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Nota di contenuto	1 Introduction -- Part I Inclusive Education: Reasons and Possibilities -- 2 Education in Modernity: The English Experience -- 3 Implementing Inclusive Education: What Are the Levers to Support Teachers? -- 4 Elaborated Dialogic Feedback and Negotiated Action in Peer Assessment: Metacognitive Benefits for Assessor and Assessee -- 5 School, Jail and the Pandemic: What Can Philosophical Education Actually Do? -- Part II Turning Classes into Dialogic Communities: Theoretical Horizons Towards the Goal of Inclusion -- 6 Philosophical Inquiry with Children: Inviting Uncertainty into the Classroom -- 7 The Reggio Emilia Approach to Early Childhood Education. An Analysis to Its Inclusive Perspectives and Their Relationships to Aesthetic Aspects -- 8

For the Purpose of a Better Future Society: Advancing Progressive Philosophy and Pedagogy in Today's World -- Part III Practices, Effects and Results: A Pedagogical Path to Pursue -- 9 Philosophizing with Children in the Community of Inquiry: Uncertainty as Medium for Connected and Complex Thinking and Speaking -- 10 Inclusive Science Education Through Metaphors and Narrative -- 11 Fostering Kindergarteners' Scientific Reasoning in Vulnerable Settings Through Dialogic Inquiry-Based Learning -- 12 The Single-Word Response Method: Expanding the Efficacy of a Community of Inquiry -- 13 Effects of "Philosophical Debates" at Preschool on the Recognition of Sex-Stereotyping: An Ongoing Double-Level Participatory Intervention Research.

Sommario/riassunto

This edited volume brings together researchers and educators who present a balanced blend of theoretical and practice-based considerations about different pedagogies in the field of Progressive Education (including Philosophy with Children, Reggio Children, Philosophy with Children Hawaii, Dialogic Education etc.). To change future education for good, inclusive pedagogical theories and practices must prove themselves to be efficacious in the unpredictable, multifaceted dynamics of real classrooms. By focusing on ideological and structural dynamics that can undermine or promote inclusion or providing future directions that can foster emancipatory, democratic, socially-just and evidence-based forms of teaching and professional practice, the chapters in this book explore current and emerging practices, experiences, and problems to equip both researchers and teachers with a wide range of possibilities and tools to face the challenges of future education. Enrico Postiglione holds a PhD from the University of Modena and Reggio Emilia, Italy. Since 2016 he builds and runs Philosophy for Children communities of inquiry with both children and adults in complex educational contexts and analyses their effectiveness. His research focuses primarily on social/linguistic/educational inclusion and the interactions between philosophy of mind and the nature of educational processes.
