1. Record Nr. UNINA9910830287603321 Autore Balmon Theodora Titolo Cultural, Training and Educational Spaces: A Renewal of Relationships with Knowledge Newark:,: John Wiley & Sons, Incorporated,, 2024 Pubbl/distr/stampa ©2023 1-394-25541-1 **ISBN** 1-394-25539-X Edizione [1st ed.] Descrizione fisica 1 online resource (310 pages) Altri autori (Persone) GarnierBruno Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Cover -- Title Page -- Copyright Page -- Contents -- Presentation of Nota di contenuto the Authors -- Introduction -- Part 1. The Cultural Spaces of Knowledge -- Introduction to Part 1 -- Chapter 1. Local Educational Community and New Knowledge Sharing -- 1.1. Working together: local resources to mobilize -- 1.1.1. General context of the action --1.1.2. Personalizing the relationship: a useful first step, but not enough -- 1.1.3. Open and strengthened consultation, at the service of families and children -- 1.2. Collaboration in action: initiating new know-how -- 1.2.1. Joint actions -- 1.2.2. Continuous redefinition of objectives and activities -- 1.2.3. Change of mindset and values to promote --1.3. Effects of collaborative work -- 1.3.1. Effects in terms of categorical rapprochement and interprofessionality -- 1.3.2. Systemic effects on the environment -- 1.4. Conclusion: towards the construction of a local educational community -- 1.5. References --Chapter 2. Expanding Roles for Community Institutions: US Public Libraries as Community Health Partners -- 2.1. Background -- 2.2. US public libraries and health -- 2.3. Shifting missions and responsibilities -- 2.3.1. Health information providers -- 2.3.2. Pandemic response --2.3.3. Seizing opportunities -- 2.4. Final thoughts -- 2.5. References -- Chapter 3. Regarding the School Form: Critical Reflections -- 3.1. Thinking about the school form -- 3.2. Historicity of the school form

-- 3.3. Transhistorical continuity -- 3.4. School form and democratic

form of socialization, historicity versus continuity? -- 3.5. Conclusion: the concept of school form, a useful concept? -- 3.6. References -- Part 2. Museums and the School Form: What are the Interactions? -- Introduction to Part 2 -- Chapter 4. The Transmission of Technical Culture in France in the 19th Century via Collections of Objects -- 4.1. Crossed histories.

4.2. Conservatoire des arts et métiers -- 4.3. Musée naval -- 4.4. Collections and audiences: outline of a differentiated transmission --4.5. Conclusion -- 4.6. References -- Chapter 5. The Musée de la Corse and the Citadelle de Corte, Experimentation of Museum Mediation in the Service of a Shared Future -- 5.1. Museum geography in Central Corsica -- 5.2. Landscape inscription -- 5.3. Change of destination -- 5.4. Patrimonial territory -- 5.5. Impacts -- 5.6. Example of active and citizen museology -- 5.7. References -- Chapter 6. Institutionalization of Passion Instead of Competence -- 6.1. Introduction: leave your pupils to a guide -- 6.1.1. Guides' response to teachers' demands -- 6.1.2. Method and fieldwork: participant observation in a tourist office -- 6.2. Competence of the guides in addition to that of the historians -- 6.2.1. Extracurricular practice of a patrimonial space -- 6.2.2. Guiding to make people see and understand -- 6.3. Passing an anti-scientific discourse on history --6.3.1. Replacing the historical discourse with another -- 6.3.2. Misunderstanding with teachers -- 6.4. Institutionalization of passion instead of competence -- 6.4.1. Passion as the praxis of history --6.4.2. Critical thinking as respect for tradition -- 6.4.3. An organization that favors an anti-historical practice -- 6.5. Conclusion: visiting a place of history in an age of mistrust of science -- 6.6. References -- Chapter 7. The Contribution of Museums in Non-formal Education and Cultural Transmission -- 7.1. Places of autonomy and hypermodern mediations -- 7.1.1. Resources of individual autonomy, or matter of mediation -- 7.1.2. Benevolent authority, or the way of mediation -- 7.2. Teachers: mediators in search of appropriate mediations? -- 7.3. Conclusion -- 7.4. References -- Chapter 8. Cultural Space, Digitization and Training in the Museum. 8.1. Context of the case study -- 8.2. Presentation of the experimental project at the museum -- 8.2.1. First report: enriching the museum's relationship with its school audience -- 8.2.2. Second report: preparing the school visit with the teachers -- 8.2.3. Third report: art education and aesthetic relationships to art training with digital devices offered to pupils in the exhibition space -- 8.2.4. Fourth report: the museum's organization -- 8.3. References -- Part 3. Reading and Cultural Mediation -- Introduction to Part 3 -- Chapter 9. Developing New Teaching Practices for Reading and Writing in French Elementary Schools Involving Book Mediators -- 9.1. What professional skills are expected? -- 9.2. State of the art in initial training -- 9.3. Cultural mediation practices in the master's program -- 9.4. Looking back on the experience: the students' point of view -- 9.5. New innovative pedagogical device to be tested: Fabulathèque -- 9.6. Appendix -- 9.7. References -- Chapter 10. Making Books Resonate: A Cultural Mediation Exercise Offered to Trainee Schoolteachers -- 10.1. Reading aloud in literature -- 10.1.1. Jean-Jacques Rousseau and fellowship --10.1.2. Émile Zola and the social gaze -- 10.1.3. Jean-Paul Sartre and the entrance into reading -- 10.2. School practice -- 10.2.1. Past school practice -- 10.2.2. Current school practice -- 10.3. Putting in resonance -- 10.3.1. Reasons for choosing the module -- 10.3.2. Difference between foresight and reality -- 10.3.3. Role of the schoolteacher -- 10.3.4. Professional contributions -- 10.3.5. Challenges -- 10.4. Conclusion -- 10.5. References -- Part 4. Informal

Learning, Formal Learning, Hybrid Training -- Introduction to Part 4 -- Chapter 11. Informal Adult Learning in Libraries: Between School Form and Popular Education? -- 11.1. Library between school form and popular education.

11.1.1. In the filter of the school form -- 11.1.2. Legacy of popular education -- 11.1.3. Informal learning -- 11.2. Methodology of the narrative survey -- 11.2.1. Comprehensive paradigm -- 11.2.2. Sample and exploratory interviews -- 11.3. Findings -- 11.3.1. Profile of survey participants -- 11.3.2. Formal/informal duality -- 11.3.3. Types of learning identified in the interviews -- 11.3.4. Exchanges and socialization -- 11.4. Discussion and conclusion -- 11.5. References --Chapter 12. The Construction of Boundary Objects: A Lever for the Transformation of the University Form -- 12.1. Introduction: higher education at the heart of change -- 12.2. Projet DESIR: contextual elements -- 12.3. Theoretical framework -- 12.4. Methodology --12.5. Research findings and highlights -- 12.5.1. First stage of the project: the co-situation -- 12.5.2. Second stage of the project: cooperation -- 12.5.3. Third stage of the project: co-production --12.6. Discussion and conclusion -- 12.7. References -- Chapter 13. Cultural, Curricular and Axiological Challenges of Training for the Education Profession in the Era of Globalization -- 13.1. Introduction: the challenges of education and training in a globalized world -- 13.2. Educating and training in a multilingual and multicultural world --13.2.1. Education, training and languages: a heuristic alliance for the training of educators in a globalized world -- 13.2.2. Dynamics of languages and disciplines contributing to training -- 13.2.3. Plurilingual training and promotion of human diversity in education --13.3. Training trainers for democratic education -- 13.3.1. Content and value challenges for the promotion of intellectuals in action -- 13.3.2. Cultural and curricular challenges in the production of transformative knowledge that promotes professional and civic commitment. 13.4. Conclusion: a plurilingual and pluricultural paradigm in teacher and trainer training to meet the democratic challenges of globalization -- 13.5. References -- Chapter 14. The Emergence of Patrimonial Education in the Arganeraie Biosphere Reserve (ABR) in Morocco --14.1. History of the school form -- 14.2. Introduction of patrimonial education in the Moroccan school system -- 14.2.1. Learning languages -- 14.2.2. Citizenship education -- 14.2.3. Self-directed learning -- 14.2.4. Environmental education -- 14.3. Poorly integrated patrimonial education -- 14.3.1. Degree of patrimonial knowledge among pupils in Marrakech -- 14.3.2. Degree of patrimonial knowledge among pupils in Agadir -- 14.4. New school form to be tested --14.4.1. Experience at the heart of learning -- 14.5. Discussion -- 14.6. References -- Conclusion -- Appendix -- Postface -- List of Authors -- Index -- EULA.