, phenomenon. Currently, it is an urgent challenge involving huge numbers of people who leave their home in search of a better life. Differences in language, customs, and norms are often joined by specific manifestations of xenophobia born of particular differences between host countries and their current influx of migrants. In a pronounced way, then, migration reveals important societal questions?of solidarity, of identity, of transition and transformation, of human rights and obligations. The explorations in this collection highlight individual stories of migrants, showcase innovative research methods, and explore concepts and theories that might be usefully applied toward learning needs in a migration society. Including insights from scholars across 14 different countries, this book offers an international perspective on the role of adult education in addressing migration. Such international comparisons hold great potential for seeing new possibilities in any single country, whether in Europe, North America, or across the world.

"This book investigates the connection between multimedia technologies and game-based learning for an improved understanding of the impact and effectiveness of serious games in modern societies, offering examples from the fields of education, business, healthcare, and more"--Provided by publisher.

Arte di ascoltare e mondi possibili. Come si esce dalle cornici di cui siamo parte Pearson Italia S.p.a. Ascolto Attivo Ascoltare e farsi ascoltare Youcanprint

An extraordinary ethnographic study that sets its sights on the de-bronxification of daily life. After her children leave for college, an Italian woman who has lived for years in New York City, and who formerly taught "The Art of Listening" at a University in Milan, decides to explore the South Bronx. She wanted to see for herself how people live and think "on the other side of the barricade." And one fine morning, flaunting the advice and concerns of friends and colleagues, she donned her brightest clothes and embarked upon her mission. In the three months spent in one of the most notorious zones of America's urban disaster - where Fort Apache, the Bronx was filmed in the 1970s, starring Paul Newman - she collected a wealth of material on the positive, constructive forces at work in the Bronx: the new urban pioneers. The book, which sites itself at the crossroads of the new journalism and urban ethnography, recounts the encounters and clashes between the author, her culture, her expectations and the various personalities who guide her through the realities of daily life in the Bronx. Marianella Sclavi follows these persons throughout the course of their daily lives (she speaks of "shadowing" them), entering homes, school rooms, a courthouse, a union headquarters, and various churches and associations that host the meetings of committees doing battle for decent housing and the rebirth of urban community. And while doing so, she elaborates what she calls a "humor-based methodology for city planners, teachers, sociologists and administrators."

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