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Autore	Fossa Pablo
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Nota di contenuto	Chapter 1. Why affectivity in learning? Towards an affectively guided learning -- Chapter 2. Strengths of Character in Well-being and University Learning: A View from Educational Counseling -- Chapter 3. Adults' Professional education: experiences and expectations of online

Chilean students -- Chapter 4. Affective Movement: an Educative and Intuitive Adventure as a Catalyst for Development -- Chapter 5. Dialogical Co-Zone of Proximal Development and Affectivity: Individually and collectively Overcoming Intellectual Limits -- Chapter 6. EFFECTS OF EARLY CHILDHOOD EDUCATION ON ACADEMIC PERFORMANCE AND SOCIAL-EMOTIONAL DEVELOPMENT DURING ADOLESCENCE -- Chapter 7. The writer's affectivity when writing to learn -- Chapter 8. Affectivity from the dialogical perspective of Cultural Psychology: Educational implications -- Chapter 9. Learning in nature about nature: Two types of affective orientations -- Chapter 10. Learning and affectivity: Pedagogical and cultural dimensions in the inclusion of diversity in university education. -- Chapter 11. Usefulness of the perezhivanie construct in affectivity and learning: a systematic review -- Chapter 12. Processes of Social Subjectivity and Pedagogical Action: developments to understanding learning difficulties in the school environment -- Chapter 13. The Unity of Affectivity and Learning: Characteristics in Vocalized Responses of Adolescents and Adults -- Chapter 14. Culturally-Based Interpretations of Motivation and Learning Strategies between the United States and South Korea -- Chapter 15. Educate emotions: Notes for a critical examination of emotional education proposals -- Chapter 16. Trust in Schools in Chile -- Chapter 17. Socio-emotional styles: When affectivity meets learning -- Chapter 18. A Sociocultural Perspective On The Relationship Between Educators' Emotional Experiences And Professional Learning -- Chapter 19. Teachers' emotions: their origin and influence on the teaching-learning process -- Chapter 20. How are socioemotional competencies taught in Initial Teacher Education? Affectivity, learning, and didactics of emotions in the university classroom -- Chapter 21. Affectivity in Science Education: Lived perceptions -- Chapter 22. Learning the Teaching Profession in the Practicum: The Role of the Other, Modalities of Appropriation, and Professional Knowledge -- Chapter 23. Teaching excellence, affectivity and learning -- Chapter 24. LGBTIQ+ inclusive education: The interplay of emotions and cognition in graduate teachers' narratives of becoming -- Chapter 25. Neuroscience of learning and emotional processing -- Chapter 26. Emotional Salience and Learning -- Chapter 27. Memory distortions: An interdisciplinary framework for cognitive-affective bias -- Chapter 28. Echoes of early experiences on the learning process: implications in interoceptive development and emotional self-regulation -- Chapter 29. The Somatic Roots of Affect. Towards a body-centered education -- Chapter 30. Historical Foundations of Affectivity & Learning Research: C.G. Jung's Word-Association Experiments -- Chapter 31. Impact of the Transference in the Training of the TFP Therapist: A Proposal on the Affective Echo as a Foundation of Learning -- Chapter 32. Affective processes in the supervisor-supervisee relationship as enhancers of the therapists training: reflections from a scoping review of the psychoanalytic approach -- Chapter 33. Meaningful Social Interactions as a Foundation for Affection and Learning for Autistic Individuals -- Chapter 34. Affectivity and learning at the end of life: Expressive art therapy in palliative patients -- Chapter 35. Impact of affectivity and learning in the construction of occupational identity throughout the course of life and its influence in old age -- Chapter 36. Affective bonding and organizational learning -- Chapter 37. Learning affects, gender roles, and the case of care work -- Chapter 38. Acculturation Learning Process: Affective Quality in Immigrant Women -- Chapter 39. Humorous actions and coexistence -- Chapter 40. Affectivity and Learning: Why we need an interdisciplinary, multilevel, and a first-third-person approach?.

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This book presents an interdisciplinary approach to the study of affectivity and human learning by bridging the gap between neuroscience, cultural and cognitive psychology. It brings together studies that go beyond the focus on cognitive-intellectual variables involved in learning processes and incorporate the study of the role played by affectivity and emotions in learning not only at educational settings but in all processes of transformation and human development, thus presenting affectivity as a catalyst and mediator of all daily learning processes. Chapters brought together in this contributed volume present both theoretical contributions and results of empirical research from different disciplines, such as neuroscience, cognitive psychology, cultural psychology, educational psychology, developmental psychology and philosophy, and are grouped into five thematic sections. The first part of the book brings together chapters discussing different aspects of the role played by affectivity in learning processes from the perspectives of cultural, educational and developmental psychology. The second part is dedicated to the role of affectivity for teachers during their training as educators and during their pedagogical practice in diverse contexts. The third part focuses on the relationship between affectivity and learning from a neuroscientific point of view. The fourth part discusses affectivity and learning in therapeutic and clinical contexts. Finally, the fifth part brings together chapters about affectivity and learning in everyday life. By bringing together this rich interdisciplinary collection of studies, *Affectivity and Learning: Bridging the Gap Between Neurosciences, Cultural and Cognitive Psychology* will be a valuable resource for researchers in the fields of psychology, neuroscience and education, as well as for educators and teachers interested in knowing more about the relationship between affectivity and human learning.

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