Montessori è l'avanguardia, parola di scienziato!

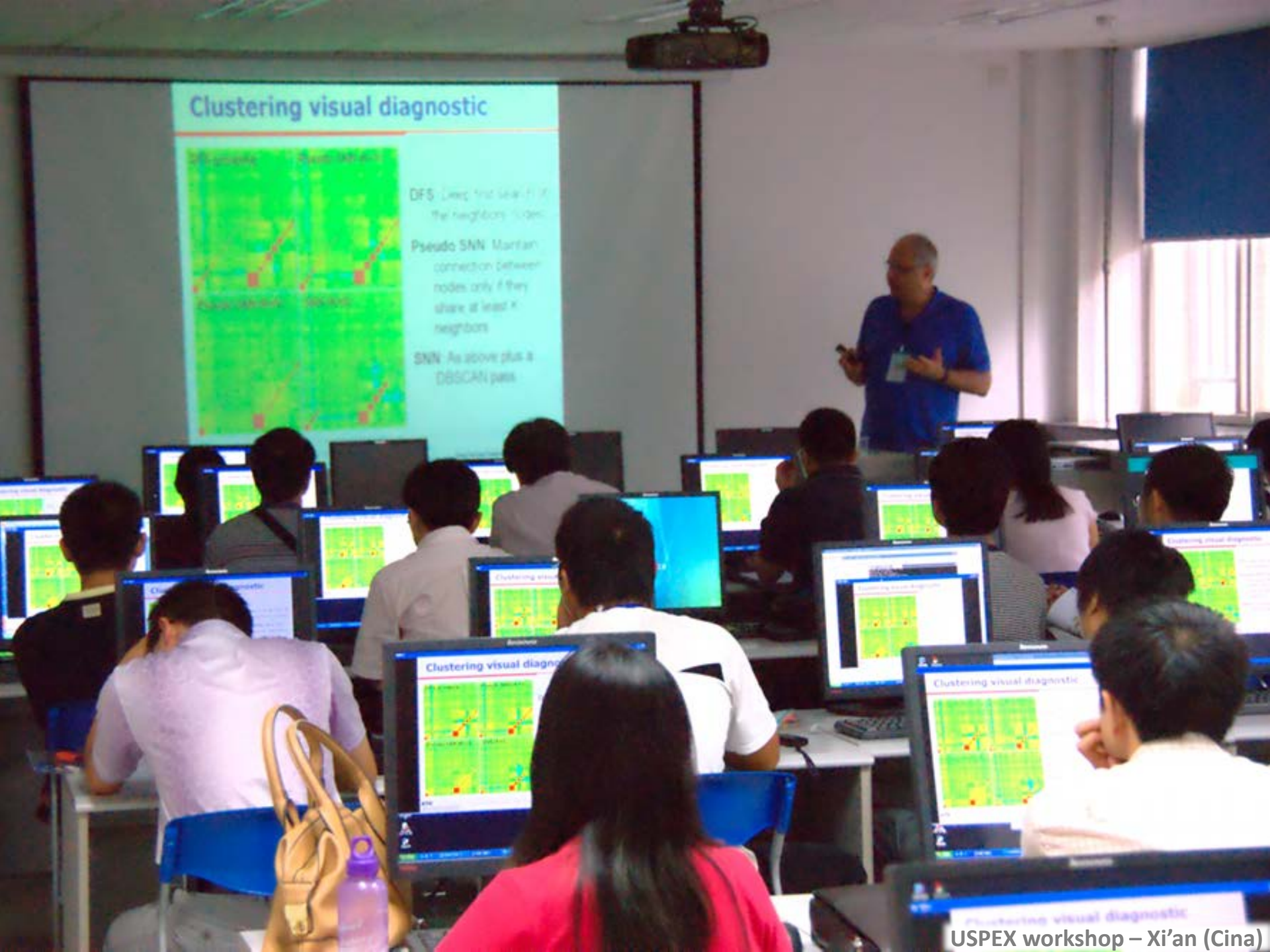
Ing. Mario Valle
Centro Svizzero di Calcolo Scientifico


E MILLE
ILE A VISTA AL PORTATORE
M. MONTESSORI
GIO. PINO INV. E. ZANNOTTI INC.

CSCS

Centro Svizzero di Calcolo Scientifico
Swiss National Supercomputing Centre

Piz Daint ha 115.984 core e una potenza di 6.271 TFLOPS **(6º al mondo – primo in Europa)**



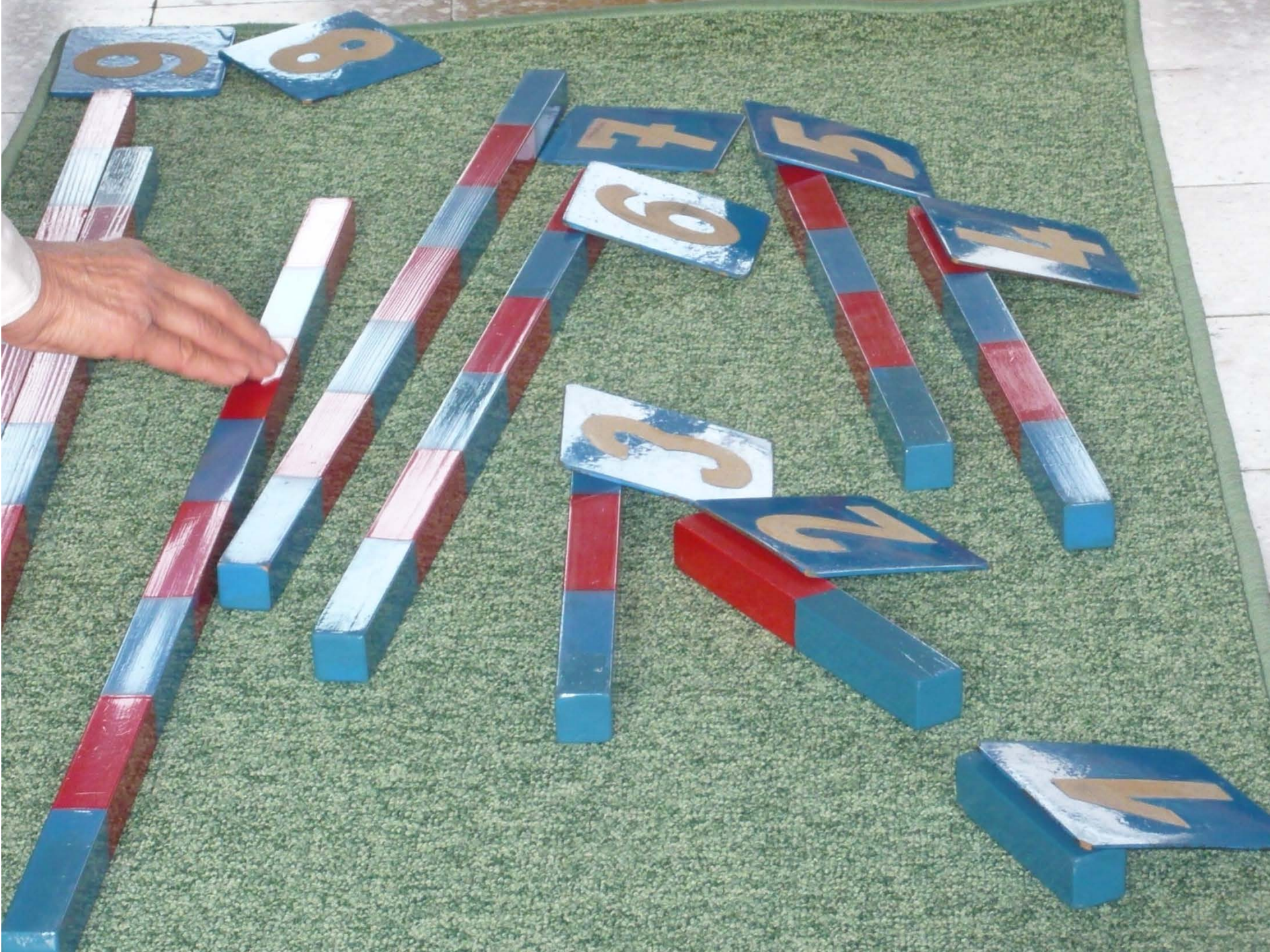
USPEX workshop – Xi'an (Cina)


Scuola Primaria Montessori
per crescere
di
percorsi

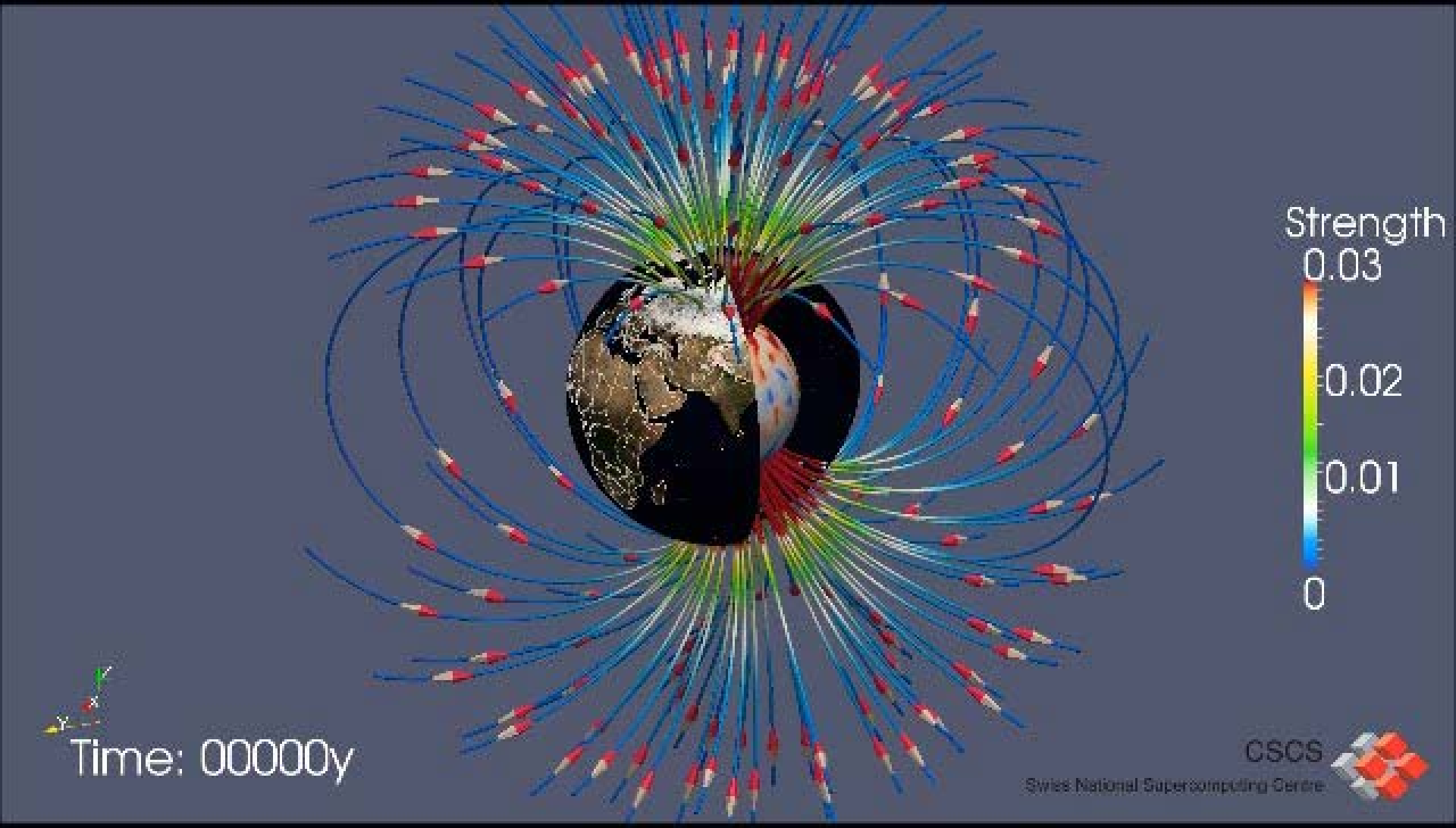
Open Day 2011 – Scuola Primaria Montessori – Varese

Nicolò
Scuola Primaria Montessori
Varese


Crystals That Nature Might Miss Creating

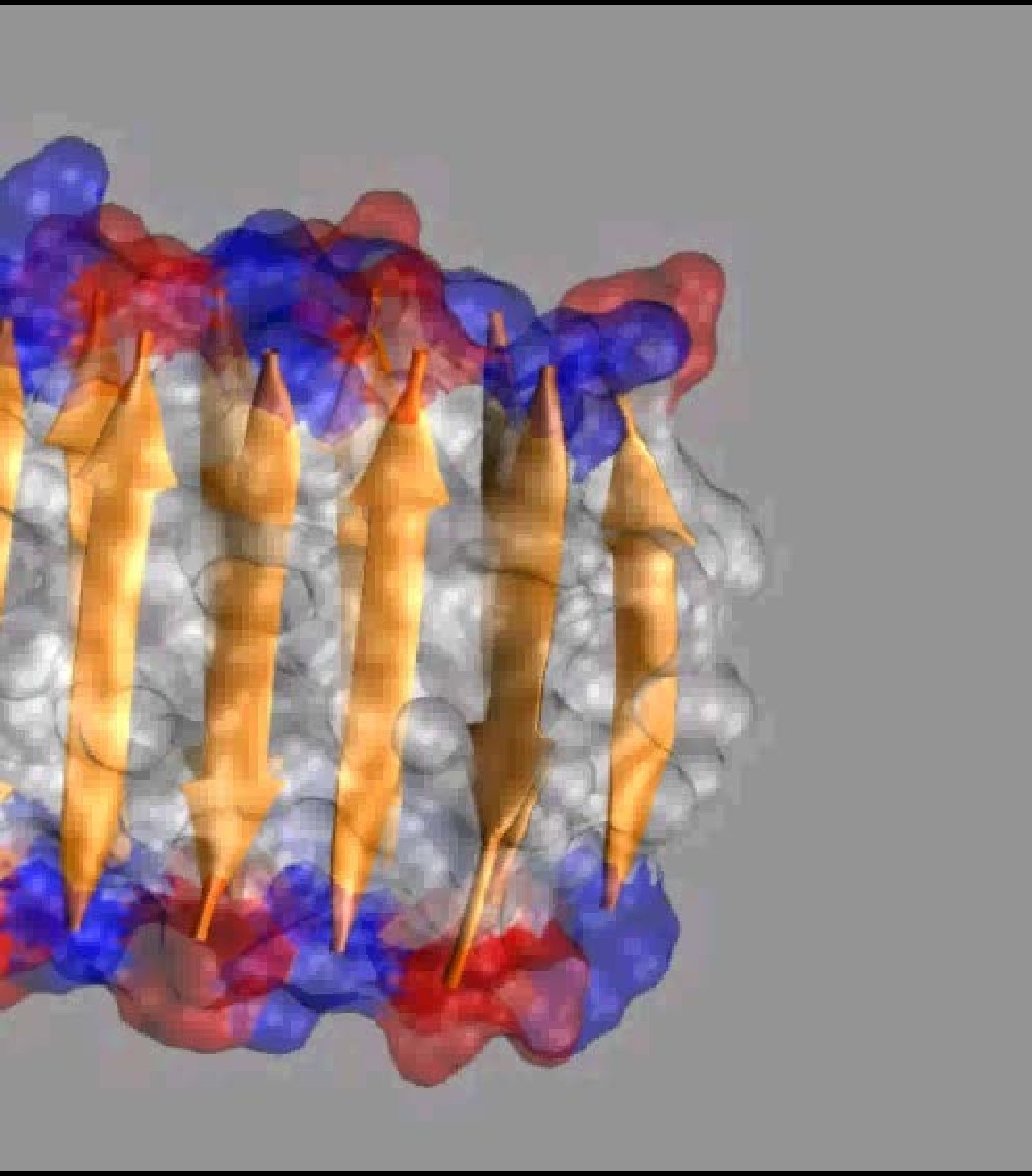

8
8
5
6
4
3
2
1

A new understanding of galaxy formation – Prof. Lucio Mayer – University of Zurich – computed at CSCS



The Reversing Magnetic Field of Planet Earth – Jon Rotvig & Andrew Jackson – ETH Zürich
Visualization by Jean Favre – CSCS

Data from Ute Röhrig – Ludwig Institute for Cancer Research and Swiss Institute of Bioinformatics – Molecular Modelling Group (Lausanne, Switzerland)

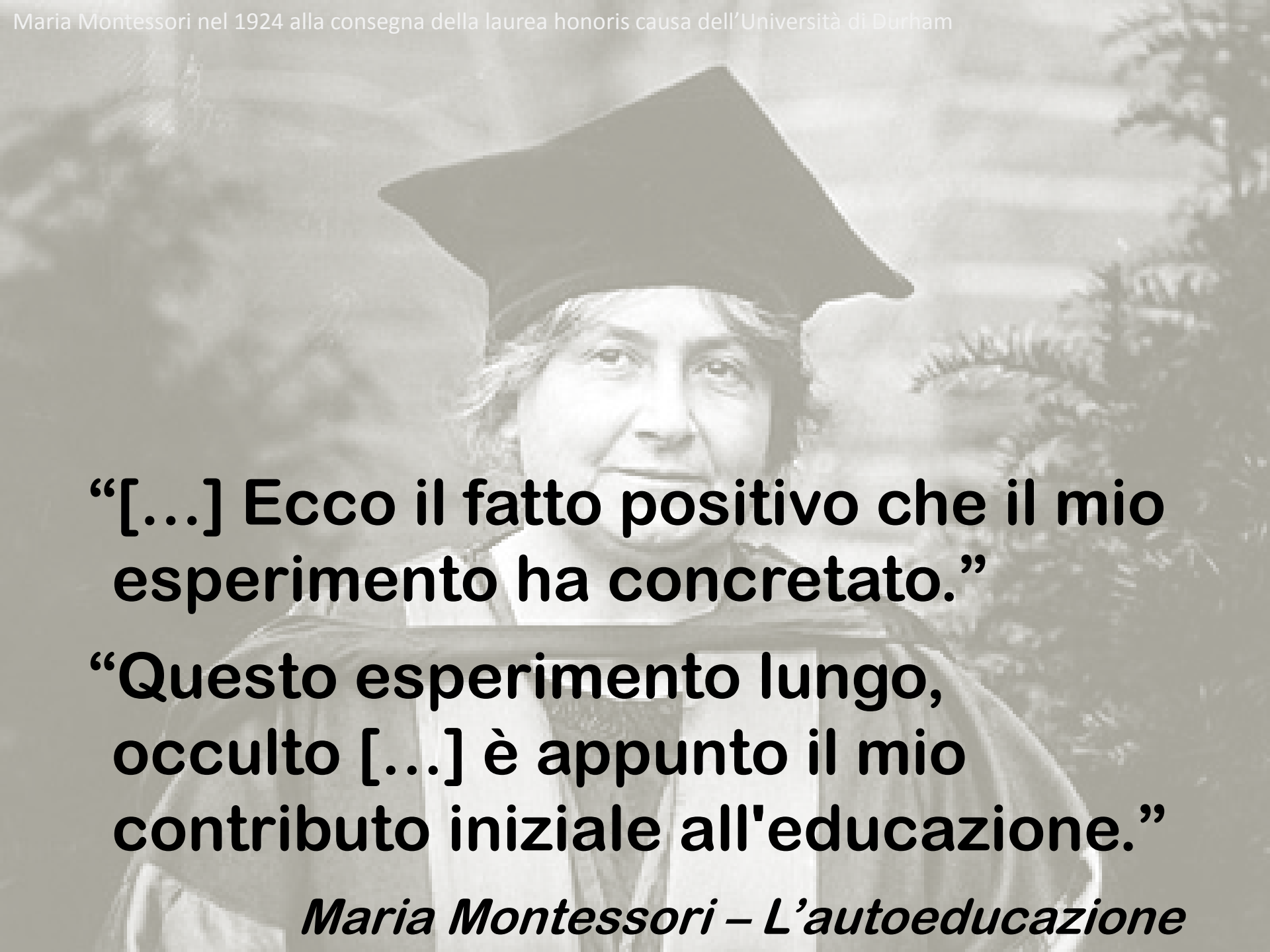


Francesco,
che spera di avere presto una
Scuola Montessori a Brescia


Una nave solca le onde burrascose del mare.

Classe prima A
Ist. Comprensivo “G Galvaligi”
Solbiate Arno (Varese)

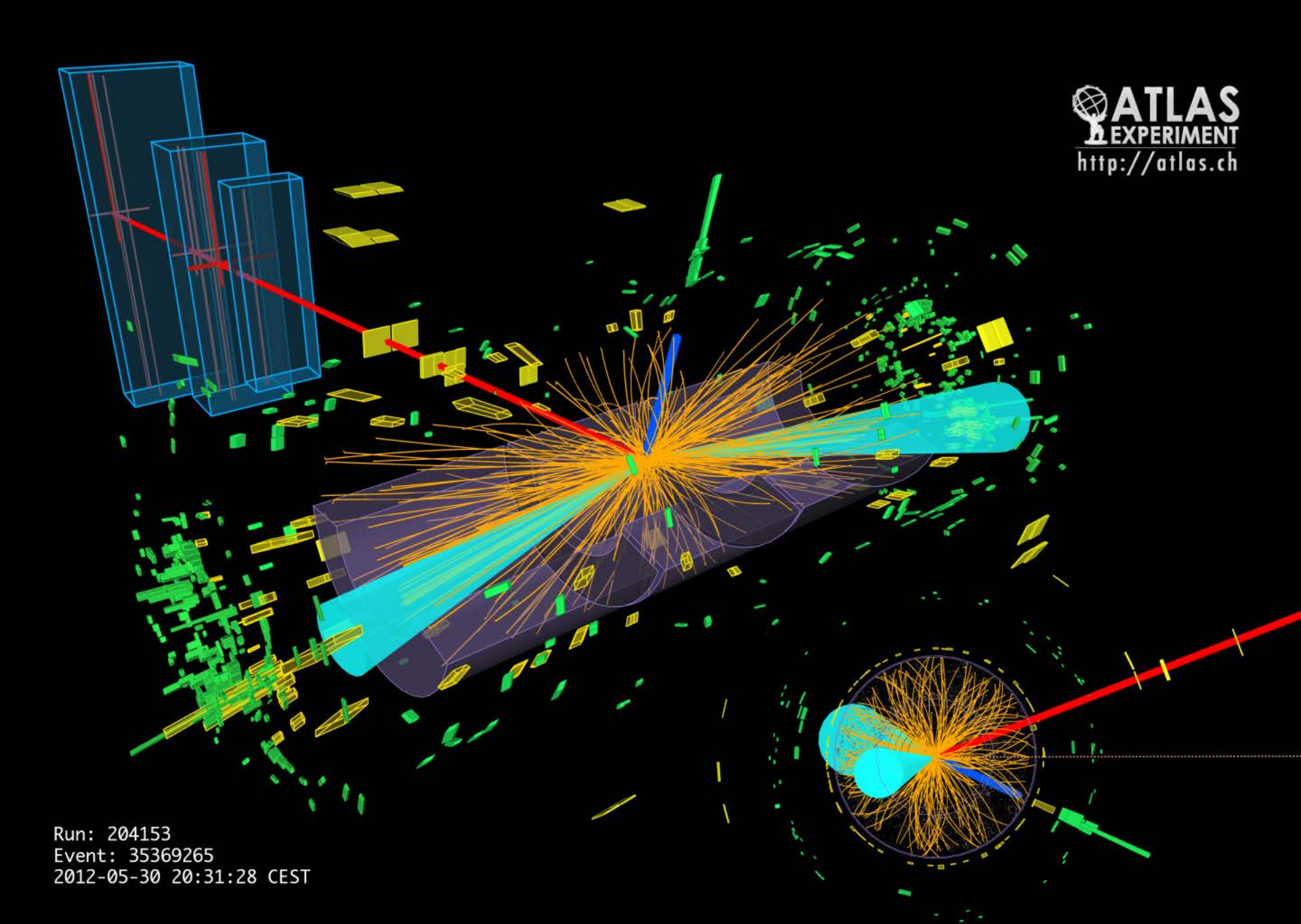
Maria Montessori nel 1924 alla consegna della laurea honoris causa dell'Università di Durham



"[...] Ecco il fatto positivo che il mio esperimento ha concretato."

"Questo esperimento lungo, occulto [...] è appunto il mio contributo iniziale all'educazione."

Maria Montessori – L'autoeducazione



CERN – Esperimento Atlas – Uno degli eventi che rivelano il bosone di Higgs

Maria Montessori in Adiyar (India)

Non si può educare alcuno, se non si conosce direttamente

M. Montessori, *Antropologia pedagogica*, 1910

Maria Montessori in Adiyar (India)


Nido Montessori
Varese

THE EARLY YEARS

Evaluating Montessori Education

Angeline Lillard[1]* and Nicole Else-Quest[2]

An analysis of students' academic and social scores compares a Montessori school with other elementary school education programs.

Montessori education is a 100-year-old method of schooling that was first used with impoverished preschool children in Rome. The program continues to grow in popularity. Estimates indicate that more than 5000 schools in the United States—including 300 public schools and some high schools—use the Montessori program. Montessori education is characterized by multi-age classrooms, a special set of educational materials, student-chosen work in long time blocks, collaboration, the absence of grades and tests, and individual and small group instruction in both academic and social skills (*1*). The effectiveness of some of these elements is supported by research on human learning (*2*).

We evaluated the social and academic impact of Montessori education. Children were studied near the end of the two most widely implemented levels of Montessori education: primary (3- to 6-year-olds) and elementary (6- to 12-year-olds). The Montessori school we studied [located in Milwaukee, Wisconsin (*3*)], which served mainly urban minority children, was in its ninth year of operation and was recognized by the U.S. branch of the Association Montessori Internationale (AMI/USA) for its good implementation of Montessori principles (*4*).

Because it was not feasible to randomly assign children to experimental and control educational groups, we designed our study around the school lottery already in place. Both the experimental and the control group had entered the Montessori school lottery; those who were accepted were assigned to the experimental (Montessori) group, and those who were not accepted were assigned to the control (other education systems) group. This strategy addressed the concern that parents who seek to enroll their child in a Montessori school are different from parents who do not. It is crucial to control for this potential source of bias, because parents are the dominant influence on child outcomes (*5*).

[1]Department of Psychology, University of Virginia P.O. Box 400400, Charlottesville, VA 22904, USA. [2]Department of Psychology, University of Wisconsin, Madison, WI 53202, USA.

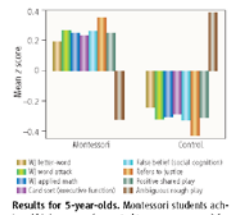
*Author for correspondence. E-mail: lillard@virginia.edu

Recruitment

We contacted parents of children who had entered the Montessori school lottery in 1997 and 2003 and invited them to be in the study. All families were offered $100 for participation.

Because the lottery, which was conducted by the school district, was random, the Montessori and control groups should contain similar children. Ninety percent of consenting parents filled out a demographic survey. Parents from the Montessori and control groups had similar average incomes ($20,000 to $50,000 per year) at each student age level. This addressed a concern with a retrospective lottery loser design that the final samples might be different for reasons other than the treatment. Another variable, ethnicity, was not surveyed because parent income contributes more to child outcomes than does ethnicity (*6*). We were also concerned that requesting ethnicity data would reduce participation in this racially divided city.

Overall, 53 control and 59 Montessori students were studied (table S1). The 5-year-old group included 25 control and 30 Montessori children, and the 12-year-old group included 28 control and 29 Montessori children. Gender balance was imperfect, but gender did not contribute significantly to any of the differences reported here. Children at the Montessori school were drawn from all six classrooms at the primary level and all four at the upper elementary level. The control children were at non-Montessori schools: 27 public inner city schools (40 children) and 12 suburban public, private/voucher, or charter schools (13 children). Many of the public schools had enacted special programs, such as gifted and talented curricula, language immersion, arts, and discovery learning.



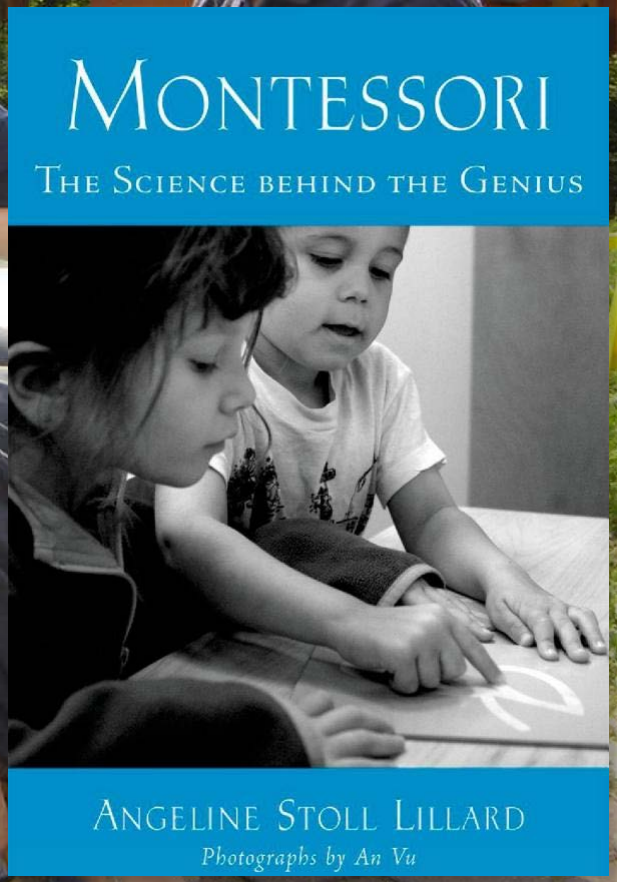
Results for 5-year-olds. Montessori students achieved higher scores (converted to average z scores) for both academic and behavioral tests (*18*).

Results: 5-Year-Olds

Cognitive/Academic Measures. Seven scales were administered from the Woodcock-Johnson (WJ III) Test Battery (*7*). Significant differences favoring Montessori 5-year-olds were found on three WJ tests measuring academic skills related to school readiness: Letter-Word Identification, Word Attack (phonological decoding ability), and Applied Problems (math skills) (Figure 1). No difference was expected or found on the Picture Vocabulary test (basic vocabulary) because vocabulary is highly related to family background variables (*8*). Two WJ tests of basic thinking skills—Spatial Reasoning and Concept Formation—also showed no difference.

Five-year-olds were also tested on executive function, thought to be important to success in school. On one such test, children were asked to sort cards by one rule, switch to a new rule, and (if they did well) then switch to a compound rule. Montessori children performed significantly better on this test. A test of children's ability to delay gratification (a treat) did not indicate statistically significant differences.

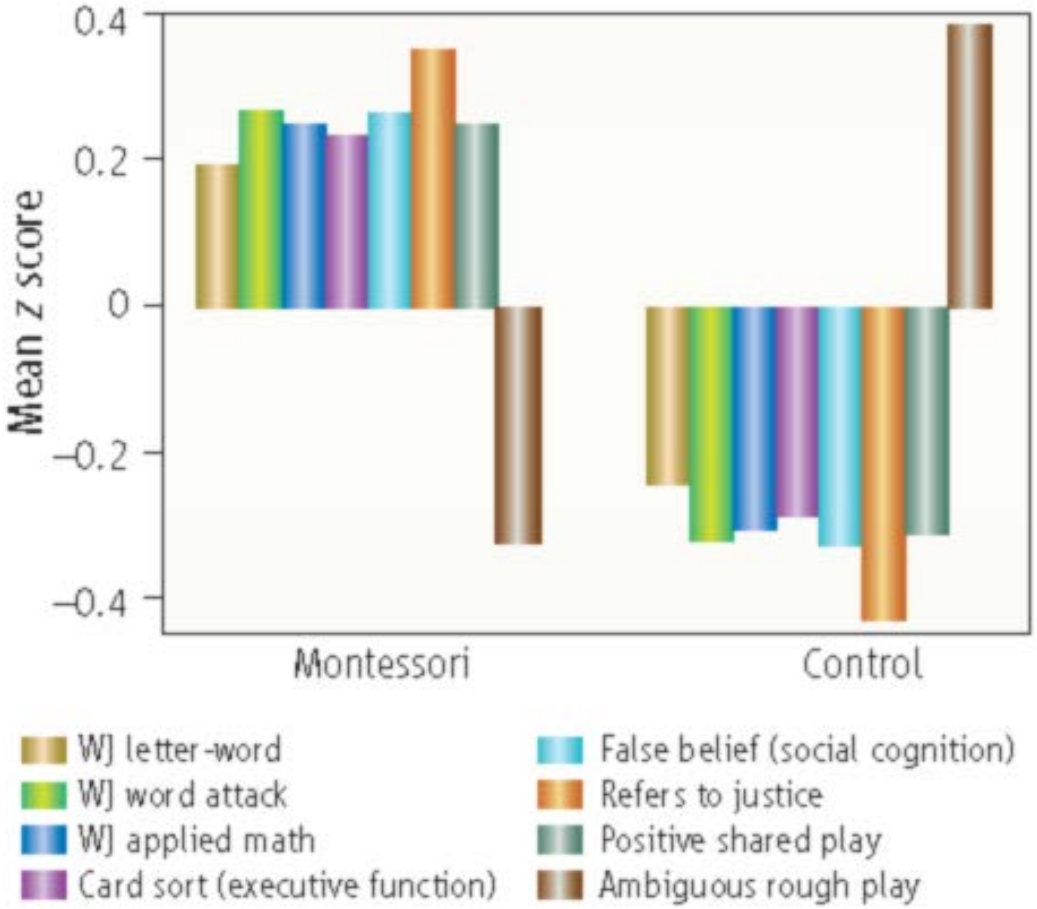
Social/Behavioral Measures. Children were given five stories about social problems, such as another child hoarding a swing, and were asked how they would solve each problem (*9*).



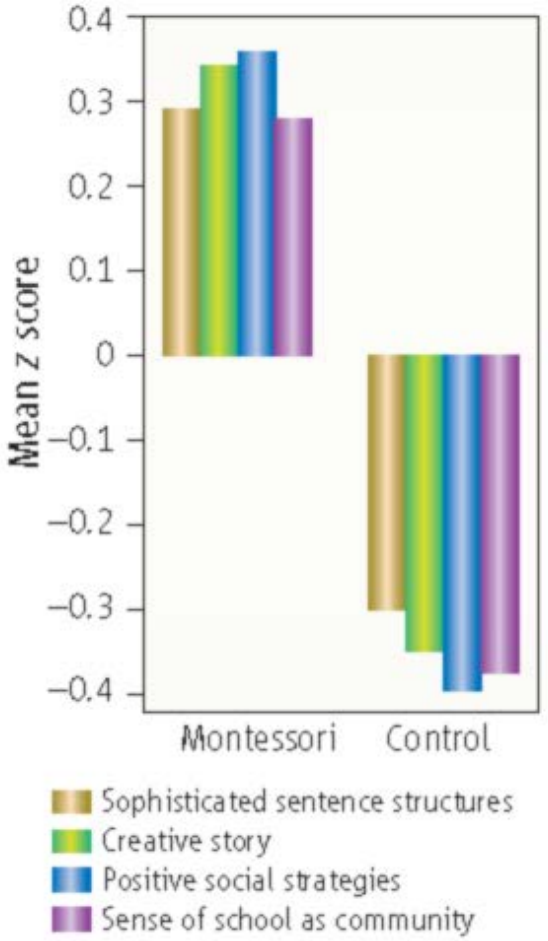
Evaluating Montessori Education

Angeline Lillard and Nicole Else-Quest

Science, Vol. 313, September 29th 2006, p. 1893 – 1894



Results for 5-year-olds. Montessori students achieved higher scores (converted to average *z* scores) for both academic and behavioral tests (*18*).



Results for 12-year-olds. Students in the Montessori program wrote more sophisticated and creative stories and showed a more developed sense of community and social skills. Scores were converted to average *z* scores (*18*).

LA CAPACITÀ ATTENTIVA: CHIAVE DI SVILUPPO O DI BLOCCO DELLE RISORSE UMANE

DOTT.SSA DONATELLA PECORI
DOTT.SSA MARIA ELCIRA GOMEZ RAMIREZ

PROPRIETÀ DELLA FUNZIONE ATTENTIVA

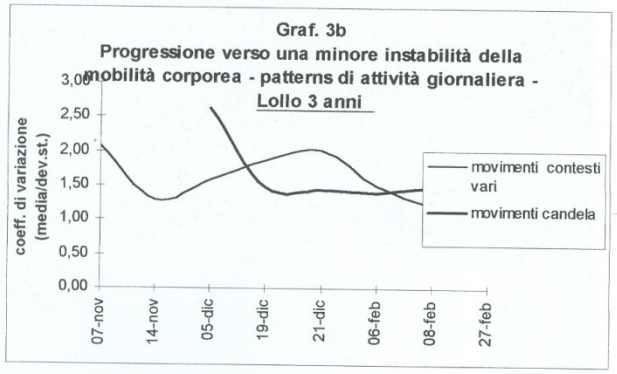
Che cosa è

La letteratura odierna sui processi attentivi è molto ricca e articolata ed è più di un secolo che varie scuole hanno condotto studi e formulato teorie su questa indispensabile funzione dell'organismo, base di qualsiasi processo di apprendimento. Questa funzione appare coinvolgere meccanismi ad alta velocità di tipo percettivo e motorio *(Gallistel, 1980; Hary e Moore,1985; Arbib, 1985)*.

Negli adulti l'attenzione è definita da due aspetti principali: quelli selettivi e quelli quantitativi legati in particolare allo sforzo e alla concentrazione. Ciò dovrebbe permettere il completamento di compiti esterni ed interni mantenendo il rispetto dei bisogni anche metabolici della persona. Il meccanismo attentivo appare spesso polarizzarsi su un determinato stimolo. Questa attività corrisponde a un'attivazione di certe strutture nel Sistema Nervoso Centrale: sembrerebbe che un determinato segnale (esterno o interno) possa assumere una valenza privilegiata e far comportare strutture distinte come un'unità funzionale allo scopo, probabilmente, di effettuare un'analisi approfondita di quel segnale e d'individuare la risposta più utile per l'organismo. Questa particolare funzione è stata definita "attenzione focalizzata" *(Kahneman, 1981)*.

Nei bambini la questione inerente all' "attenzione focalizzata" sembra complicarsi perché è in corso proprio la costruzione delle strutture deputate ai processi attentivi adulti. Allora cosa è l' "attenzione focalizzata" per i bambini? In che cosa si differenzia da quella di un adulto? A cosa serve?

I percorsi infantili divengono fortunati quando il bambino viene rispettato nei suoi ritmi autoregolativi e autocostruttivi e cioè quando l'ambiente



Lollo durante la fase di rifocalizzazione

DR. MED. MARIA MONTESSORI

L'AUTOEDUCAZIONE

NELLE SCUOLE ELEMENTARI

Continuazione del Volume:

Il Metodo della Pedagogia scientifica applicato all'educazione infantile nelle Case dei Bambini

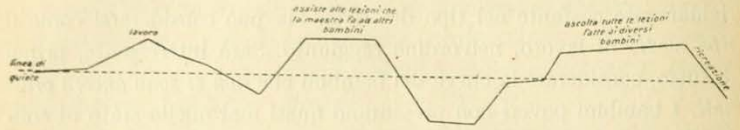
ROMA
ERMANNO LOESCHER & C.
P. MAGLIONE & C. STRINI
EDITORI-LIBRAI DI S. M. LA REGINA
1916

come nell'andamento irregolare di questa grafica, si possa rintracciare un periodo di lavoro facile che precede un periodo di lavoro difficile (telaio, incastri piani) e tra l'uno e l'altro la massima discesa nel disordine.

CURVE DI LAVORO

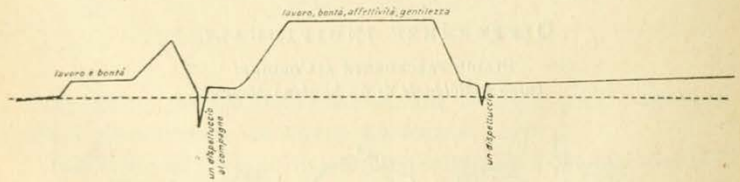
DI UN BAMBINO POVERISSIMO, QUASI ABBANDONATO DAI GENITORI, DISTURBATORE.

Stadio del disordine.



Il bambino di cui si tratta (*O*) sembra che abbia la tendenza a imparare dagli altri; egli sfugge il lavoro o vi si arresta appena: e sembra che non tolleri un insegnamento diretto. Se si cerca d'insegnargli qualche cosa, fa una smorfia e fugge via. Si muove, disturba i compagni, sembra intrattabile: ma segue attentamente le lezioni che la maestra fa agli altri bambini.

Verso l'ordine.



Entrato nel lavoro, *dopo avere appreso*, vi persiste e si nota nella curva l'andamento normale: cioè, un lavoro precedente, una pausa (dove il bambino ricade leggermente e fuggevolmente nel suo difetto di disturbare i compagni) quindi la curva del gran lavoro e il riposo finale (ove pure si ripete la ricaduta nel difetto). Sulle vette della grafica sta con l'interesse al lavoro una grande bontà: il bambino non solo è sereno, ma ha un aspetto di beatitudine, di grande dolcezza; al massimo

Current Biology,
Volume 24, Issue 16, p. R734–R735, 18 August 2014

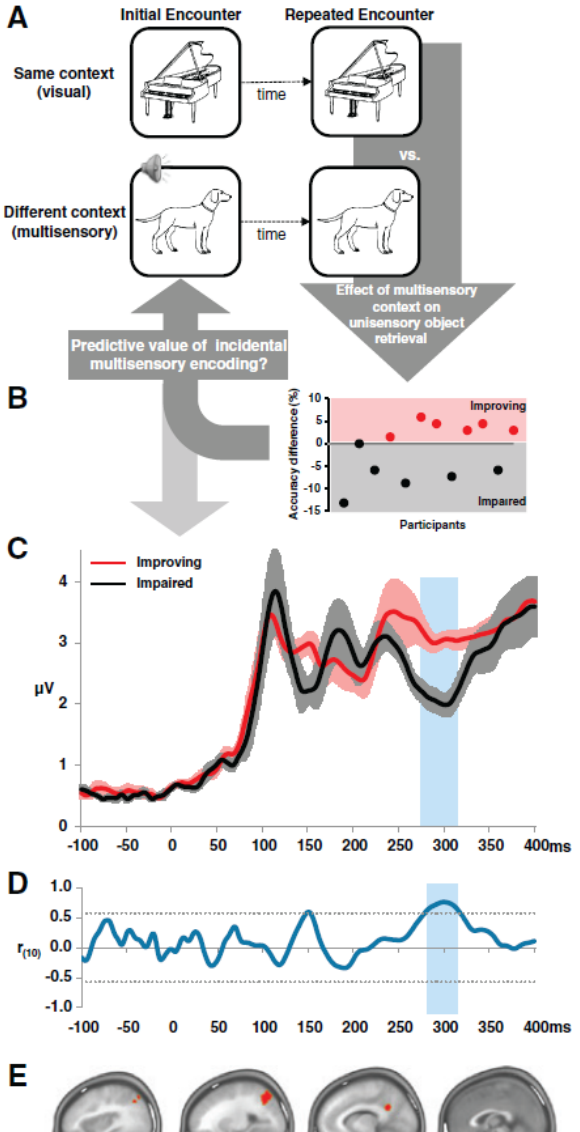
Correspondences

Multisensory context portends object memory

Antonia Thelen[1,*],
Pawel J. Matusz[1,3,*],
and Micah M. Murray[1,2,4,*]

Multisensory processes facilitate perception of currently-presented stimuli and can likewise enhance later object recognition. Memories for objects originally encountered in a multisensory context can be more robust than those for objects encountered in an exclusively visual or auditory context [1], upturning the assumption that memory performance is best when encoding and recognition contexts remain constant [2]. Here, we used event-related potentials (ERPs) to provide well-poised to facilitate memory [4]. Investigations of memory from a multisensory perspective have yielded discrepant results. Some observed that multisensory contexts are beneficial to memory formation and retrieval [1], while others obtained the opposite pattern [1,5]. Individual factors and/or trial-to-trial variability may therefore determine whether multisensory learning will be beneficial. We tested whether multisensory processes related to perceptual salience at one point in time predict an individual's later memory performance.

Participants completed a continuous recognition task involving the presentation of individual images and requiring the discrimination of initial ('new') from repeated ('old') items. Unbeknown to them, half of the initial images would be presented together with a meaningless sound, resulting in two encoding contexts. Accuracy differences in recognizing (unisensory) image repetitions showed there were individuals who either



exposure to multisensory stimuli, being stronger in individuals who later exhibited improved recognition. This was further substantiated by a correlation analysis between ERPs in response to initial encounters with multisensory stimuli and later differences in object discrimination accuracy as a function of time. These modulations appear to be elicited implicitly; there were no group differences in explicit awareness of or selective attention to the multisensory aspect of the experiment. Source modelling showed that the ERP enhancement was localized to bilateral posterior parietal cortices. Prior findings have implicated these regions in perceptual benefits of multisensory object recognition [7]. In other words, brain activity in response to single-trial multisensory events was indicative of how well an individual would later recall the constituent unisensory (visual) elements.

Critically, this pattern of results generalized to a separate experiment involving another set of 15 participants, who instead performed the task in the auditory rather than visual modality. The pattern of

Some participants improved with context changes, and others were impaired by such changes compared to unchanged and exclusively unisensory contexts. Our results suggest it is how the brain responds to multisensory information that translates into later memory function (at least in the present task). One possible explanation is that some people are more prone to multisensory interactions, even when successful task completion does not require it. By contrast, others are less prone to multisensory interactions, particularly when selectively attending to one modality either due to task context and/or instructions (see Supplemental Information).

By focusing on inter-individual variations, we provided the first evidence for a direct link between brain activity in response to multisensory information at one point in time and later visual object discrimination abilities. This demonstrates the behavioural relevance and the ethological value of multisensory processes even in situations where the importance of these processes might not be

References

1. Thelen, A., and Murray, M.M. (2013). The efficacy of single-trial multisensory memories. Multisens. Res. *26*, 483–502.
2. Baddeley, A., Eysenck, M.W., and Anderson, M.C. (2009). Memory (Psychology Press).
3. Bar, M. (2004). Visual objects in context. Nat. Rev. Neurosci. *5*, 617–629.
4. van Atteveldt, N., Murray, M.M., Thut, G., and Schroeder, C.E. (2014). Multisensory integration: flexible use of general operations. Neuron *81*, 1240–1253.
5. Nyberg L, Habib R, McIntosh AR, and Tulving E. (2000). Reactivation of encoding-related brain activity during memory retrieval. Proc. Natl. Acad. Sci. USA *97*, 11120–11124.
6. Michel, C.M., and Murray, M.M. (2012). Towards the utilization of EEG as a brain imaging tool. Neuroimage *61*, 371–385.
7. Werner, S., and Noppeney, U. (2010). Distinct functional contributions of primary sensory and association areas to audiovisual integration in object categorization. J. Neurosci. *30*, 2662–2675.
8. Montessori, M. (1912). The Montessori Method (Frederick Stokes).
9. Shams, L., and Seitz, A.R. (2008). Benefits of multisensory learning. Trends Cogn. Sci. *12*, 411–417.
10. Johansson, B.B. (2012). Multisensory stimulation in stroke rehabilitation. Front. Hum. Neurosci. *6*, 60.

The Laboratory for Investigative Neurophysiology (The LINE), [1]Department of Clinical Neurosciences and [2]Department of Radiology, Vaudois University Hospital Centre and University of Lausanne, Lausanne, Switzerland. [3]Attention, Brain and Cognitive Development

exposure to multisensory stimuli, being stronger in individuals who later exhibited improved recognition. This was further substantiated by a correlation analysis between ERPs in response to initial encounters with multisensory stimuli and later

Some participants improved with context changes, and others were impaired by such changes compared to unchanged and exclusively unisensory contexts. Our results suggest it is how the brain responds to multisensory information that

References

1. Thelen, A., and Murray, M.M. (2013). The efficacy of single-trial multisensory memories. Multisens. Res. *26*, 483–502.
2. Baddeley, A., Eysenck, M.W., and Anderson, M.C. (2009). Memory (Psychology Press).
3. Bar, M. (2004). Visual objects in context. Nat.

integration in object categorization. J. Neurosci. *30*, 2662–2675.

8. Montessori, M. (1912). The Montessori Method (Frederick Stokes).
9. Shams, L., and Seitz, A.R. (2008). Benefits of multisensory learning. Trends Cogn. Sci. *12*, 411–417.
10. Johansson, B.B. (2012). Multisensory stimulation in stroke rehabilitation. Front. Hum. Neurosci. *6*, 60.

participants, who instead performed the task in the auditory rather than visual modality. The pattern of

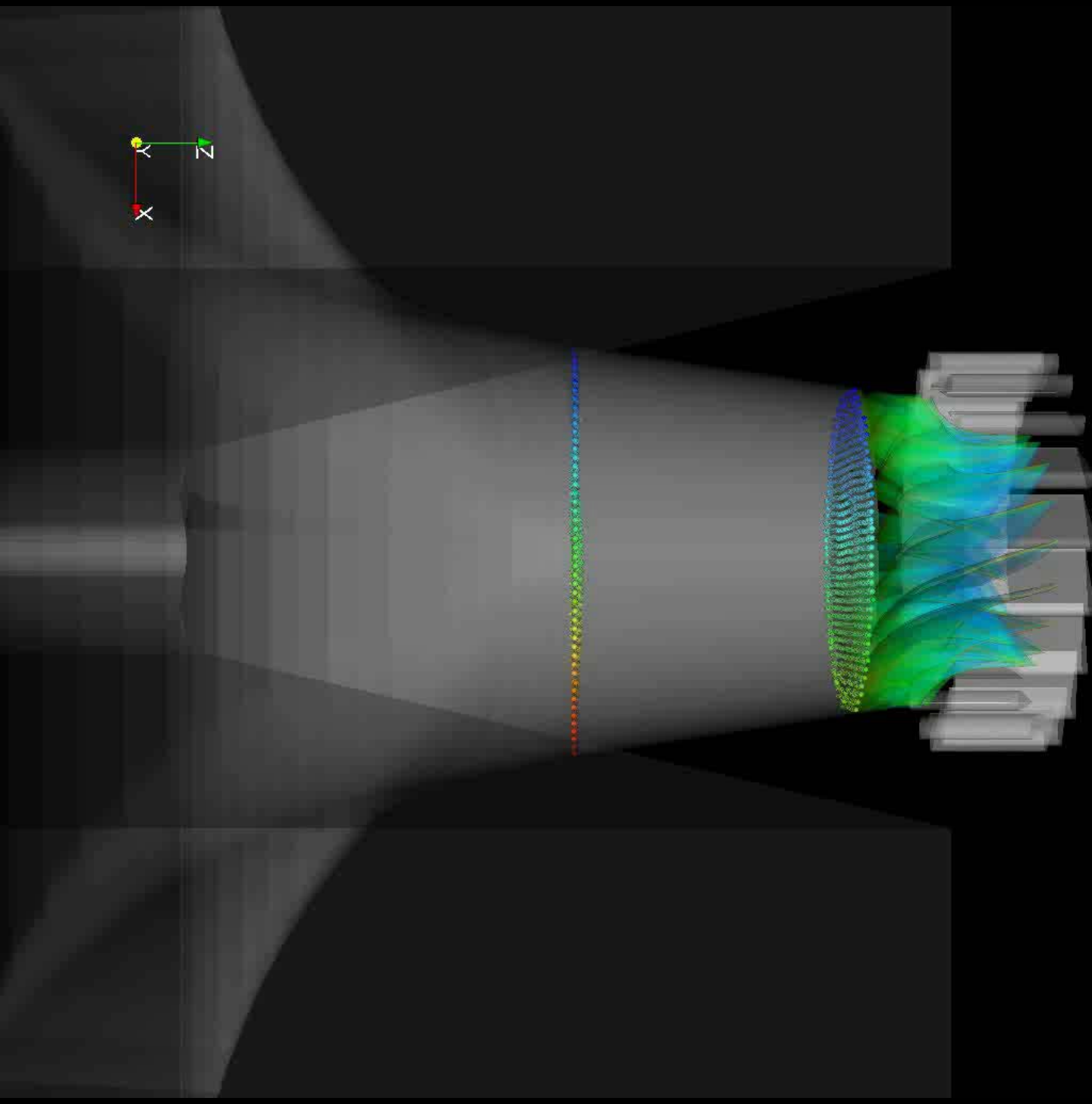
of multisensory processes even in situations where the importance of these processes might not be

Centre and University of Lausanne, Lausanne, Switzerland. [3]Attention, Brain and Cognitive Development

«Io ho solo iniziato il lavoro»

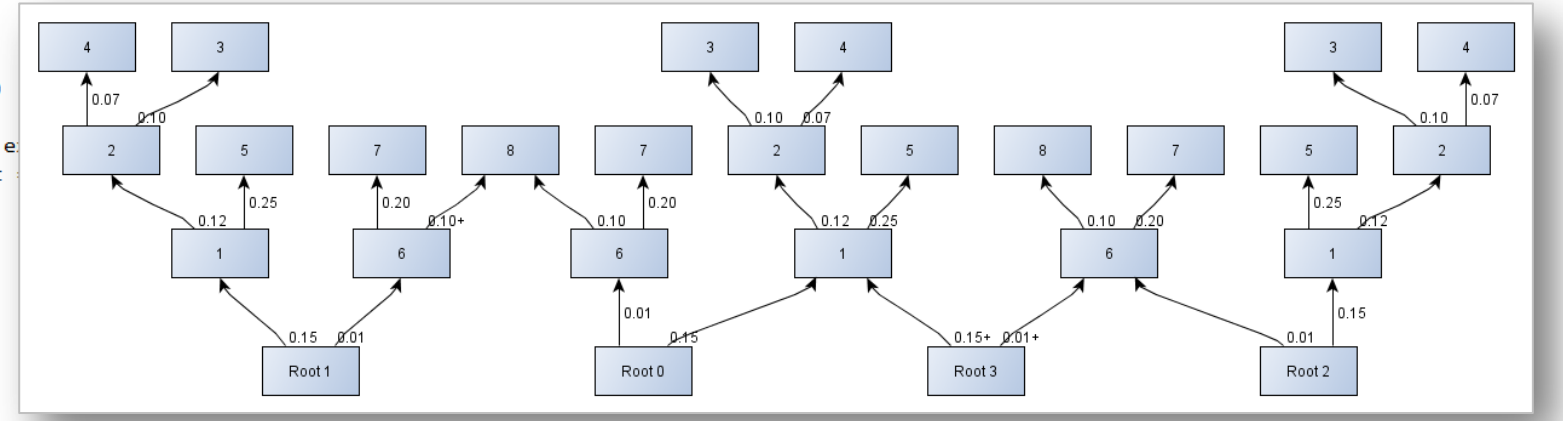
Maria Montessori – La formazione dell'uomo

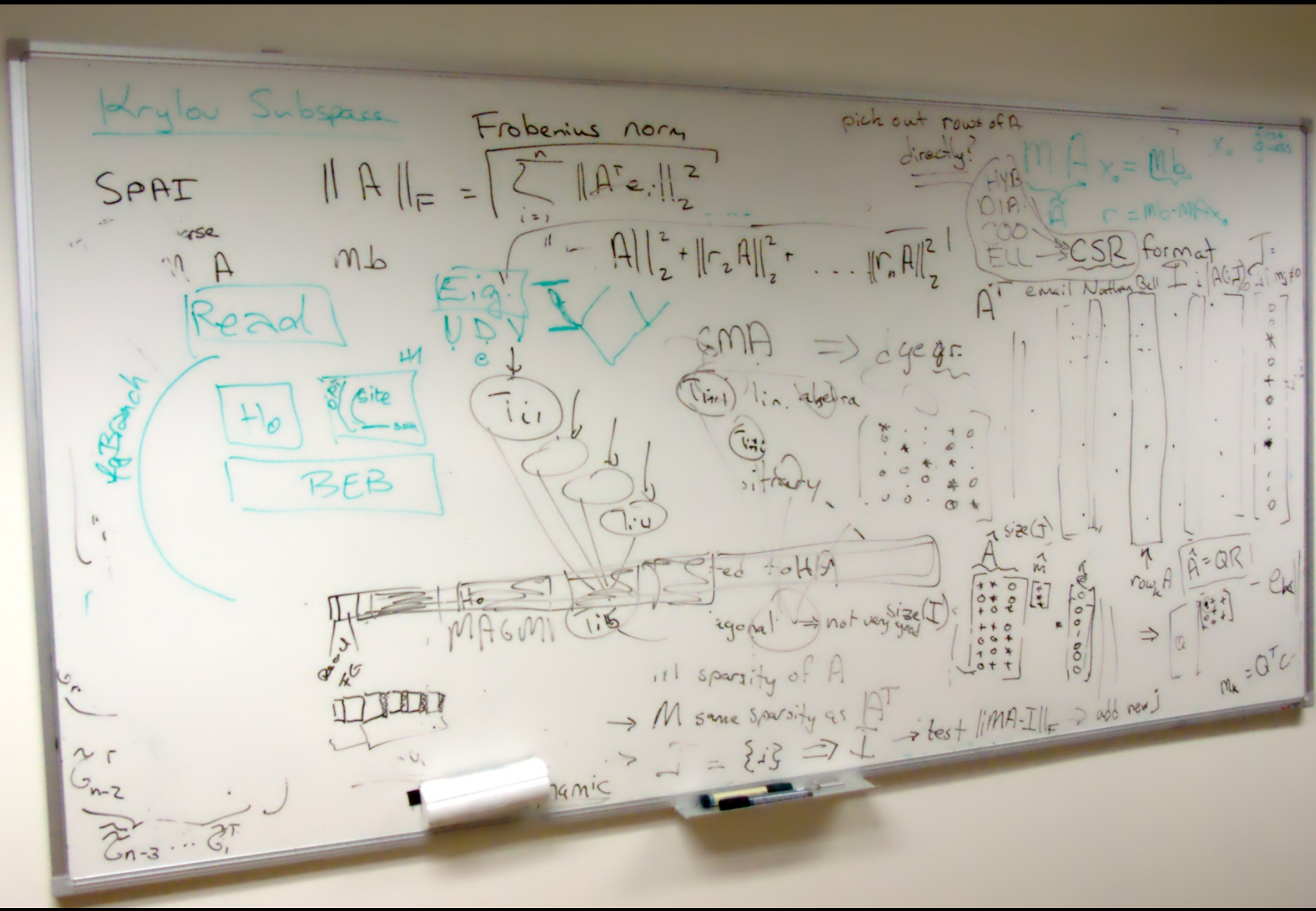
Pensare con le mani e con gli occhi



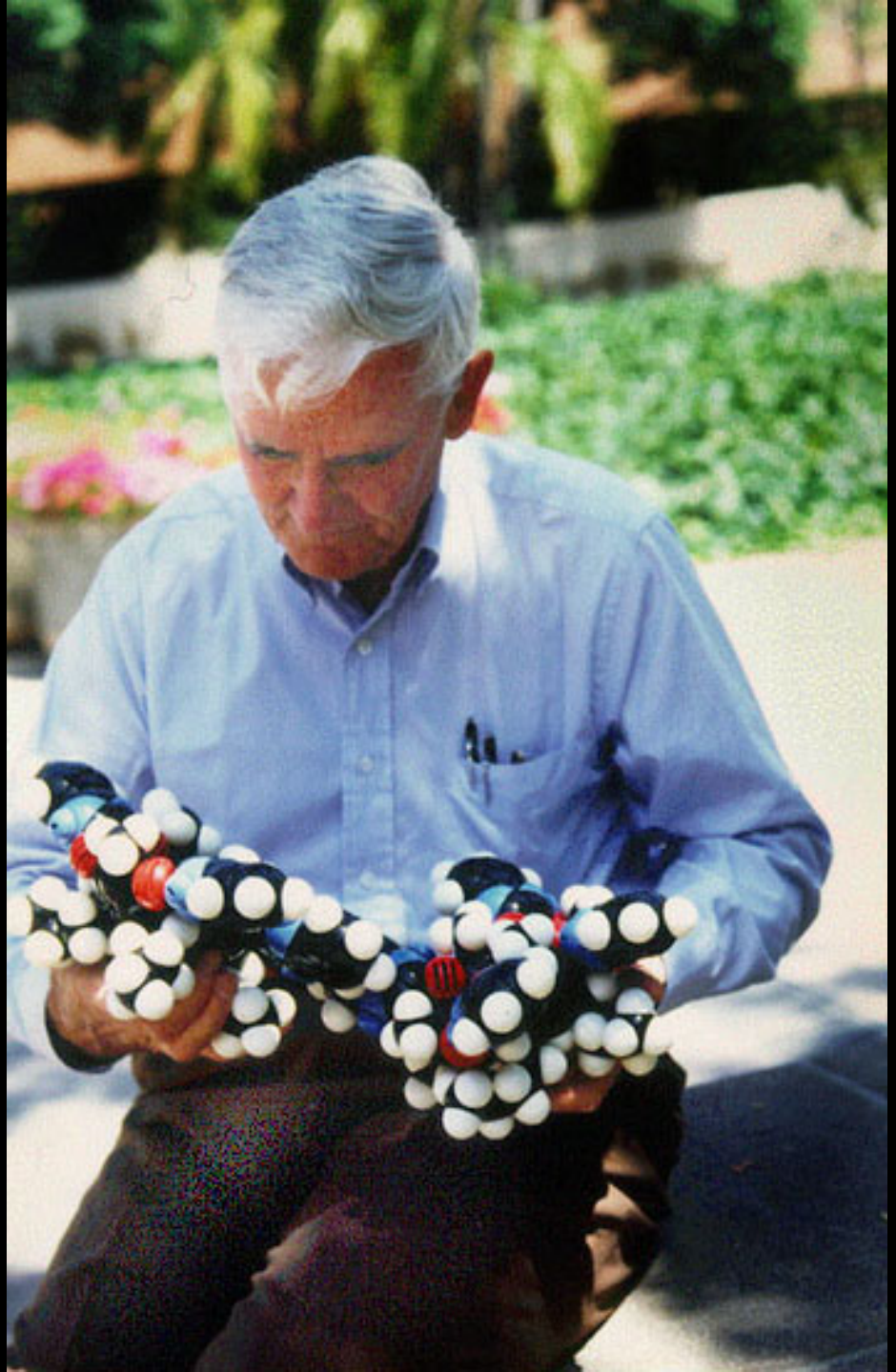
Water flow simulation inside a Francis turbine – VA TECH HYDRO e CSCS

```
double* Forest::computeLikelihoodWalker(ForestNode* aNode,
                                        const TransitionMatrix& aQbg, double aSbg,
                                        const TransitionMatrix& aQfg, double aSfg,
                                        unsigned int aFgBranch,
                                        const std::vector<double>& aParams)
{
    std::vector<ForestNode *>::iterator in;
    bool first = true;
    int idx;
    for(in=aNode->mChildrenList.begin(), idx=0; in != aNode->mChildrenList.end(); ++in, ++idx)
    {
        ForestNode *m = *in;

        double tm = aParams[m->mNodeId];

        // If the node is in the same tree recurse, else use the value
        if(aNode->mChildSameTree[idx])
        {
            // Check if it is foreground
            if(m->mInternalNodeId == aFgBranch)
            {
                if(first)
                {
                    aQfg.expMat(tm/aSfg, computeLikelihoodWalker(m, aQbg, aSbg, aQfg, aSfg, aFgBranch, aParams), aNode->mProb);
                    first = false;
                }
                else
                {
                    double temp[N];
                    aQfg.expMat(tm/aSfg, computeLikelihoodWalker(m, aQbg, aSbg, aQfg, aSfg, aFgBranch, aParams), temp);
                    for(int i=0; i < N; ++i) aNode->mProb[i] *= temp[i];
                }
            }
            else
            {
                if(first)
                {
                    aQbg.e
                    first
                }
                else
                {
```

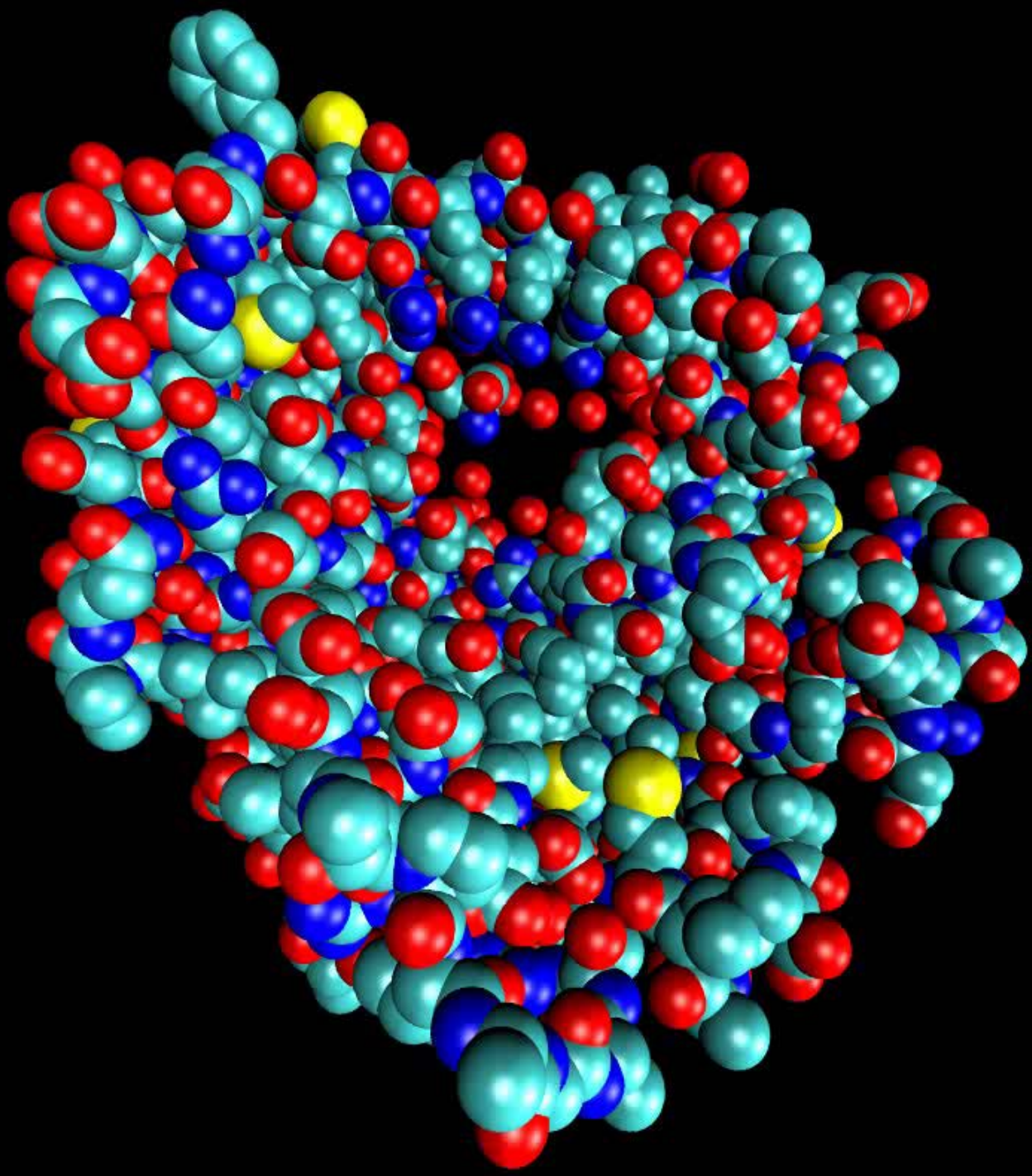



Krylov Subspace
SPAI
Frobenius norm
Read
BEB
Eig
email Nathan Bell
CSR format
pick out rows of A directly?
lin. algebra
sparsity of A
test ||MA-I||F
add new j

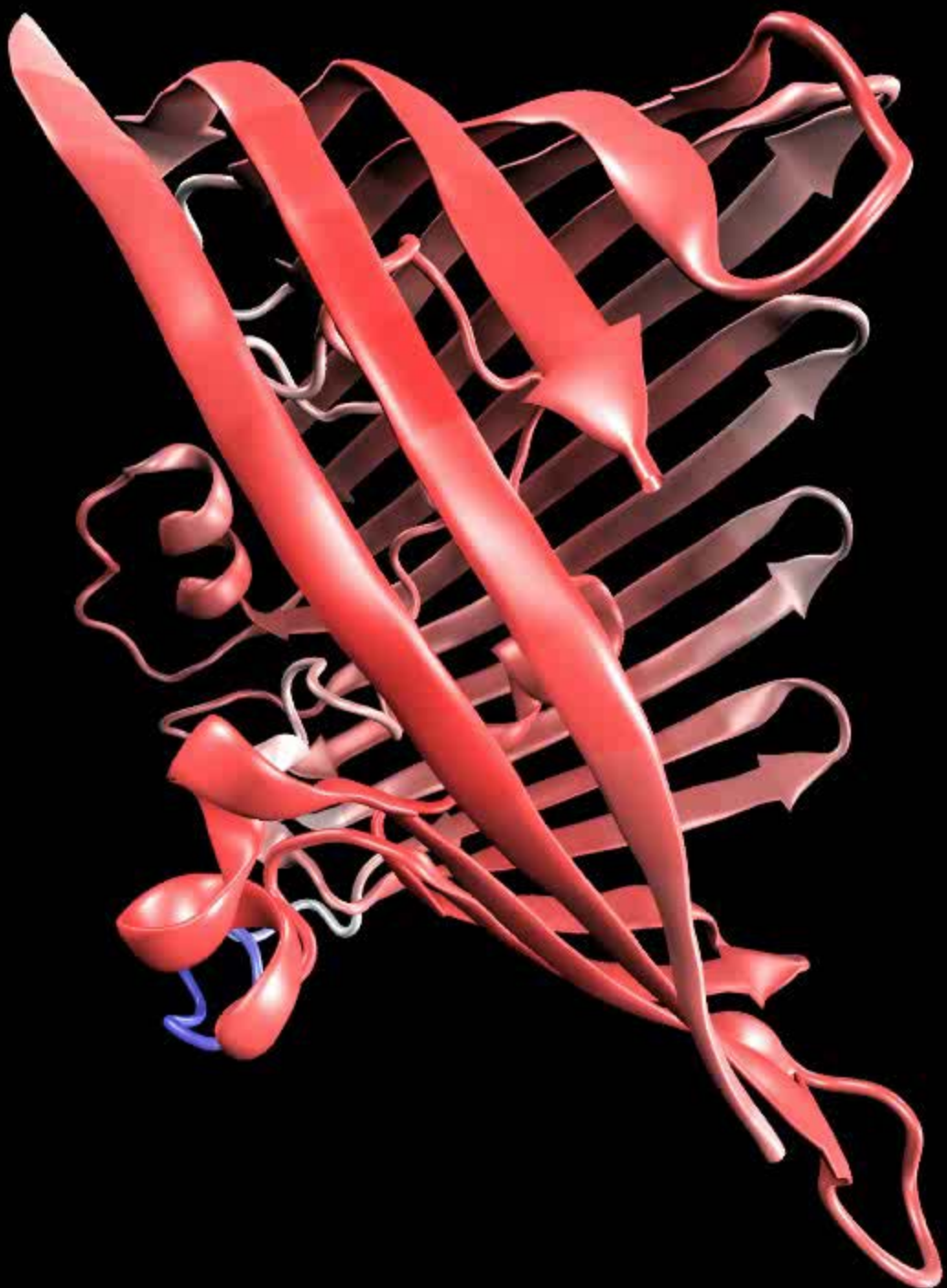

stress" to
detect local
minima traps
Colored
by group
ic chart:
es in 2D
ances in
m space



Prof. Donald Cram con una delle molecole che lo hanno portato al Premio Nobel nel 1987

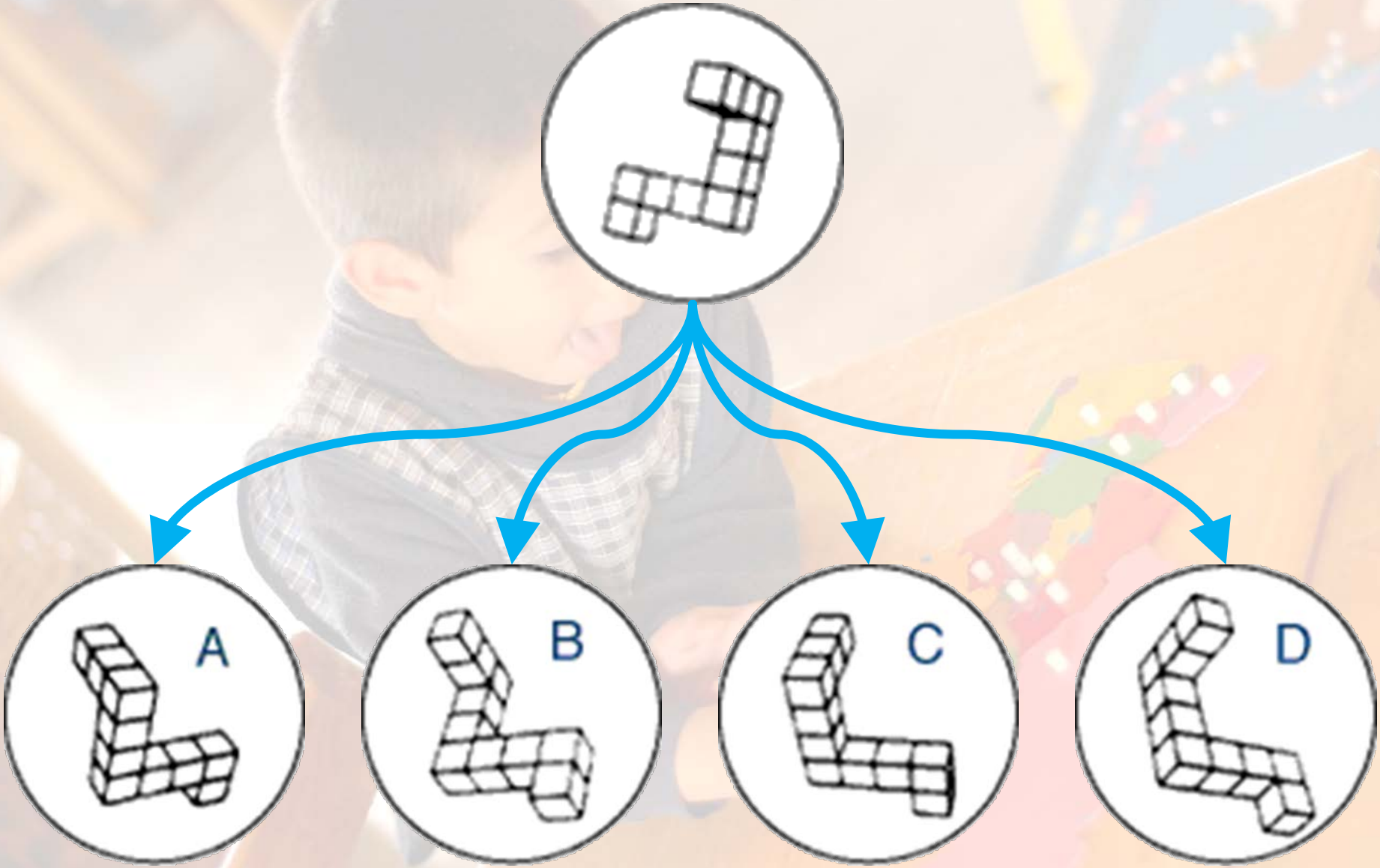


Porin protein conformation in the absence of calcium
Refined structure at 2.5 Å resolution (PDB: 3POR)



Porin protein conformation in the absence of calcium
Refined structure at 2.5 Å resolution (PDB: 3POR)

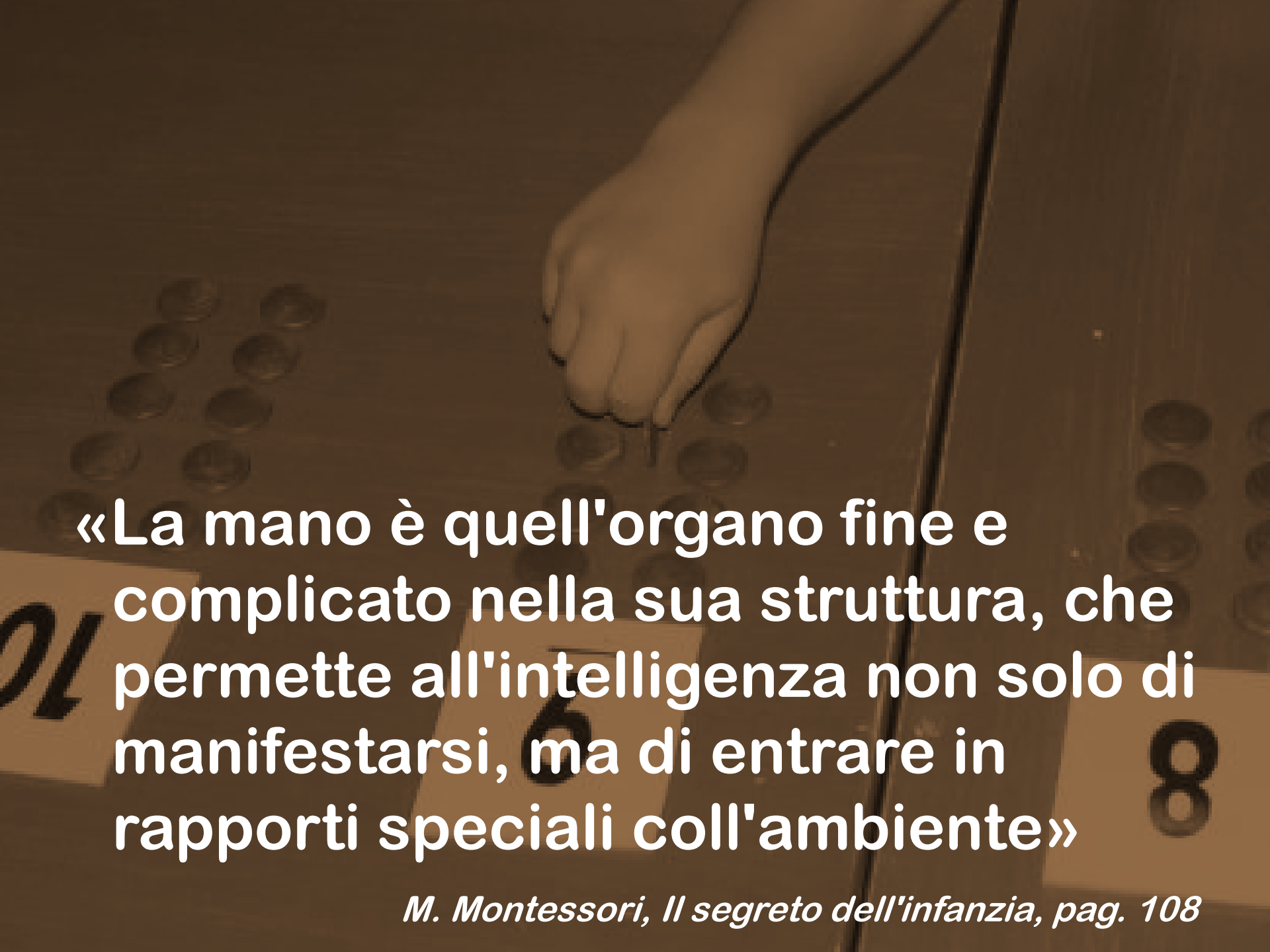
Casa dei Bambini – Creel – Messico



Eliot and Smith (1983)


A STIMULATING 3 DAYS
VIVA
HOW DOES LEARNING AFFECT YOU?
HOW DO YOU BECOME A MEMBER OF THE UNIVERSE?
COURAGE
BATTEN
LEARNING IS AT THE CENTER
LEARNING IN THE "BASEMENT"
BOARDRE
INTERESTING
TECH PERSPECTIVE
EVALUATION
TRUST

Mindmap disegnata da Giordano, classe 3°D,
scuola primaria “Europa unita” di Arese (MI)



«La mano è quell'organo fine e complicato nella sua struttura, che permette all'intelligenza non solo di manifestarsi, ma di entrare in rapporti speciali coll'ambiente»

M. Montessori, Il segreto dell'infanzia, pag. 108

Homunculus senso-motorio: ogni dimensione del corpo corrisponde all’area della corteccia celebrale dedicata a quella funzione


Nicolò
alla Casa dei Bambini della
Scuola Montessori Varese

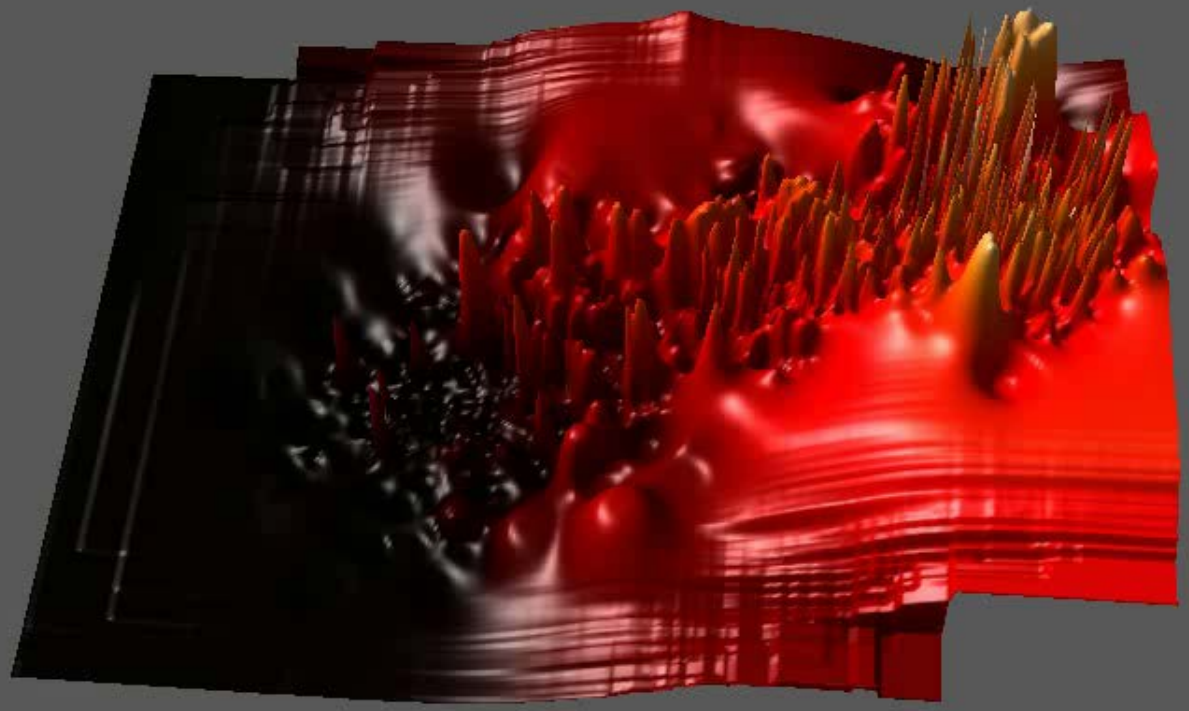
Pensare

e dopo

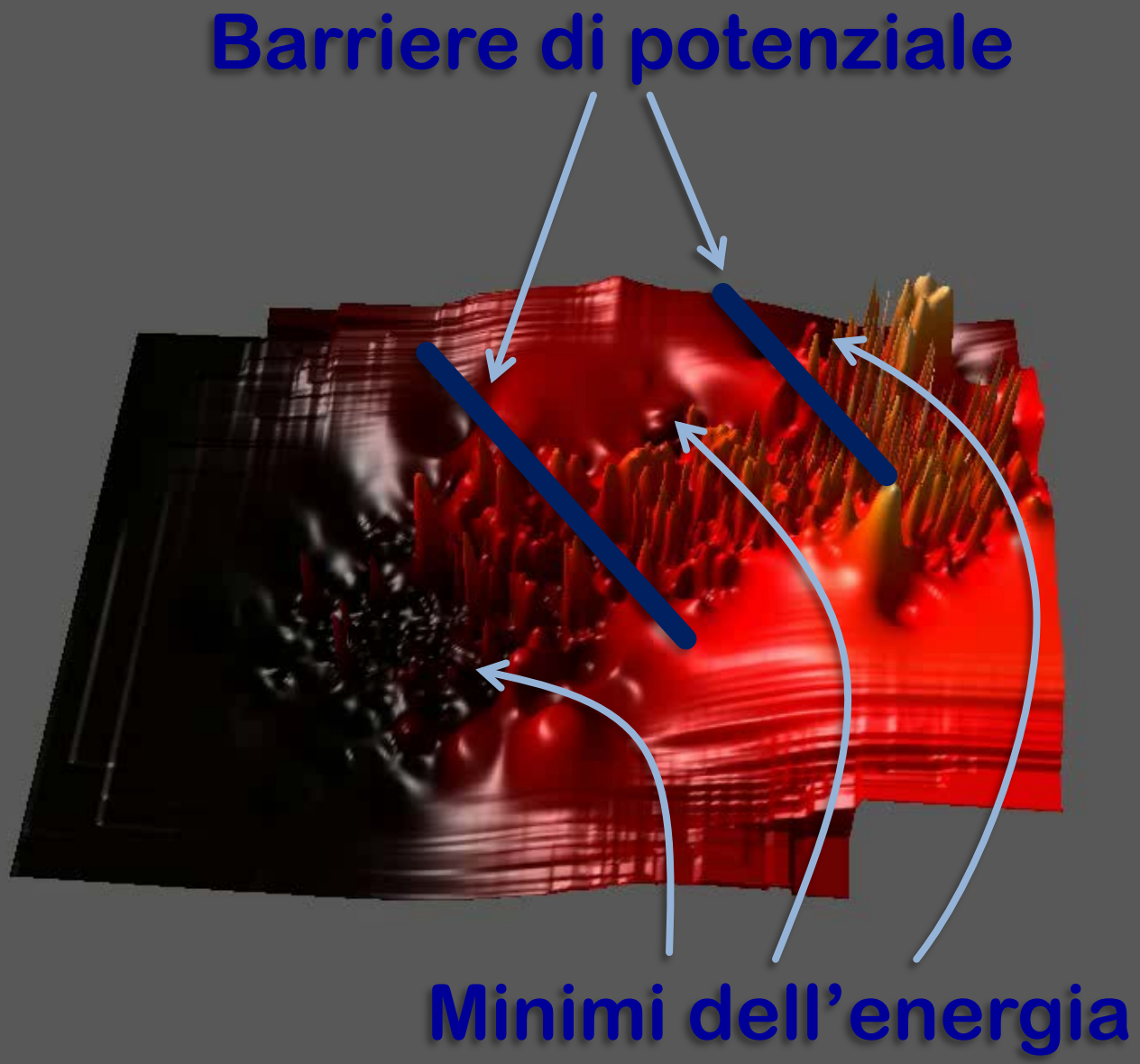
Fare


Pensare
attraverso il
Fare

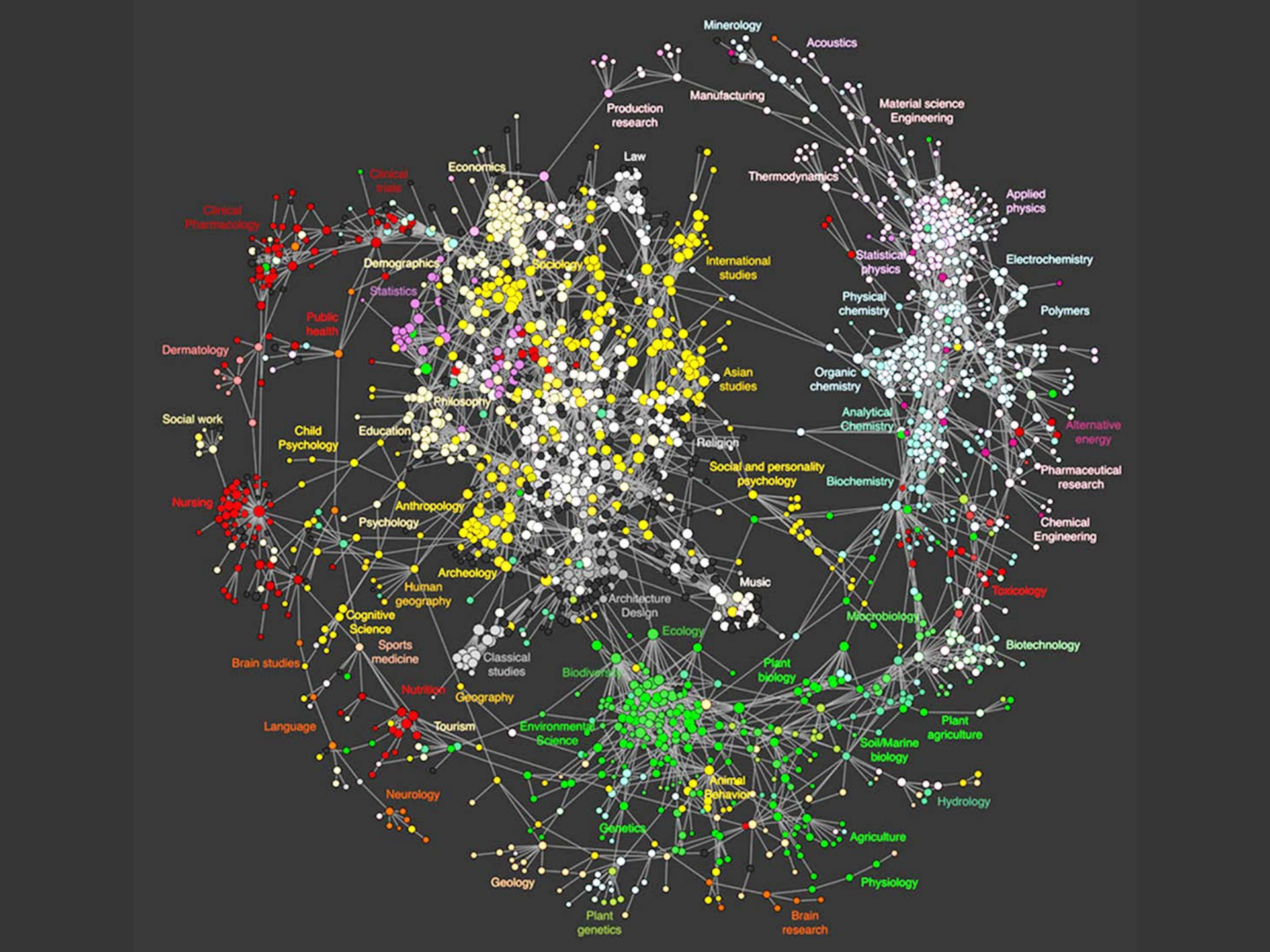
Superficie dell'energia per 2002 cluster di 38 atomi d'oro

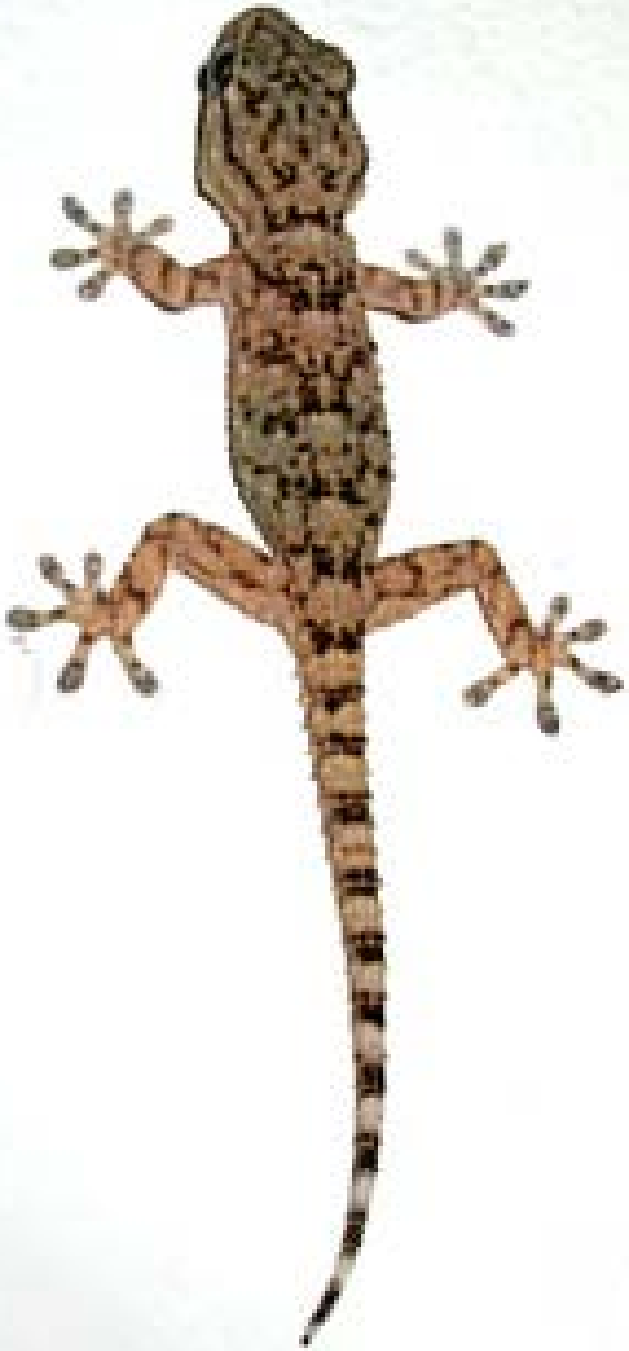


Superficie dell'energia per 2002 cluster di 38 atomi d'oro

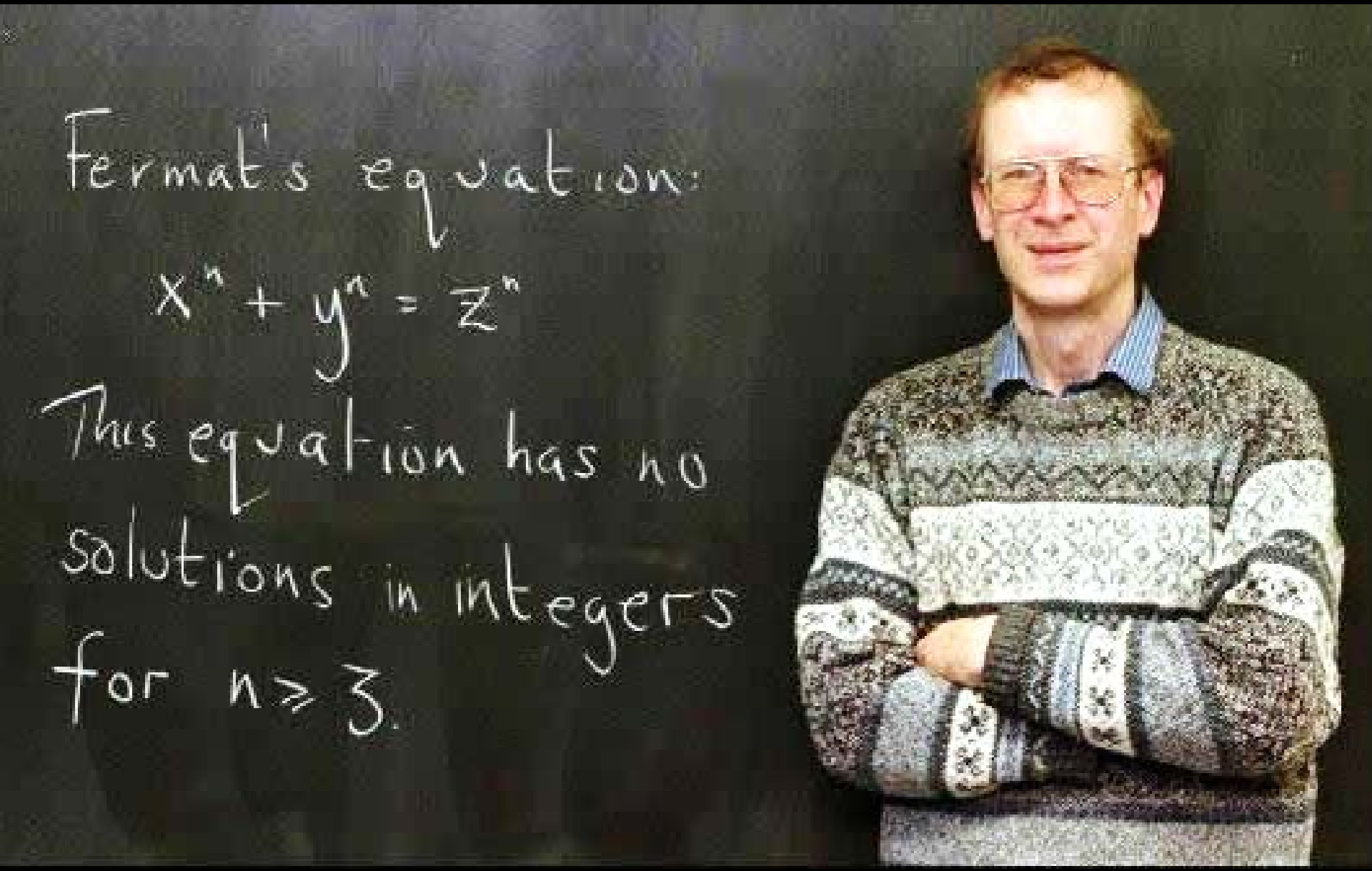


Nel sapere tutto è connesso


Minerology
Acoustics
Manufacturing
Production research
Material science Engineering
Law
Economics
Clinical trials
Thermodynamics
Applied physics
Clinical Pharmacology
Statistical physics
Electrochemistry
Demographics
Sociology
International studies
Statistics
Physical chemistry
Polymers
Public health
Dermatology
Asian studies
Organic chemistry
Philosophy
Analytical Chemistry
Social work
Child Psychology
Education
Alternative energy
Religion
Social and personality psychology
Biochemistry
Pharmaceutical research
Nursing
Anthropology
Psychology
Chemical Engineering
Archeology
Music
Human geography
Toxicology
Architecture
Design
Cognitive Science
Microbiology
Ecology
Biotechnology
Sports medicine
Brain studies
Classical studies
Biodiversity
Plant biology
Nutrition
Geography
Plant agriculture
Language
Tourism
Environmental Science
Soil/Marine biology
Animal Behavior
Neurology
Hydrology
Genetics
Agriculture
Geology
Physiology
Plant genetics
Brain research



Prof. Stanislav Gorb
Zoological Institute – University of Kiel



Andrew Wiles

Amelia Fraser-McKelvie, in 90 giorni di stage ha individuato una parte della massa mancante dell'universo.

Ecco dunque un principio essenziale: insegnare i dettagli significa portare confusione.

Stabilire la relazione tra le cose, significa portare la conoscenza.

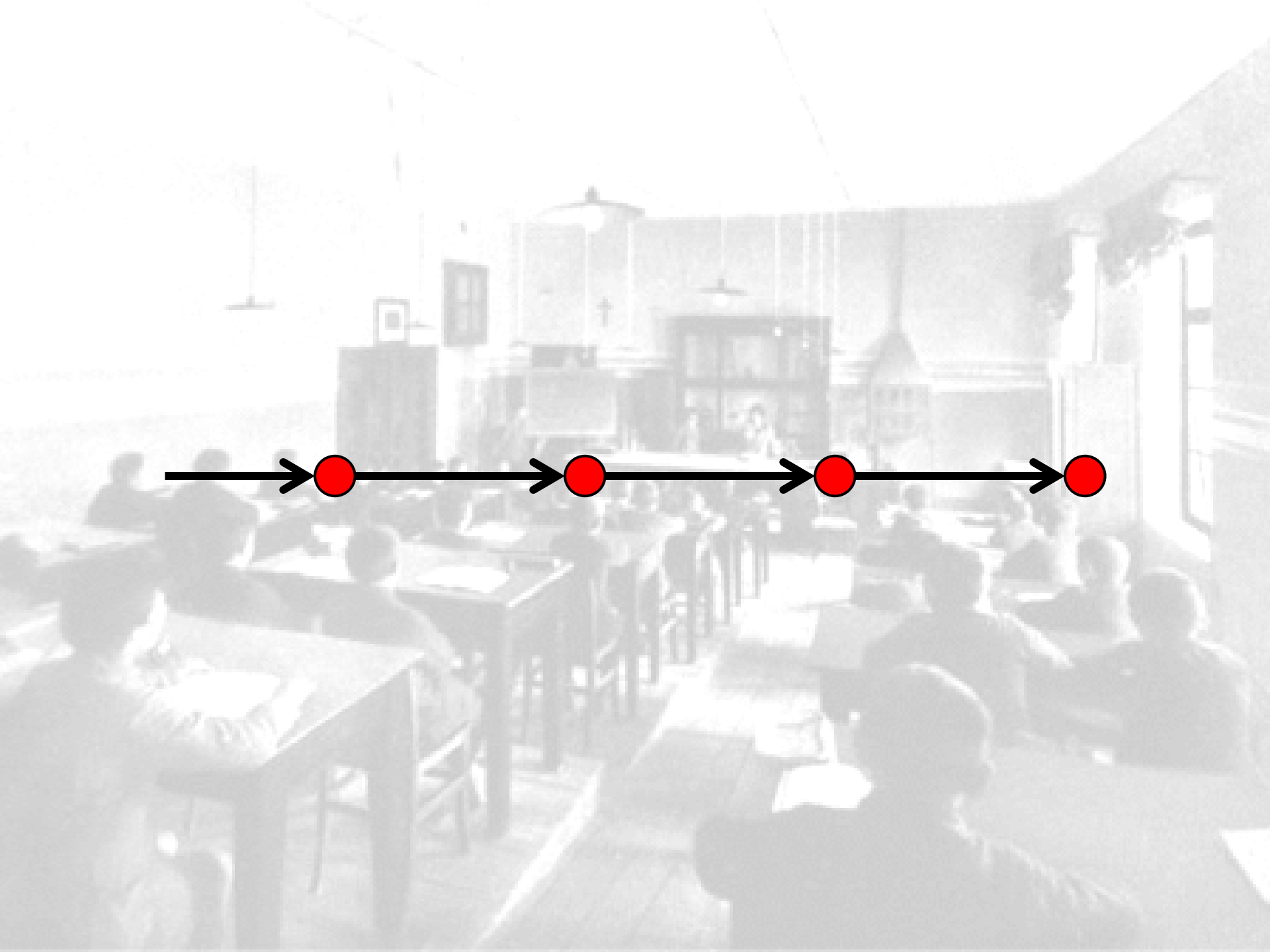
Maria Montessori

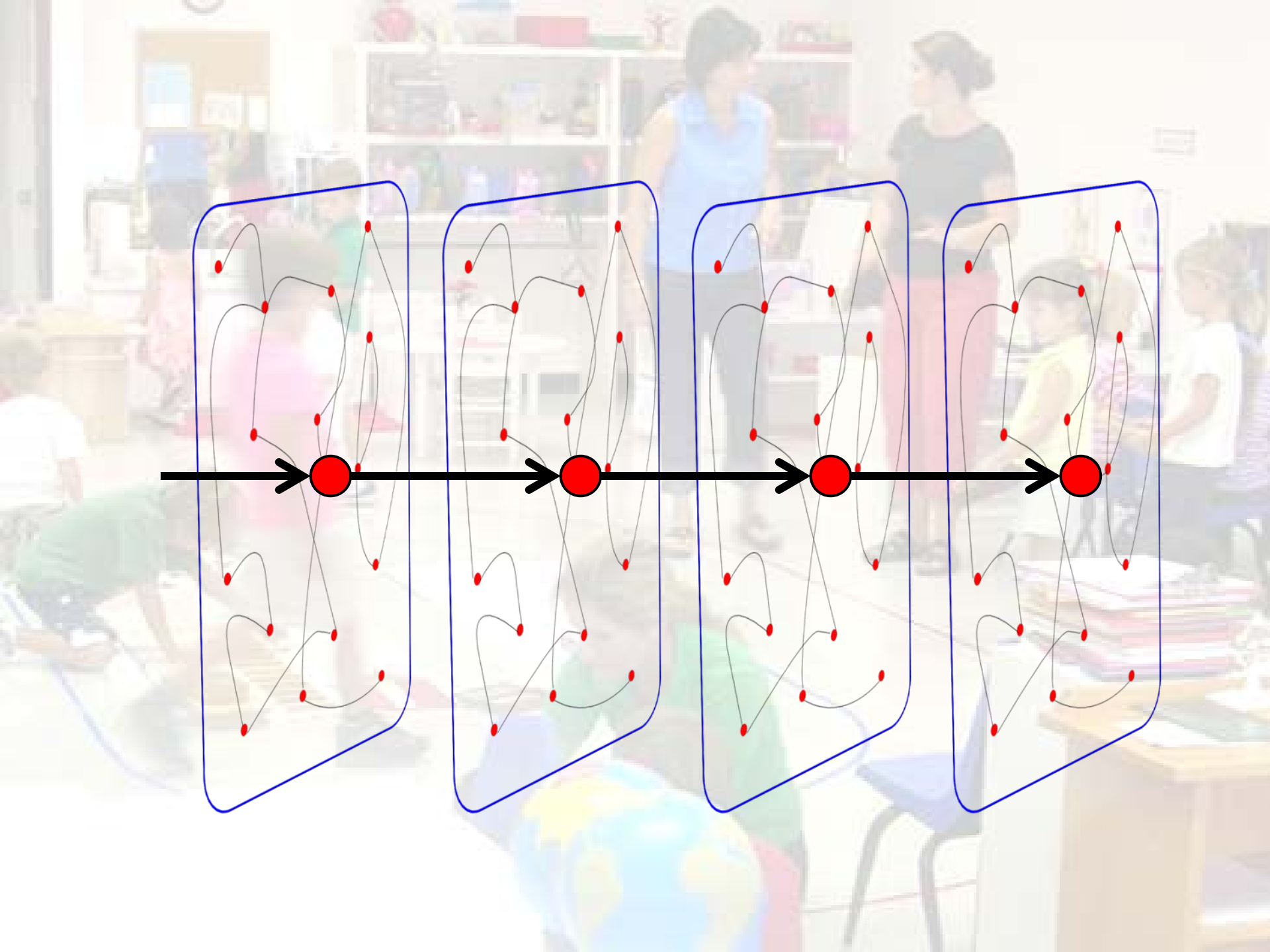

From montessorilife.org


10
9
8
7
6
5
4
3
2
1

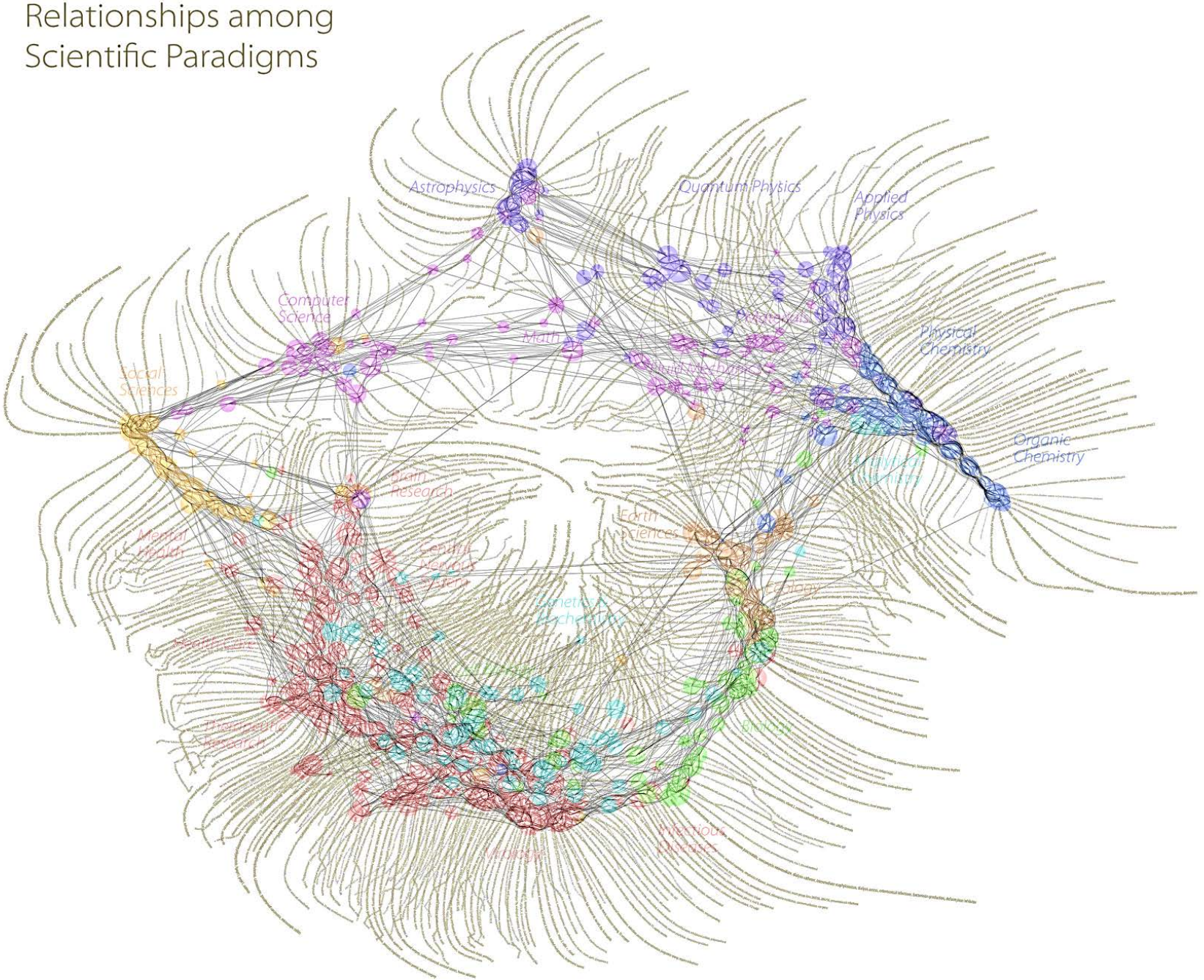
Bambini di prima che presentano a quelli di seconda
Scuola Montessori Varese

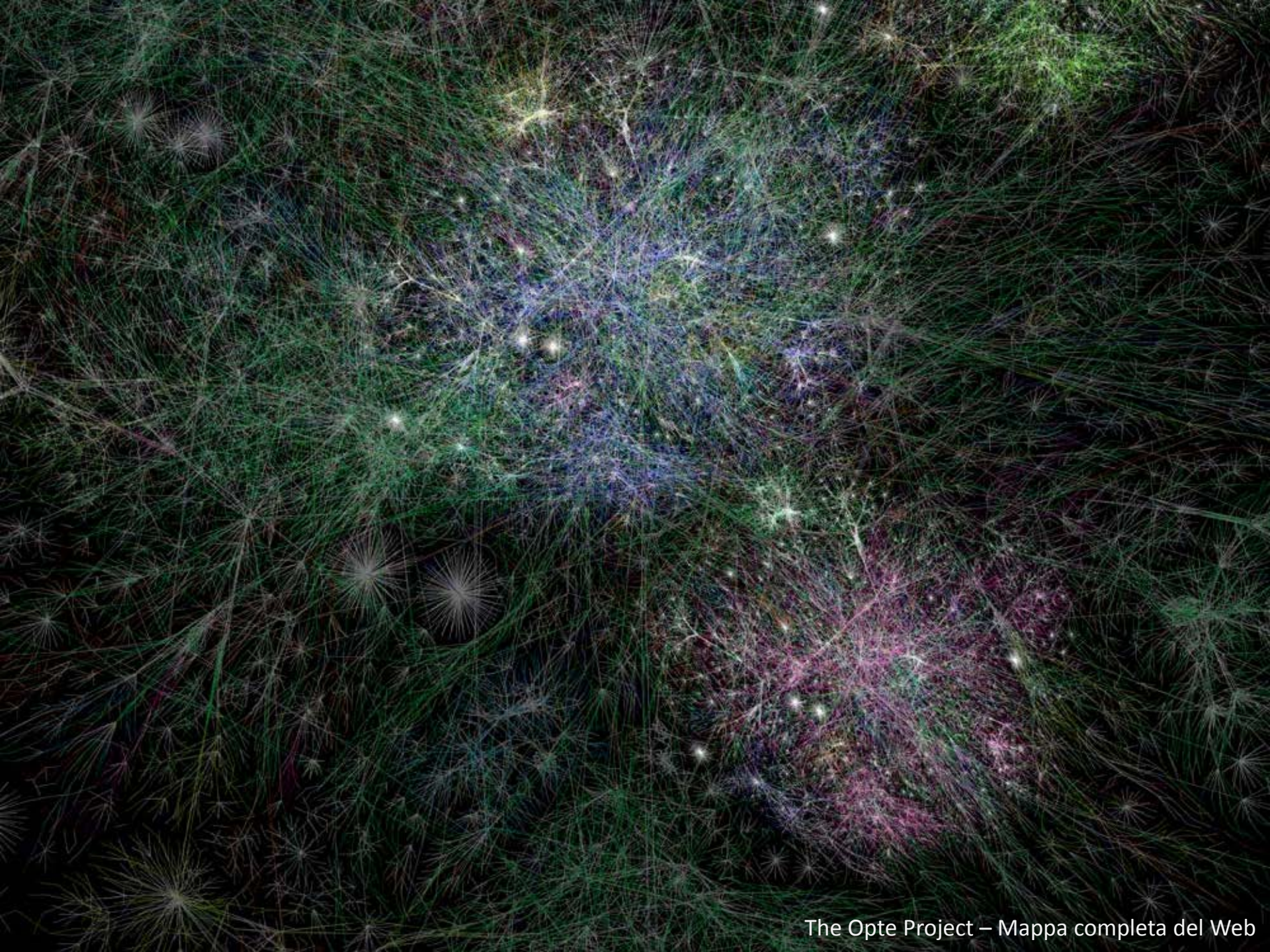

Open Day 2012 – Scuola Montessori Varese





Relationships among Scientific Paradigms





The Opte Project – Mappa completa del Web

La comunità

The CERN LHC ALICE Collaboration

nature

Vol 458 | 12 March 2009 | doi:10.1038/nature07786

LETTERS

Transparent dense sodium

Yanming Ma[1,2], Mikhail Eremets[3], Artem R. Oganov[2,4]†, Yu Xie[1], Ivan Trojan[3], Sergey Medvedev[3], Andriy O. Lyakhov[2]†, Mario Valle[5] & Vitali Prakapenka[6]

Supercomputing 2013 Conference – Denver (USA)

Gordon Research Conference 2007 – Providence (USA)


Ruben e Nicolò – Scuola Montessori Varese

Casa dei Bambini – Creel – Messico

"Credo sia una scuola Montessori"

HARVARD MAGAZINE
Your independent source for Harvard news since 1898 | DONATE

FEATURES

Twilight of the Lecture

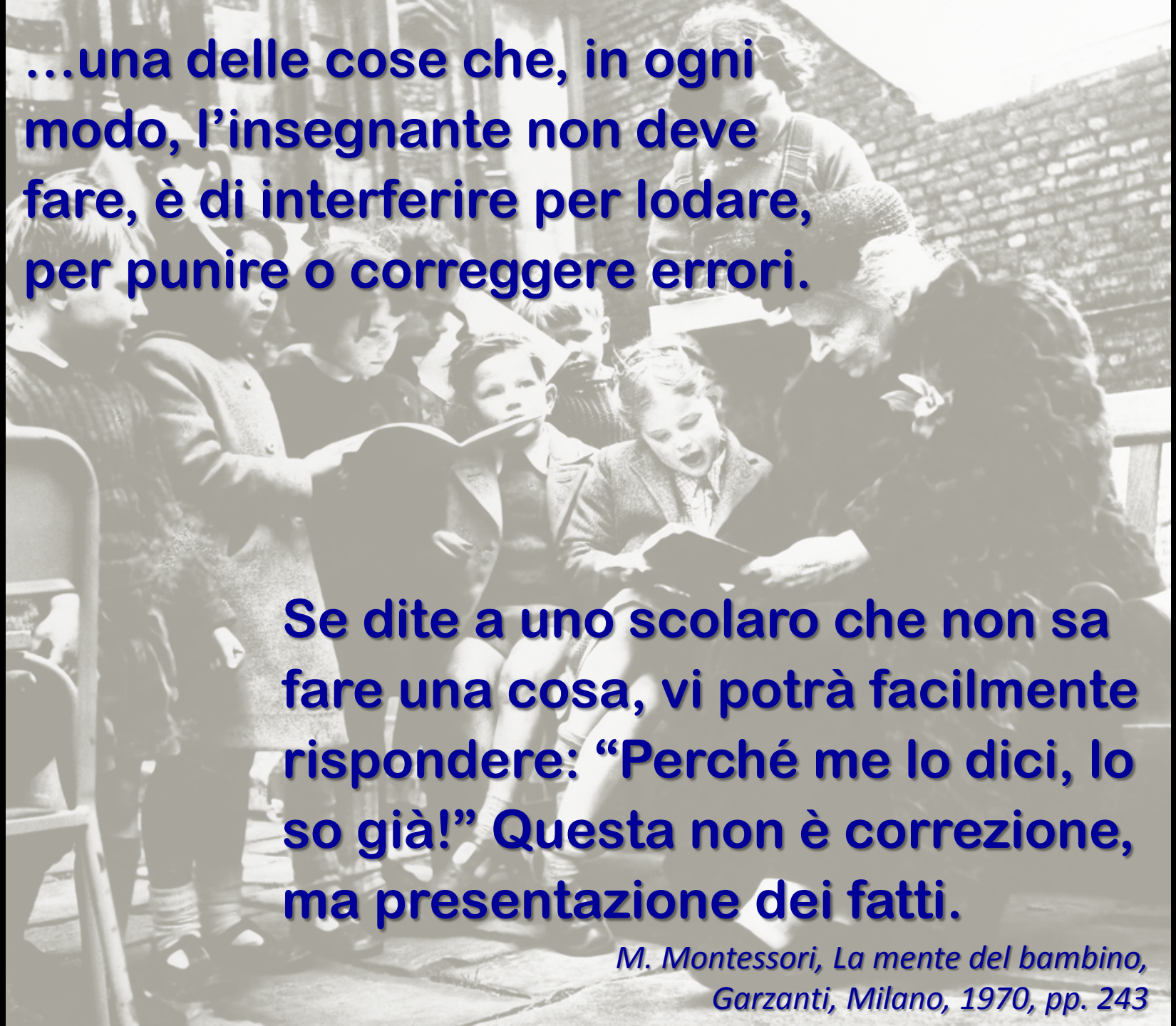
The trend toward "active learning" may overthrow the style of teaching that has ruled universities for 600 years.

Research > Social Sciences

Prof. Eric Mazur

MOST READ

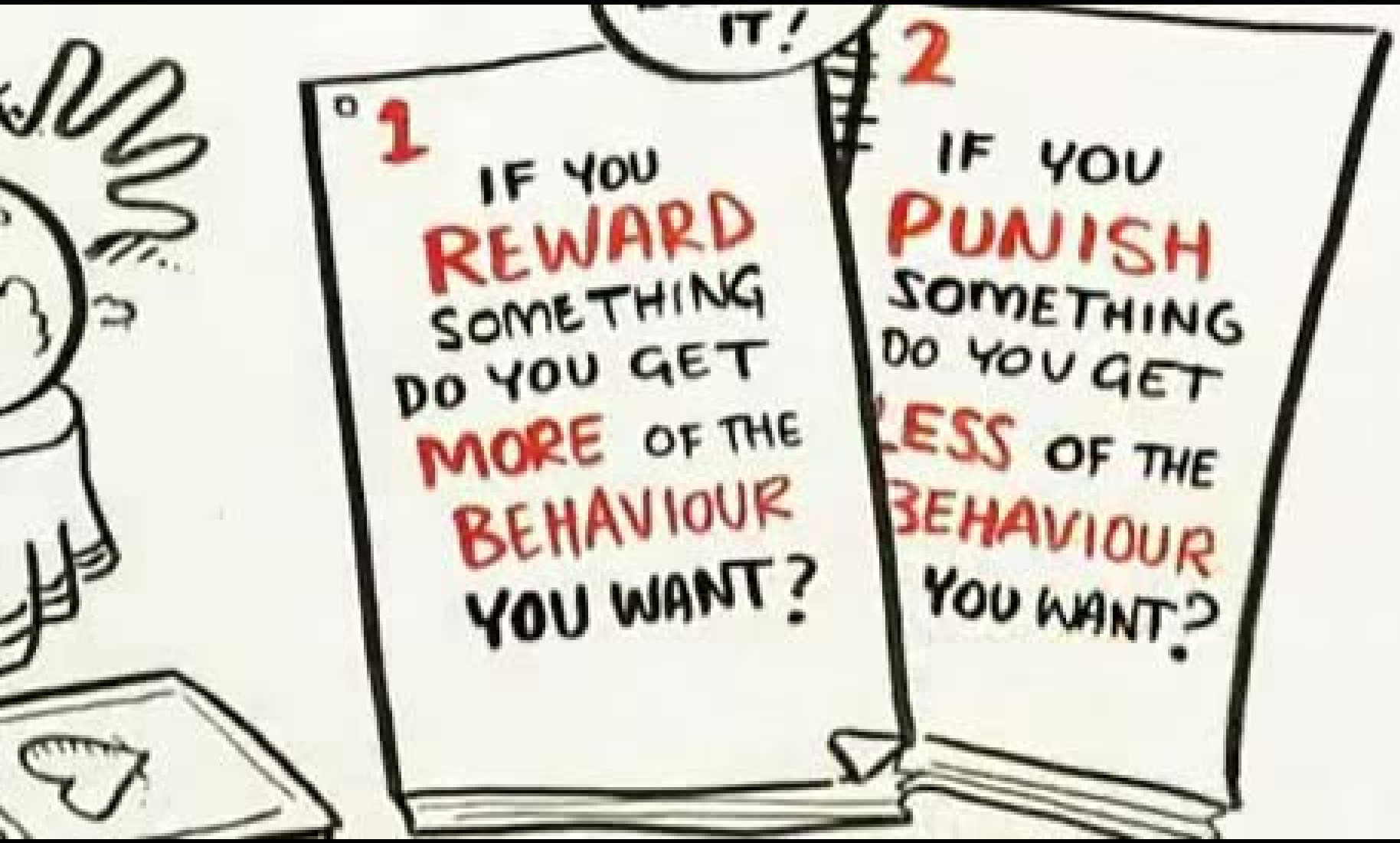
Premi e riconoscimenti



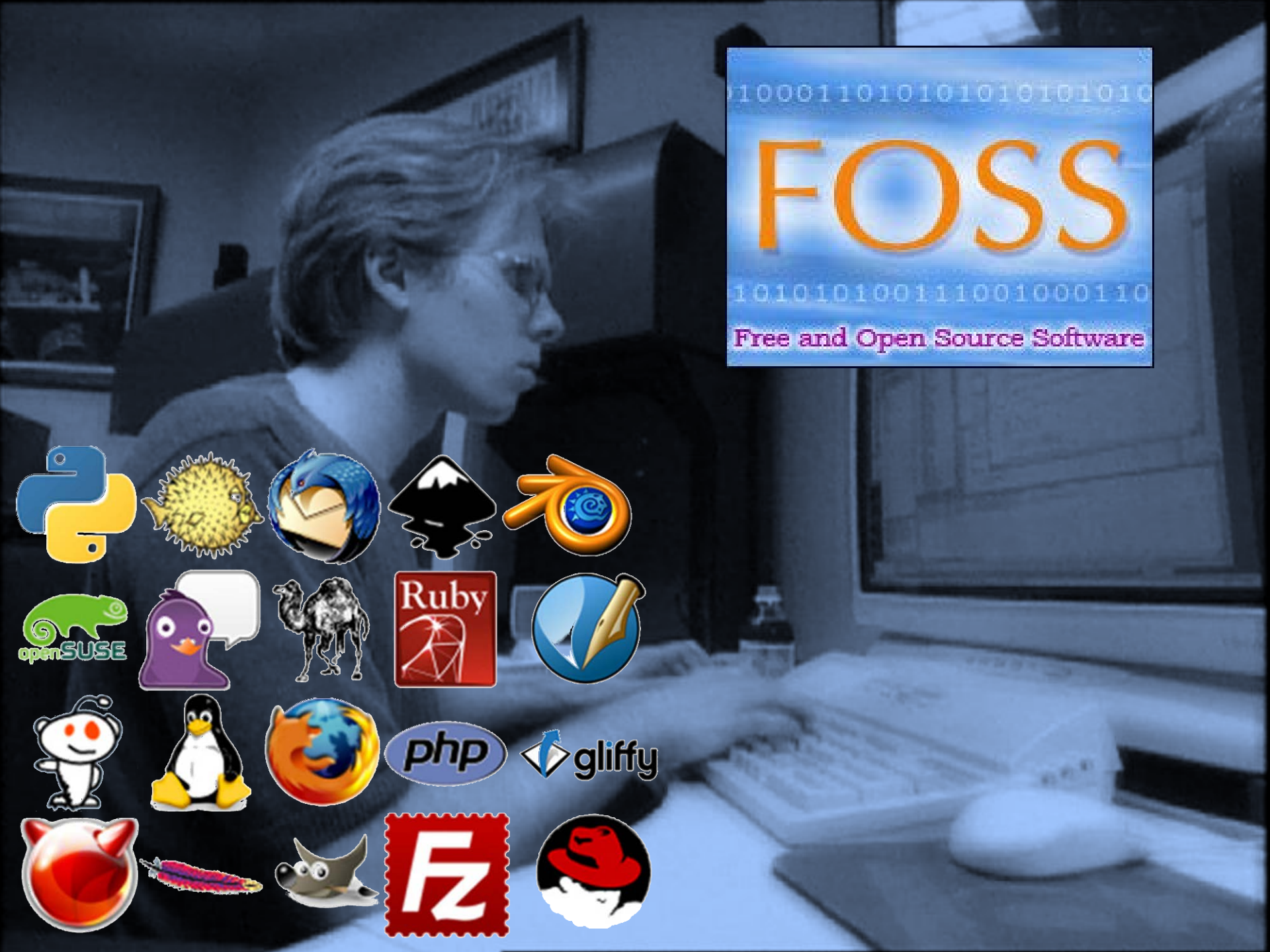
…una delle cose che, in ogni modo, l'insegnante non deve fare, è di interferire per lodare, per punire o correggere errori.

Se dite a uno scolaro che non sa fare una cosa, vi potrà facilmente rispondere: "Perché me lo dici, lo so già!" Questa non è correzione, ma presentazione dei fatti.

M. Montessori, La mente del bambino, Garzanti, Milano, 1970, pp. 243



RSA Animate - Drive: The surprising truth about what motivates us
http://youtu.be/u6XAPnuFjJc


FOSS
Free and Open Source Software
openSUSE
Ruby
php
gliffy

RSA Animate - Drive: The surprising truth about what motivates us
http://youtu.be/u6XAPnuFjJc

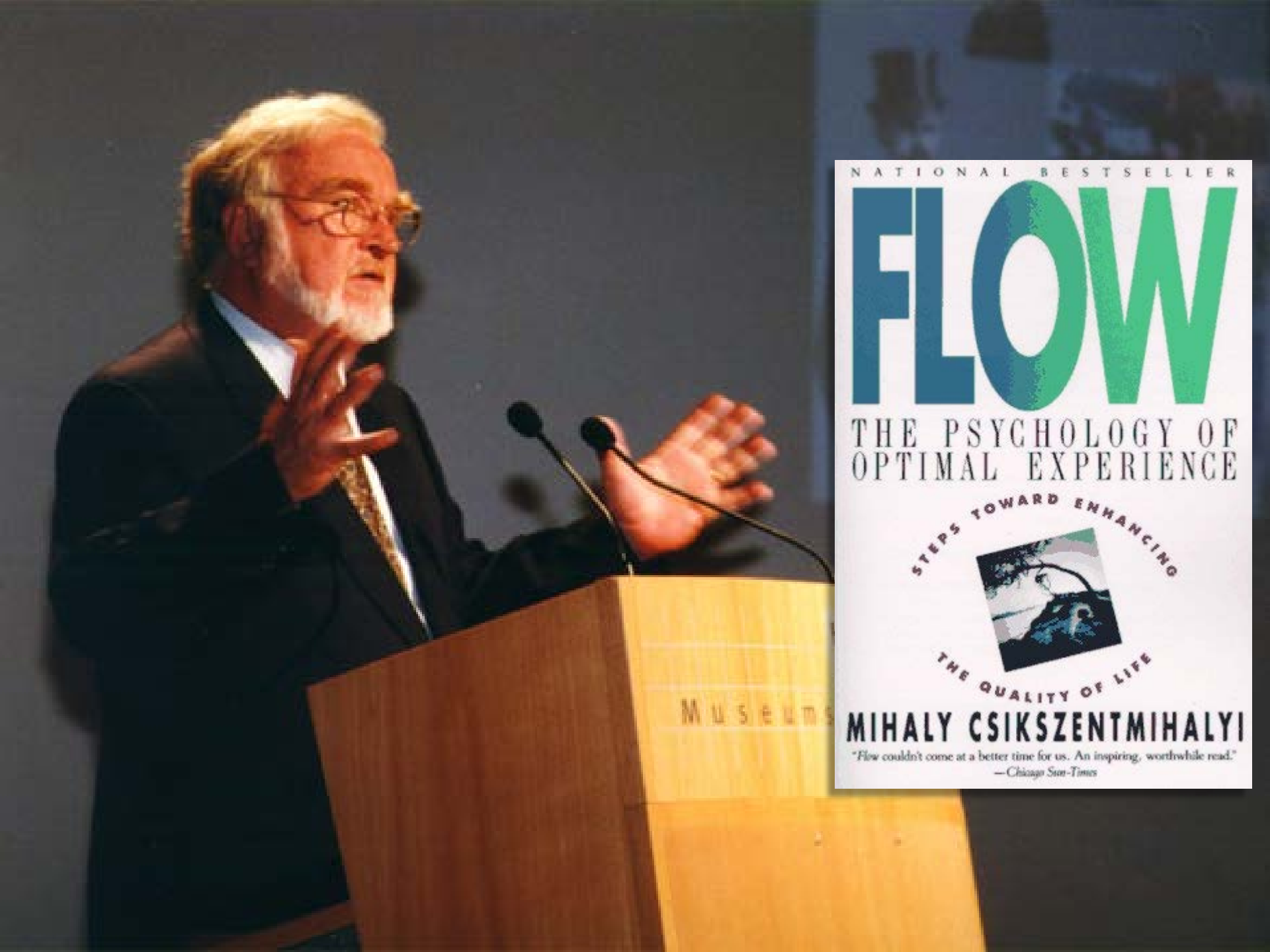
Casa dei Bambini
Creel – Messico

Nido Montessori – Francia

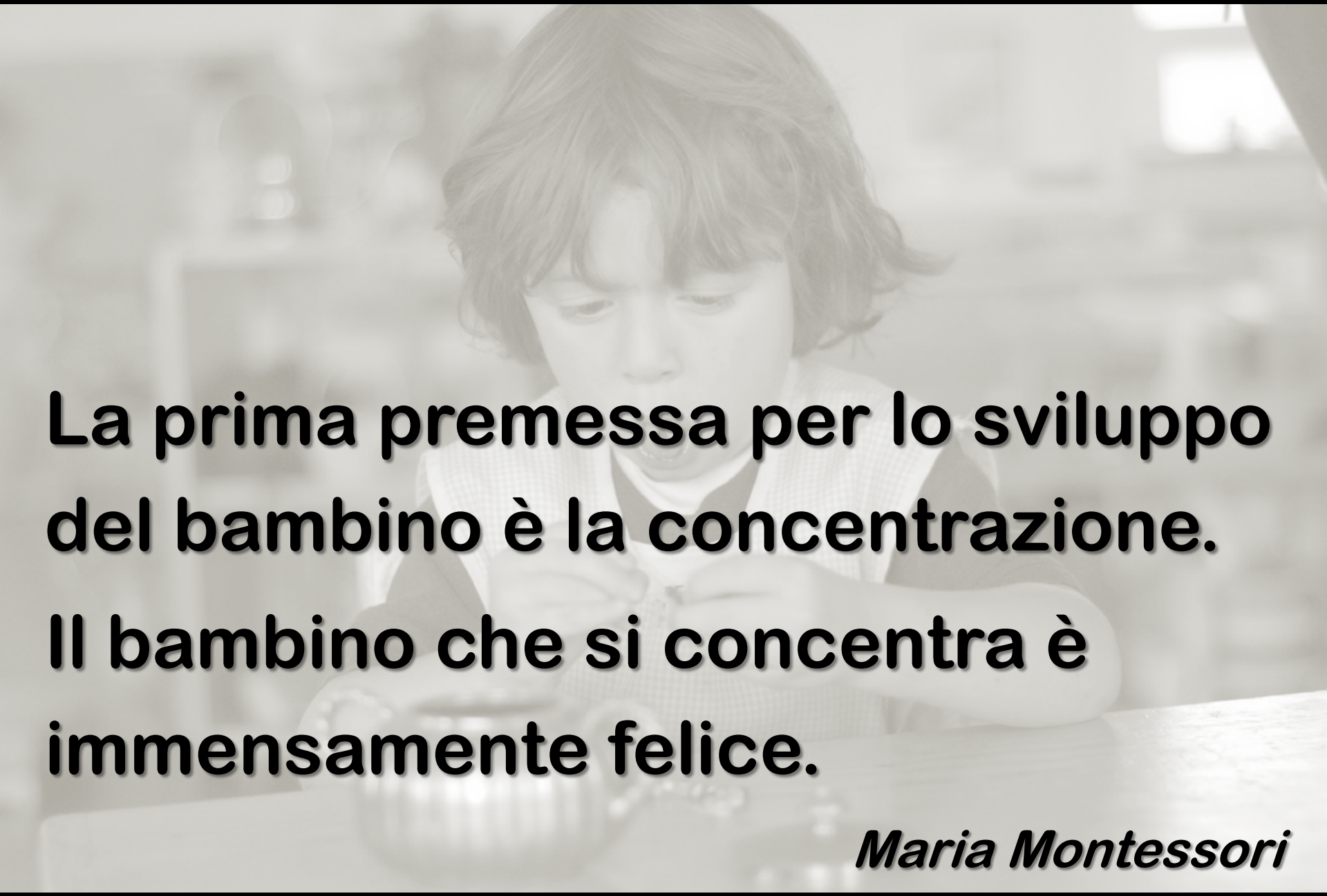
La concentrazione

Nora al Nido della Scuola Montessori Varese

Montessori Toddler
Somewhere in the USA


NATIONAL BESTSELLER
FLOW
THE PSYCHOLOGY OF OPTIMAL EXPERIENCE
STEPS TOWARD ENHANCING THE QUALITY OF LIFE
MIHALY CSIKSZENTMIHALYI
"Flow couldn't come at a better time for us. An inspiring, worthwhile read."
—Chicago Sun-Times

Casa dei Bambini – Creel – Messico

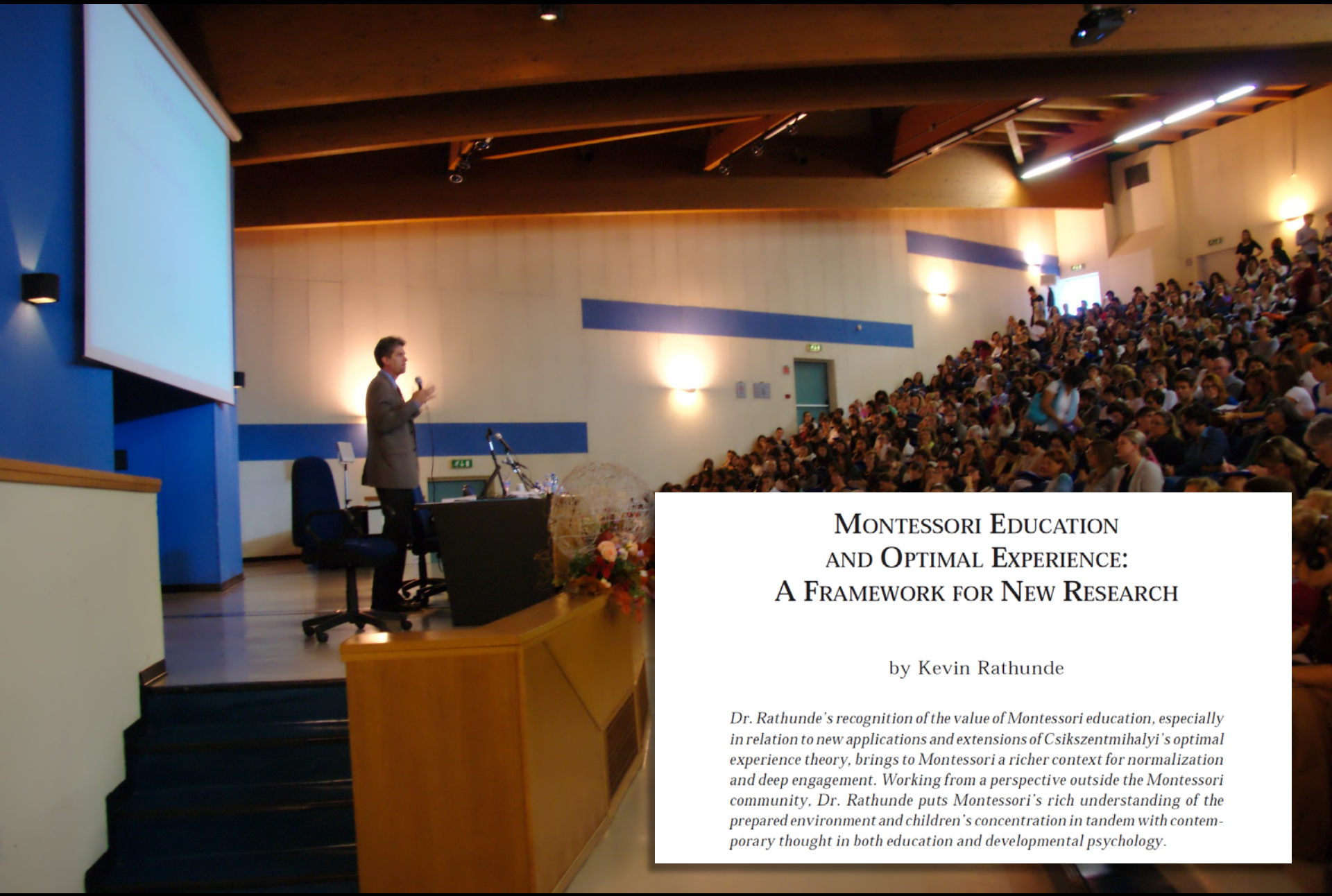


La prima premessa per lo sviluppo del bambino è la concentrazione.

Il bambino che si concentra è immensamente felice.

Maria Montessori

Prof Kevin Rathunde alla conferenza “Montessori e le Neuroscienze” a Brescia (ott. 2014)



Montessori Education and Optimal Experience: A Framework for New Research

by Kevin Rathunde

Dr. Rathunde's recognition of the value of Montessori education, especially in relation to new applications and extensions of Csikszentmihalyi's optimal experience theory, brings to Montessori a richer context for normalization and deep engagement. Working from a perspective outside the Montessori community, Dr. Rathunde puts Montessori's rich understanding of the prepared environment and children's concentration in tandem with contemporary thought in both education and developmental psychology.

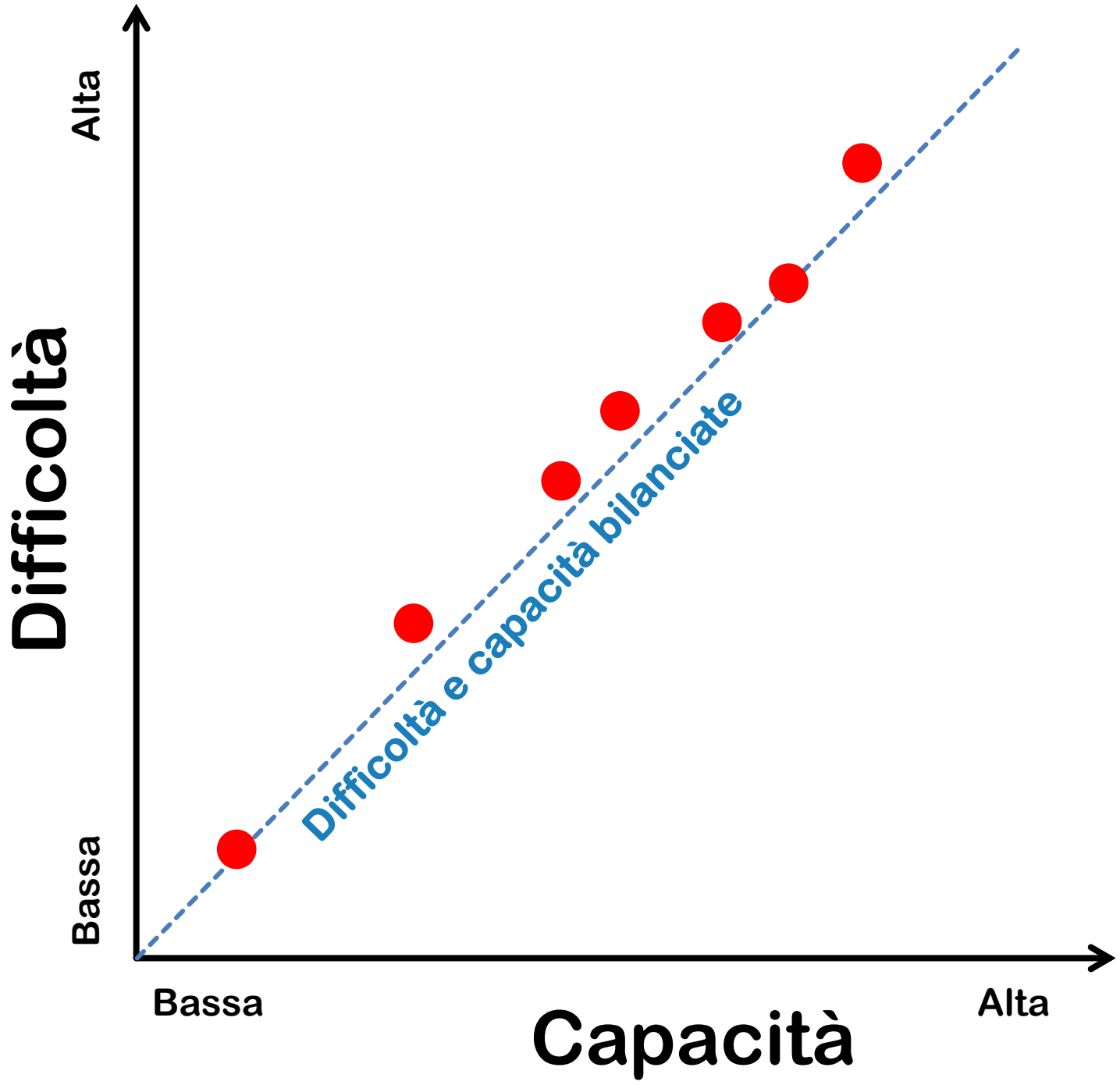
http://www.montessori-namta.org/PDF/rathundeframework.pdf

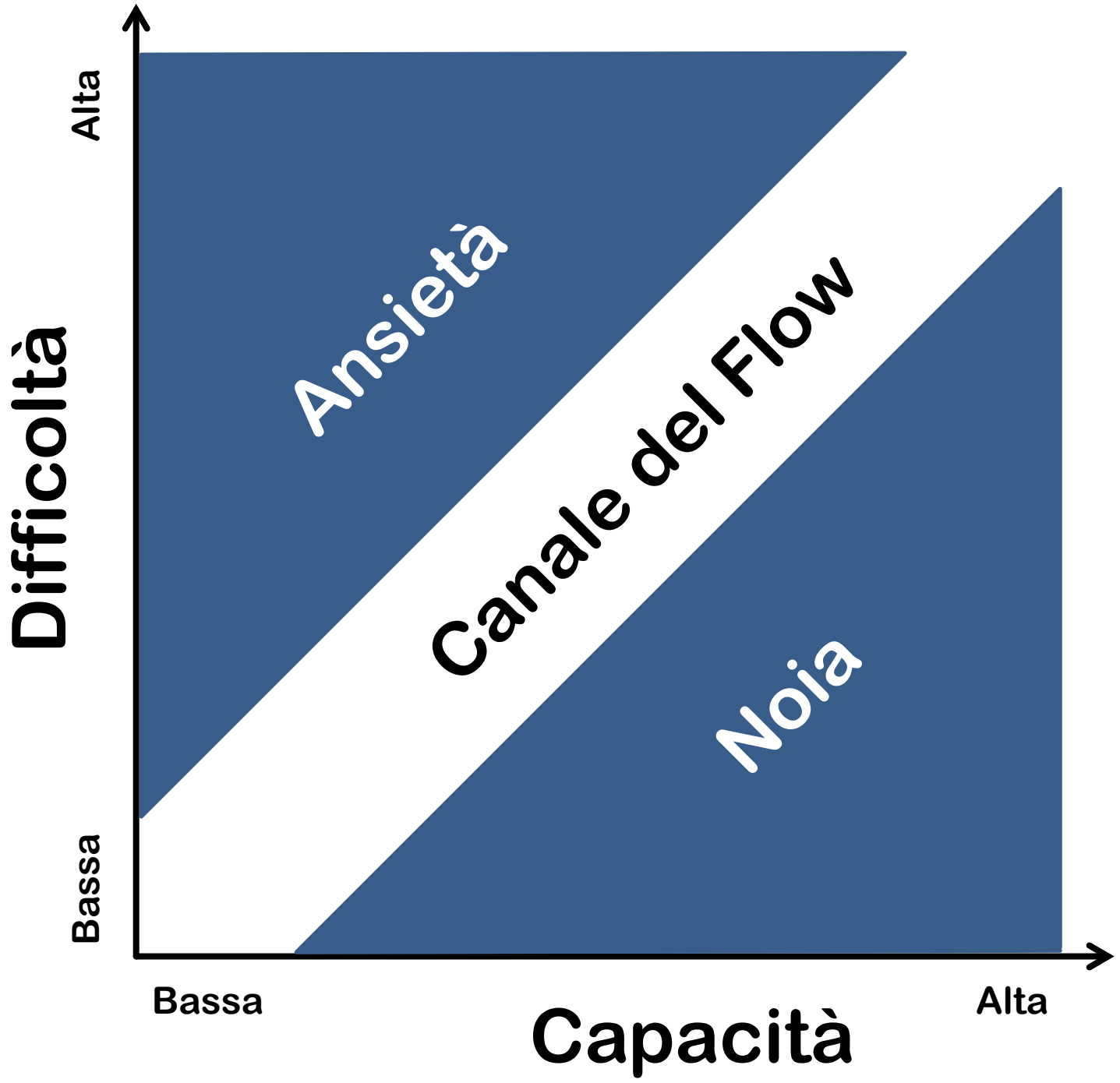
Scuola Montessori Varese

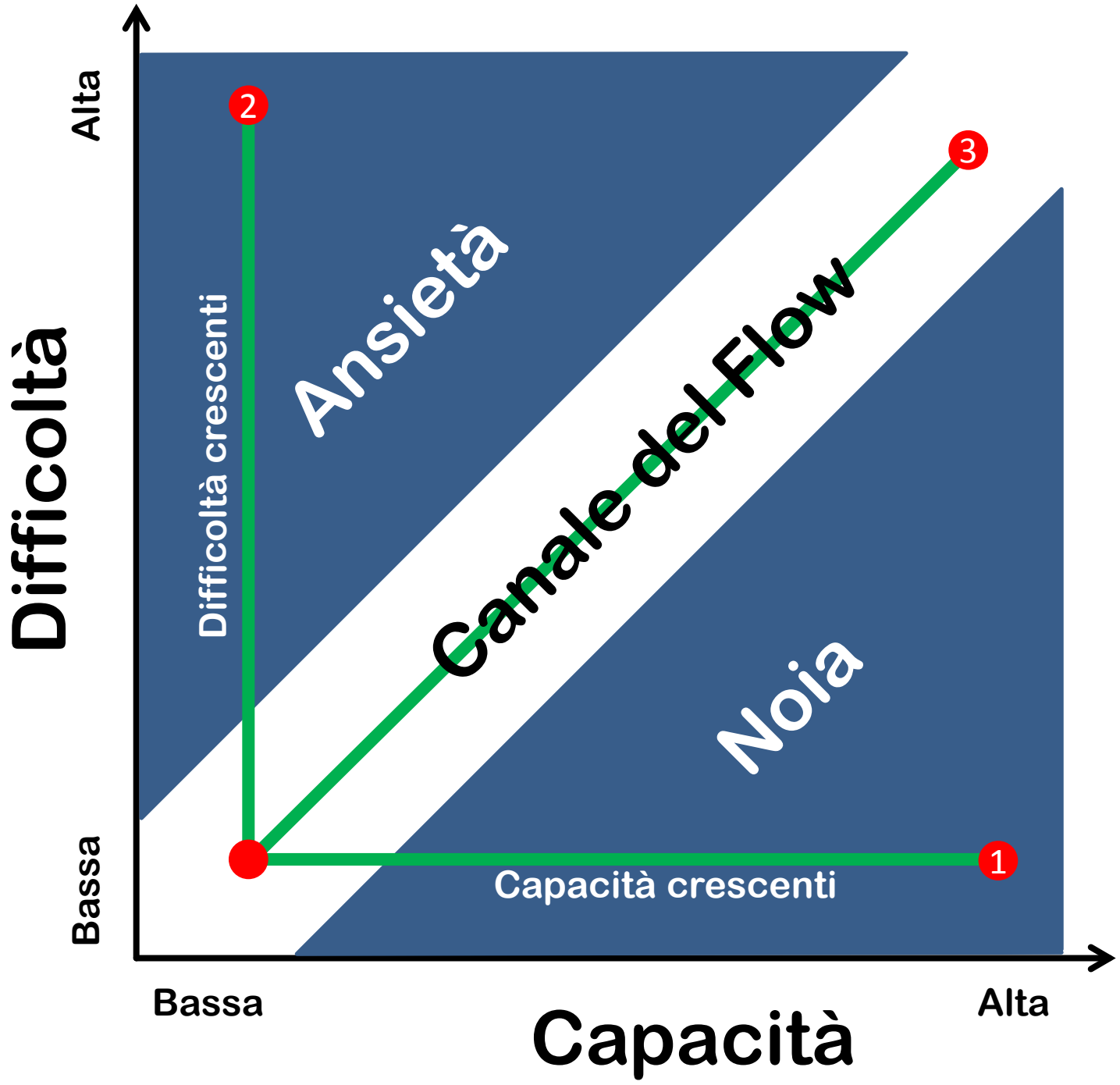
1-Appena entrati in classe ci salutiamo stringendoci la mano

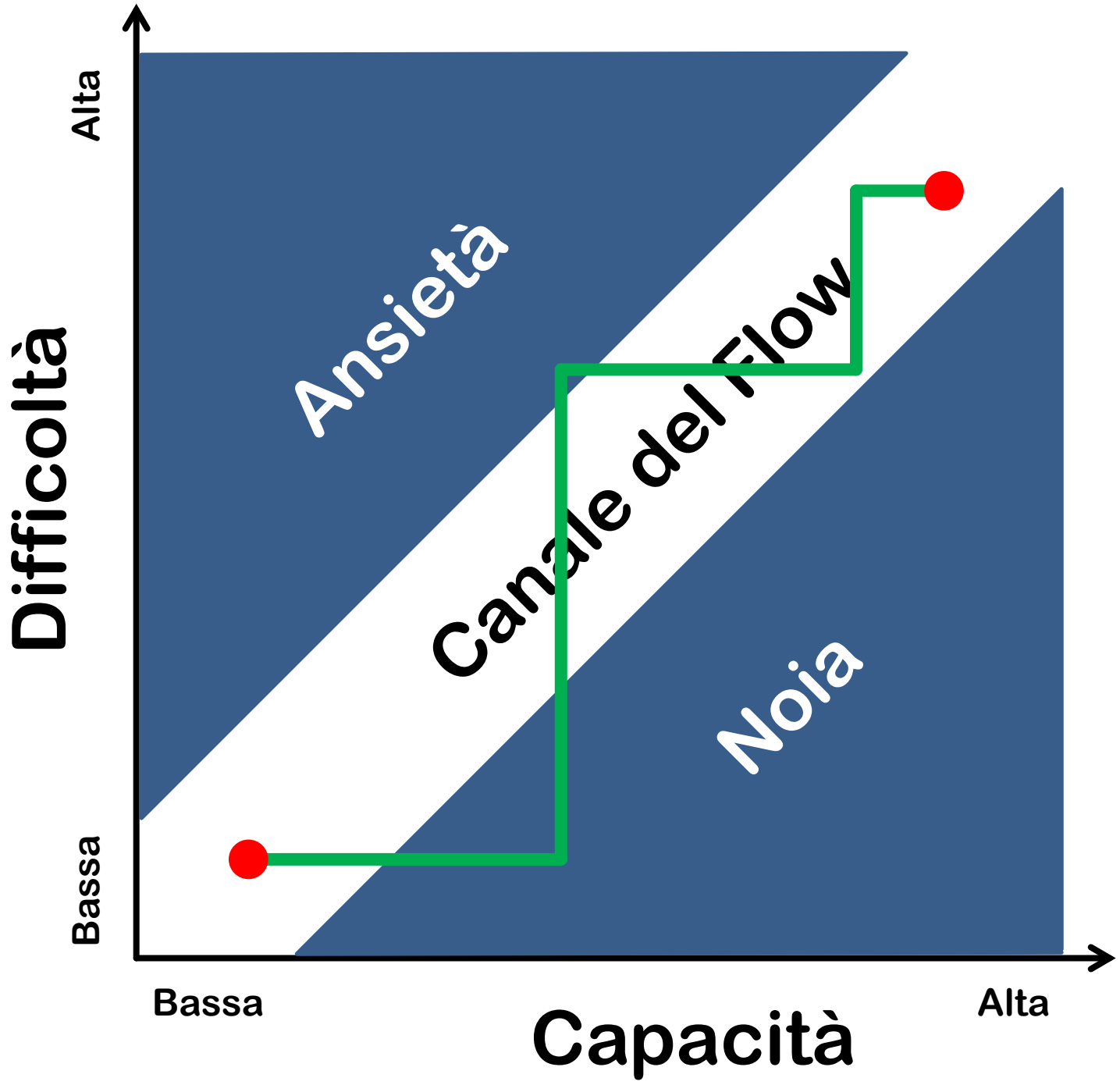
2- Se non ci sono avvisi si ripone la cartelletta in caso contrario si consegna a Daniela

Davide – Nido della Scuola Montessori Varese


Difficoltà
Alta
Bassa
Difficoltà e capacità bilanciate
Bassa
Alta
Capacità


Alta
Difficoltà
Bassa
Ansietà
Canale del Flow
Noia
Bassa
Alta
Capacità


Difficoltà
Alta
Bassa
Ansietà
Canale del Flow
Noia
Difficoltà crescenti
Capacità crescenti
1
2
3
Bassa
Alta
Capacità


Alta
Difficoltà
Bassa
Ansietà
Canale del Flow
Noia
Bassa
Alta
Capacità

"Maria Montessori really got everything right... She anticipated so much of what we know about neuroscience, brain development, and optimum models of education."

Dr. Steven Hughes Ph.D.
President, American Academy of Pediatric Neuropsychology

http://bit.ly/HCv9l5

Tre possibilità

- Veniva dal lontano pianeta Zorg, dove la pedagogia è molto più sviluppata che da noi.
- I neuroscienziati sono tutti Montessoriani.
- Aveva una o più idee guida diverse delle neuroscienze, e queste idee l'hanno aiutata a trovare le risposte giuste.

John Biddiscombe al lavoro al CSCS

Picture from: http://galafo.wordpress.com/tag/scultura/

“In tempi di profondo cambiamento, gli studenti erediteranno la terra, mentre i dotti si troveranno ben attrezzati per affrontare un mondo che non esiste più”

Eric Hoffer
Reflections on the Human Condition (1973)

Picture from: http://galafo.wordpress.com/tag/scultura/

"...che avesse piuttosto la testa ben fatta che ben piena"

Michel de Montaigne - Saggi 1, 26

Grazie per l'attenzione!

Potete contattarmi su:

mvalle@cscs.ch

Le slide della presentazione e altro sono su:

http://mariovalle.name/montessori