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Nota di contenuto	Chapter 1. Introduction -- Part I. "The Lines" -- Chapter 2. How and why our mind wanders? -- Chapter 3. Mind wandering in adolescents: Evidence, challenges and future directions -- Chapter 4. Mind and Body: The manifestation of mind-wandering in bodily behaviours -- Chapter 5. Re-Organizing One's World. The Gestalt psychological Multiple-Field-Approach to "Mind-Wandering" -- Part II. "The Circles" -- Chapter 6. Extended Minds and Tools for Mind Wandering -- Chapter 7. Windows to the mind: Neurophysiological indicators of mind wandering across tasks -- Chapter 8. Non-invasive brain stimulation for the modulation of mind wandering -- Chapter 9. Education in Agency, Mind Wandering, and the Contemplative Mind -- Chapter 10. A contemplative perspective on mind wandering -- Chapter 11. Mind-wandering and emotional processing in nondirective meditation --

Chapter 12. The Secret Powers of a Wandering Mind. Underestimated Potential of a Resting State Network for Language Acquisition -- Chapter 13. Is a wandering mind an unhappy mind? -- Part III. "The Spirals" -- Chapter 14. Conclusion.

Sommario/riassunto

In the last decade, a great variety and volume of scholarly work has appeared on mind-wandering, a mental process involving a vast range of human life, connected with "first-person perspective" and "personhood", submental thinking, mental autonomy, etc. While different and emerging features that flow into and out of one another (second field, mental travel, visual imagery, inner speech, unspecific memory, autobiographical memory, fantasies, introspection, etc.) and negative and positive approaches seem to describe mind-wandering, we offer an interdisciplinary theoretical and empirically informed and informative overview on mind-wandering studies and methodologies oriented toward the educational field. The aim is to transform and enrich the debate on mind-wandering but also to show how theoretical arguments and research findings could inform the teaching-learning context. This groundbreaking book, moves along three representations of developed scientific knowledge: imaginary lines, circles and spirals. The first section, "The Lines", develops new lines of inquiry on attention (selective and sustained) and mind-wandering, the influence of age and mind-wandering, embodiment, consciousness and experience and mind-wandering. In the second section, the "Circles", groups of Chapters on the same topic, methodology (tasks and measurement), intervention (auditory beat stimulation and mindfulness practices) and creativity, recreate a dance of interacting parts in which there are always profitable, decisive and retroactive exchanges between the information that each group or author activates. The last section, "The Spirals", critically discusses the absence of a unified theoretical perspective, in the pedagogical field, attentive both to the processes of emergence and the interactions between parts. .
