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Autore	Long Micol
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Nota di contenuto	Intro -- Contents -- Acknowledgements -- Introduction -- Chapter 1 The Authors and Their Letters -- 1.1 The Long Twelfth Century -- 1.2 Chronological Survey of the Most Important Authors -- 1.3 Comparative and Methodological Remarks -- Chapter 2 The Context of Shared Learning -- 2.1 A Time for Learning? -- 2.2 The Physical Environment -- 2.3 The Social Environment -- Chapter 3 The Means of Shared Learning -- 3.1 Social Control and Peer Pressure -- 3.2 Imitation -- 3.3 Accusation, Admonition and Correction -- 3.4 Consolation and Exhortation -- 3.5 Sharing Ideas, Knowledge and Experience -- Chapter 4 The Effects of Shared Learning -- 4.1 Effects on the Individual -- 4.2 Effects on the Community -- Chapter 5 Shared Learning in Female Communities -- Chapter 6 Shared Learning in Other Religious Groups -- 6.1 Canons -- 6.2 Anchorites -- Conclusions -- Bibliography -- Index.
Sommario/riassunto	In this study, Micol Long looks at Latin letters written in Western Europe between 1070 and 1180 to reconstruct how monks and nuns learned from each other in a continuous, informal and reciprocal way during their daily communal life. The book challenges the common understanding of education as the transmission of knowledge via a hierarchical master-disciple learning model and shows how knowledge

was also shared, exchanged, jointly processed and developed. Long presents a new and more complicated picture of reciprocal knowledge exchanges, which could be horizontal and bottom-up as well as vertical, and where the same individuals could assume different educational roles depending on the specific circumstances and on the learning contents.