

1. Record Nr.	UNINA9910876737503321
Autore	Balmon Theodora
Titolo	Cultural, Training and Educational Spaces : A Renewal of Relationships with Knowledge
Pubbl/distr/stampa	Newark : , : John Wiley & Sons, Incorporated, , 2024 ©2023
ISBN	9781394255412 1394255411 9781394255399 139425539X
Edizione	[1st ed.]
Descrizione fisica	1 online resource (310 pages)
Altri autori (Persone)	GarnierBruno
Soggetti	Education Libraries and community
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Cover -- Title Page -- Copyright Page -- Contents -- Presentation of 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.

---

## Sommario/riassunto

This book examines the evolving relationships with knowledge within cultural, training, and educational spaces. Coordinated by Angela Barthes and Anne-Laure Le Guern, and edited by Theodora Balmon and Bruno Garnier, it explores various aspects such as the collaboration in local educational communities, the role of public libraries as health partners, and critical reflections on the school form. The book also delves into the interactions between museums and educational spaces, highlighting the historical transmission of technical culture and the role of museums in shaping community futures. It is intended for

educators, researchers, and policymakers interested in the dynamics of knowledge and education.

---