

1. Record Nr.	UNISALENTO991003891129707536
Autore	Corradi, Enrico
Titolo	Determinismo, causalità e fisica quantistica / Enrico Corradi
Pubbl/distr/stampa	Milano : Celuc, c1972
Descrizione fisica	117 p. : ill. ; 21 cm
Collana	Ricerche ; 30
Classificazione	1:53
Disciplina	123.17
Soggetti	Causality (Physics) Dynamical systems Determinism (Philosophy) Chaos
Lingua di pubblicazione	Italiano
Formato	Materiale a stampa
Livello bibliografico	Monografia

2. Record Nr.	UNINA9910751382803321
Autore	Hulbig Philip R
Titolo	The Pedagogy of Self-Authorship : The Neurocognitive Impact of Science and Metacognition / / by Philip R. Hulbig
Pubbl/distr/stampa	Cham : , : Springer Nature Switzerland : , : Imprint : Springer, , 2023
ISBN	9783031414367 3031414365
Edizione	[1st ed. 2023.]
Descrizione fisica	1 online resource (196 pages)
Disciplina	371.3943
Soggetti	Inclusive education Critical thinking Neuropsychology Inclusive Education Critical Thinking
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Purpose -- Psychobiology -- Information Processing -- Pedagogy -- Investigation -- Analysis -- General Theory of Metacognitive Instruction.
Sommario/riassunto	This book is a deep dive into the developmental and neurocognitive impact of metacognition and its role in self-transformation. It connects the latest science on learning, neuroplasticity, and self-development with the rich history of metacognitive educational practices, creating an educational vision capable to address difficult issues faced by modern education. This vision highlights self-regulation, self-authorship, and self-transformation as the key learning goals of a free and equitable education system. This model of education is grounded in science, problem solving and is capable of addressing the needs of a neurologically diverse humanity. Interviews from experts at Program for the Advancement of Learning (PAL) are integrated with the author autobiographical account of their transformative learning experience, to provide evidence on the effectiveness of utilizing a metacognitive pedagogy in promoting transformative learning. The book concludes with a general pedagogy of metacognitive instruction that integrates

the scientific method with the development of an individual's theory of mind to induce expansive personal development and achievement. This book would be of interest to educators and scholars, as well as practitioners supporting neurodivergent students and employees, neurodiversity advocates, and critical disability studies researchers. .

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