

Learning to Learn and Embodied Education: Perspectives on Teacher Education at the Intersection of Cognition, Emotions and Body

Annamaria Gentile ^{1*}, Agnese Vezzani ¹, Lucia Scipione ¹, Paola Damiani ^{1,1}

¹ University of Modena and Reggio Emilia; annamaria.gentile@unimore.it; agnese.vezzani@unimore.it; lucia.scipione@unimore.it; paola.damiani@unimore.it

* Correspondence: annamaria.gentile@unimore.it

Abstract: Learning to Learn is central to educating citizens capable of navigating complex, uncertain and ever-changing contexts. Although recognised in European documents as a key competence for lifelong learning, it remains difficult to translate into intentional teaching practices, as it cannot be reduced to the acquisition of strategies or study methods but instead encompasses (meta)cognitive, emotional, motivational and social processes. Drawing on previous research on Learning to Learn in schools and on teacher education within an Italian context, this paper examines some dimensions of this competence in terms of their pedagogical applicability and their potential intersection with Embodied Education, focusing on dimensions of educational experience shared by the two perspectives. This discussion provides an opportunity to explore some of the educational challenges that the call for effective synergy between cognition, emotions and bodily experience in teaching may pose to teachers and their conceptions of learning.

Keywords: Learning to Learn; Embodied Education; Teacher Education; Transversal Skills.



Copyright: © 2026 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

1. Introduction

Schools today are facing increasingly complex educational needs. Their foremost challenge is to educate citizens who are equipped to navigate social, cultural and professional contexts, build relationships, fulfil their potential amid change, engage in lifelong learning and take care of their own well-being. This is reflected in the most recent Council Recommendation on key competences for lifelong learning (2018), which integrates knowledge, skills and attitudes within the 'Personal, social and learning to learn competence'. Yet references to policy documents are not enough if schools are to meet this challenge; it is necessary to examine the teaching and learning conditions that make such competences, particularly transversal ones, applicable in practice. From a pedagogical perspective,

¹ Authorship attribution: the article is the result of the authors' scientific collaboration. Responsibility for the individual sections is attributed as follows: Gentile wrote Sections 1, 3 and 4; Damiani wrote Section 2; Scipione wrote Section 5; Vezzani wrote Sections 6 and 7.

this requires narrowing the distance between school and the world beyond its walls, through authentic, situated and inclusive tasks, as well as through educational activities and experiences that focus not only on cognition and the individual, but also on emotions, embodiment, relationships and well-being as necessary conditions for learning.

The recent *Every Day Counts*² report (OECD, 2026), which examines disengagement and dropout at a global level, shows that participation, well-being, belonging and engagement are decisive conditions for the continuity and quality of the school experience. From the teachers' perspective, the international TALIS 2024 survey (Ainley & Schulz, 2025) highlights a self-reported need for training specifically on socio-emotional, inclusive and relational aspects of teaching, which teachers consider relevant to the quality of their professional practice.

Reflection on teaching approaches geared more generally towards transversal skills can therefore provide an opportunity to enrich teacher education at all school levels, enabling teachers to work effectively to support meaningful learning 'for life'. Within the field of teacher education, this paper explores the possible intersection between two avenues of research: on the one hand, research on the 'Learning to Learn' (L2L)² competence and its pedagogical implementation; on the other, the perspective of Embodied Education, which makes it possible to rethink learning as an embodied, emotional, relational and situated experience. The following sections outline the key themes of both avenues of research.

2. From Embodied Cognition to Embodied Education: learning through the body, emotions and relationships

Embodied Cognition can be briefly described as a composite scientific paradigm that continues to evolve across different fields (from philosophy to neuroscience), all of which converge around several key principles. These include the role of the body and of implicit dimensions in development and learning (embodied cognition) in interaction with contextual factors (Barsalou, 2008; Glenberg, 2008; Paas & Sweller, 2012). Bodily and motor experience can be understood as an integrated relational form of knowledge based on the interconnection of different dimensions: actual bodily movement, representations of movement, memories, emotions, perceptions and thoughts. Thoughts that develop in the brain can trigger emotional states that are expressed through bodily action; at the same time, the body can influence the course of thoughts (Corona & Cozzarelli, 2012). In educational activities and simulations, the body assumes a central role, experiencing itself in such a way as to enhance the centrality of the bodily and emotional dimensions both in the learning process and in human interaction, highlighting how the environment influences the expression of emotional states and is essential for the development of empathetic relationships (Damiani & Gomez Paloma, 2018). 'In this sense, the embodied dimension reveals a dual value –

² In this paper, the acronym L2L, standing for 'Learning to Learn', is used to refer to the 'Learning to Learn' competence.

heuristic and strategic – as a characteristic of complex thought and mind and as a feature of knowledge and learning within the paradigm of complexity; a dual nature that is directly and deeply involved in educational and learning processes and must be understood and valued first and foremost by education professionals’ (Gomez Paloma & Damiani, 2021, p. 275). Embodiment is thus recognised as a fundamental transformative element and as an essential emotional and bodily mediator of reflective and metacognitive processes (Gomez Paloma & Damiani, 2021). This delineates the field of study and research into Embodied Education (Damiani & Gomez Paloma, 2018; Shapiro & Stolz, 2019), grounded in a model that reflects the complexity of contemporary development and teaching-learning processes. It extends educational experience to all dimensions of the person (mind-body, emotion-cognition, explicit-implicit) and recognises the interconnection between individuals and physical, material and social contexts throughout life. This approach is grounded in scientific findings, values and guiding principles that shape educational actions and pedagogical design, promoting methodological pluralism, openness to experimentation, and interdisciplinarity, all of which foreground the *Unity* of mind and body (Foglia & Wilson, 2013; Gallagher, 2017; Lakoff, 2012). This *Unity* reflects the deep integration of cognitive, motor and emotional dimensions within an ecological-relational perspective linking the inner and outer worlds. Researchers and practitioners are therefore called upon to reflect on teaching practices and models and to rethink curricula, through ‘new’ training and co-design pathways capable of bringing these aspects to the fore and valuing them in everyday teaching and learning processes.

3. Learning to Learn: a competence for life

Learning to Learn is a key competence whose acquisition enables full access to citizenship rights (Marcuccio, 2009). Its relevance stems not only from the demands of the knowledge society, but also from the very meaning of education, which should not be limited to the acquisition of content, but should foster further learning opportunities (Ajello & Torti, 2019). The breadth of this aim makes Learning to Learn a difficult concept to delimit and has given rise to a range of definitions, models and instruments. The Finnish framework developed by Hautamäki and colleagues (2002) defines L2L as the ability and willingness to adapt to novel tasks through the coordinated activation of skills and beliefs, and cognitive and affective self-regulation within the context of the learning process. From a sociocultural perspective, Stringer (2021) interprets Learning to Learn as a hyper-competence capable of orchestrating the cognitive, metacognitive, socio-affective and motivational resources of individuals and groups, within culturally situated contexts, to generate knowledge about their own learning mechanisms and improve them. Although these interpretations stem from different frameworks, they converge in showing that understanding how one learns also entails making sense of experience, recognising the role of others and the environment, and intentionally directing one’s own actions. Motivation, confidence, collaboration, autonomy and

self-regulation are therefore not merely additional elements to cognitive processes, but rather conditions that enable the activation of cognitive resources and the transfer of what has been learnt.

At the policy level, the 2018 Council Recommendation (Council of the European Union, 2018) further broadens the scope of competence recognised as one of the key competences for lifelong learning in the previous 2006 Recommendation (Council of the European Union, 2006). The change is not merely a shift in terminology – from ‘Learning to Learn’ to ‘Personal, social and learning to learn competence’ – but makes explicit the interdependence between learning, personal development, physical and emotional well-being, and social participation. The LifeComp framework (Sala et al., 2020) reflects this broadening by structuring the competence into three interconnected areas: Personal, Social, and Learning to Learn. These comprise, respectively, self-regulation, flexibility and well-being; empathy, communication and collaboration; and a growth mindset, critical thinking and managing learning (Sala et al., 2020). However, this distinction should not be interpreted as a separation between independent dimensions: planning, monitoring and reviewing one’s own learning involves, for example, recognising emotions and motivations, nurturing confidence in the possibility of improvement, drawing on relational and communicative resources, and adapting strategies to contextual demands.

The inclusion of Learning to Learn competence in Italian school policy documents confirms its institutional relevance and the responsibility of teachers at all educational levels to foster it. The new National Curriculum Guidelines (MIM, 2025) link ‘Personal, social and learning to learn competence’ to caring for oneself and others, to the organisation and planning of work, as well as to reflection on one’s own way of learning, the ability to complete a task, collaboration and respect for nature. Yet this update does not resolve the operational indeterminacy of the construct. For teachers, the coexistence of different formulations may lead to partial interpretations, whereby L2L is equated with study methods, metacognition, autonomy, or an undifferentiated set of transversal skills. The central issue at the operational level is therefore not to choose between the cognitive, emotional and social dimensions, but to understand their relationships and to make explicit which aspects to intentionally select as a focus of work in the classroom. This requires teachers to be familiar with the relevant frameworks and to make informed and reasoned decisions that can be translated into recognisable and integrated objectives and planning choices. It is precisely in this transition from theoretical complexity to educational design that Learning to Learn competence becomes a decisive challenge for educational practices and for teacher education (Gentile, 2023).

4. Challenges for teacher education: moving beyond a narrow conception of learning

The complexity of Learning to Learn constitutes a challenge for teacher education even before it becomes an issue of implementation. It is not enough for teachers to recognise the relevance of this competence in general terms: they need to be supported in understanding its distinctive features and identifying possibilities for pedagogical design that are consistent with the L2L construct. Three interconnected challenges thus emerge: a conceptual challenge, relating to the development of a broad conception of Learning to Learn (Hounsell, 1979); a design challenge, concerning the translation of the construct into everyday curricular practices; and a reflective challenge, relating to the ability to understand, document and evaluate processes rather than products alone.

The conceptual challenge is particularly clear in Hounsell's (1979) distinction between narrow and broad conceptions of Learning to Learn. The former focuses on the acquisition of study skills, strategies and techniques; the latter concerns awareness of the purposes of learning, the search for meaning and understanding, and the learner's relationship with what they are learning. This distinction does not devalue study strategies: the limitation of the narrow view lies not in what it includes, but in what it leaves out. Since different conceptions of Learning to Learn are associated not only with different educational practices but also with different conceptions of the role of the teacher and learner and of the learning process itself (Waeytens et al., 2002), working on these conceptions constitutes an essential part of teacher education.

The second challenge relates to the design of teaching and learning experiences. The vagueness of the construct may result either in reductive, isolated interventions or in the label 'Learning to Learn' being applied to any innovative and engaging activity. Marcuccio (2016) highlights several important decision points involved in designing L2L-oriented teaching: questioning the reasons for innovation, adopting a definition of the construct, and determining which dimensions to prioritise in the teaching intervention. From this perspective, teacher education does not mean providing a repertoire of techniques to be applied, but rather fostering complex decision-making competence. It also means preventing Learning to Learn from becoming a rhetorical formula or a purely procedural response to institutional demands, whilst keeping open the questions regarding the purposes of learning and the conditions that make educational choices sustainable in different contexts.

The third challenge concerns the reflective stance required to observe learning as it unfolds. Since Learning to Learn involves awareness, motivation, self-regulation and relationships, its processes cannot be fully understood through the final outcome of a task alone. Teacher education must therefore foster the ability to gather and interpret evidence of the strategies adopted, the decisions made, the difficulties encountered, the revisions undertaken and the forms of collaboration enacted by learners.

In this direction, a pre-service and in-service teacher training programme carried out with trainee teachers and mentor tutors at the University of Modena and Reggio Emilia was structured around three strands: the co-construction of a broad conception of Learning to Learn, the development of feasible teaching approaches, and the reflective re-elaboration of the experience. Participants developed a stronger awareness of the construct, while documentation made visible aspects of learning processes that would otherwise have been difficult to recognise (Vezzani et al., 2026).

Moving beyond a narrow view of learning ultimately means educating teachers who can combine the rigour of subject-specific knowledge with attention to the ways in which students make meaning of their learning, participate, regulate their own actions and build confidence in their ability to learn. The metacognitive and cognitive dimensions are not diminished, but rather repositioned within a personal, social and emotional experience. This provides the ground on which a dialogue with Embodied Education can be developed, as discussed in the following sections, to make the situated, relational and embodied nature of learning more visible.

5. Intersections: towards a pedagogy oriented to Learning to Learn

There are various studies and research projects on teaching geared towards 'learning to learn' which have sought, in different contexts, to identify and put into practice possible individual and collaborative actions, guidelines and operational tools. These efforts have been based on the collection and analysis of good practices, in collaboration with teachers, and on methodological guidance drawn from the literature on active and competence-based teaching (Kloosterman & Taylor, 2012; Mannion & Mercer, 2016; Stringher, 2021). In a recent and ongoing teacher education initiative (Vezzani et al., 2026), the aim has been to support both pre-service and in-service teachers in designing Learning Units (Castoldi, 2017) for preschool and primary school that support L2L within a teaching approach based on the promotion of competences, with a 'broad' vision of learning. Emerging from a long-term theoretical and empirical exploration of the construct (Scipione, 2021; Cardarello & Scipione, 2023), the proposal seeks to develop an operational model of L2L as a basis for sustainable, ordinary subject-based teaching interventions, in which educational experience becomes an opportunity to foster learners' awareness, autonomy and participation and to develop some of the possible dimensions of the competence. The dimensions identified (Scipione, 2021) – self-management, self-control, self-reflection and self-assessment, together with collaboration, motivation and responsibility – are interpreted not only as cognitive and metacognitive processes, but also as situated indicators of learning experience in which the body, emotions and relationships play a crucial role. Self-management involves the practical management of time, materials, information and unexpected events; self-control entails decision-making, choice, the expression of ideas and the management of uncertainty; self-reflection and self-assessment transform enacted experience into awareness. Collaboration, motivation and responsibility underpin these processes as

relational and emotional conditions that enable the transition from ‘doing’ to ‘learning to learn’. How can the indicators identified by Cardarello and Scipione (2023) be translated into instructional design? In practical terms, the proposal asks teachers to foreground learner autonomy and active engagement by providing opportunities and tools for individual and shared reflection, group and individual activities within subject areas, alongside a recursive teaching approach to foster positive and proactive mindsets and actions. In line with Kloosterman and Taylor (2012), the aim is to shift learning from the implicit and incidental to the intentional, balancing action and reflection, and individual and collaborative learning. Moreover, to sustain the desire to learn and continue learning, emotional and motivational dimensions must be nurtured through authentic, open-ended and challenging tasks, multiple languages, expressive forms and modes of representation that can reach all learners, and opportunities for exploration and experimentation (Vezzani et al., 2026).

Where, then, might the intersection with Embodied Education lie? At the level of teaching practice, a recent study in a primary school (Scala et al., 2025) showed, for example, that an Embodied Education intervention involving educational theatre activities, body-based cooperative learning and the use of a body diary could support pupils’ body awareness, sense of belonging to the group and participation. Although limited in scope, these findings may be useful in exploring how bodily and reflective practices may contribute to dimensions closely related to L2L competence. Whilst the compatibility of these constructs lies in a shared conception of learning as a situated experience integrating cognition, emotion, embodiment and relationships, their intersection in practice lies in a shared educational intention to promote learner agency and awareness of one's own and others' possible ways of being and learning.

6. Perspectives for teacher education: designing, documenting and reflecting

Preparing teachers for an embodied approach to teaching and for L2L-oriented teaching practices first and foremost requires recognising – and helping them to recognise – the need for dialogue and reflection on instructional design choices, so that these are not merely geared towards devising engaging experiences or ‘using the body’. From this perspective, strategies deemed innovative are not considered effective in and of themselves. The experience lived by students, with students themselves at the centre of their own learning, becomes formative for both learners and teachers when it is reviewed, re-examined and oriented towards the holistic development of the individual in relation to the contexts in which they live. For this reason, time devoted to reflection on experience – whether time set aside by the teaching team for planning or a routine of retrospective discussion – is as much an indicator of quality as the experience itself (Schön, 1983). Within professional development initiatives, including subject-specific ones, teachers should be able to create opportunities to discuss how cognitive, emotional, bodily and relational processes can be valued, observing the learning pathways rather than merely the end

product expressed in terms of knowledge. Documentation provides a particularly valuable means of cultivating this process-oriented perspective.

Documentation is understood here not as the display of products primarily for families, but as the intentional collection of traces that enable teachers and learners to revisit the pathway retrospectively: photographs, artefacts, authentic tasks, learning journals, maps, notes, recordings, oral presentations and visual communications. Such traces help to identify strengths, critical points, decisions, errors, strategies and opportunities for improvement. Documentation thus becomes a mediator between experience and reflection, and between body and mind: it makes visible what would otherwise remain implicit and enables learners to evaluate their individual and collaborative learning pathways, fostering more intrinsic motivation to produce high-quality work. Furthermore, documentation provides teachers with a tangible, embodied opportunity to develop their professional practice alongside colleagues, in a concrete way, within the professional learning community (Kennedy, 2005).

Both the proposals drawn from research on Embodied Education and those intended to foster Learning to Learn are rooted in transversal skills, developing learners' autonomy, collaboration, physical and expressive engagement, and the use of multiple strategies and languages. It is worth noting that, in schools at every level, these competences are learning outcomes to be developed in every learner just as much as those relating to individual subjects. It is therefore important that each teaching team recognises personal, social and Learning to Learn competences as deserving the same importance and level of attention in daily teaching, choosing to invest time in training in these areas precisely because of their complexity, transversal nature and the different role required of teachers.

Previous studies conducted by the authors' research group further suggest that teacher education should begin with real, situated practices, in order to identify the characteristic dimensions of Learning to Learn competence and opportunities for embodied learning already present in school projects, thereby transforming teachers' promising intuitions into intentional instructional design through incremental steps, monitoring and continuous support (Cardarello & Scipione, 2023; Damiani, 2022). What is at stake is well-being: for learners, who can experience everyday school activities as opportunities to move beyond mind-body dualism; and for teachers, who, through sharing and reflection, can renew their sense of professional identity.

7. Conclusions

This paper has offered a preliminary reflection intended to explore possible intersections between L2L-oriented educational practices and Embodied Education. Effective L2L-oriented teaching cannot be reduced to the teaching of study strategies or methods; it requires the design of authentic, reflective, collaborative, embodied and situated activities in which cognition, emotions and relationships are considered together, as these components contribute to the development of awareness of one's own learning. Similarly, an embodied pedagogy cannot be

reduced to the creation of learning environments focused exclusively on bodily or emotional-relational dimensions, or to 'ad hoc and exceptional' initiatives; it must be embedded in regular curriculum design.

Teacher education is therefore a decisive condition for supporting teachers in developing teaching approaches that make explicit and intentional the choices required to address the multiple components of the learning experience in an integrated way. One possible direction for further development is to reconceptualise teacher education as an opportunity to promote dialogic and reflective practices that accompany teachers over time. In this sense, teacher education can create the conditions for cultivating broad conceptions of learning as a starting point for designing integrated educational experiences intentionally oriented towards transversal skills.

References

- Ajello, A.M., & Torti, D. (2019). Imparare a imparare come competenza chiave di cittadinanza e come soft skill. *Scuola democratica. Learning for Democracy*, 1, 63-82.
- Ainley, J., & Schulz, W. (2025). *Teaching and learning international survey (TALIS) 2024 conceptual framework*, OECD Publishing, <https://doi.org/10.1787/7b8f85d4-en>.
- Barsalou, L. W. (2008). Grounded cognition. *Annual Review of Psychology*, 59(1), 617-645.
- Cardarello, R., & Scipione, L. (2023). *Imparare a (Impara)RE. Una ricerca conoscitiva nelle scuole della provincia di Reggio Emilia*. Edizioni Junior.
- Castoldi, M. (2017). *Costruire unità di apprendimento*. Carocci.
- Consiglio dell'Unione Europea (2006). *Raccomandazione del Parlamento Europeo e del Consiglio del 18 dicembre 2006 relativa a competenze chiave per l'apprendimento permanente (2006/962/CE)*. Gazzetta Ufficiale dell'Unione Europea.
- Consiglio dell'Unione Europea (2018). *Raccomandazione del Consiglio del 22 maggio 2018 relativa alle competenze chiave per l'apprendimento permanente (2018/C 189/01)*. Gazzetta Ufficiale dell'Unione Europea.
- Corona, F., & Cozzarelli, C. (2012). *Mind mapping and working memory. La rappresentazione semantica mentale come mediatore tra conoscenza e sapere*. Pensa.
- Damiani, P. (2022). *Formare insegnanti inclusivi alla luce dell'Embodied Cognition. Basi teoriche e metodologiche*. Pensa MultiMedia.
- Damiani, P., & Gomez Paloma, F. (2018). Educational ECS. Un approccio "embodied cognitive" per le scuole. *Giornale Italiano Della Ricerca Educativa*, XI, 21, 73-82.
- Foglia, L., & Wilson, R.A. (2013). Embodied cognition. *Wiley Interdisciplinary Reviews: Cognitive Science*, 4(3), 297-304. <https://doi.org/10.1002/wcs.1226>

- Gallagher, S. (2017). *Enactivist Interventions: Rethinking the Mind*. Oxford University Press.
- Gentile, A. (2023). L'imparare a imparare nella scuola dell'infanzia italiana. Un'esplorazione con le insegnanti. *RicercaAzione*, 15(1), 117-126.
- Glenberg, A.M. (2008). Embodiment for education. In P. Calvo & T. Gomila (Eds.), *Handbook of Cognitive Science. An Embodied Approach*. Elsevier, 355-372.
- Gomez Paloma, F., & Damiani, P. (2021). L'Embodiment in Educazione: un collante scientifico tra complessità, semplicità e trasformatività. *Nuova Secondaria*, 10, 270-282.
- Hautamäki, J., Arinen, P., Eronen, S., Hautamäki, A., Kupiainen, A., Lindblom, B., Niemivirta, M., Pakaslahti, L., Rantanen, P., & Scheinin, P. (2002). *Assessing learning-to-learn. A framework*. Finnish National Board of Education.
- Hounsell, D. (1979). Learning to learn: research and development in student learning. *Higher Education*, 8, 453-469.
- Kennedy, A. (2005). Models of continuing professional development: A framework for analysis. *Journal of In-Service Education*, 31(2), 235-250.
- Kloosterman, P., & Taylor, M.E. (2012). *Handbook for facilitators. Learning to Learn in practice*. Firidas.
- Lakoff, G. (2012). Explaining embodied cognition results. *Topics in Cognitive Science*, 4(4), 773-785.
- Marcuccio, M. (2009). L'imparare a imparare: da priorità strategica a pratica didattica. Una ricerca empirica nei percorsi professionalizzanti dell'obbligo formativo. In G. Domenici, R. Semeraro (a cura di), *Le nuove sfide della ricerca didattica tra saperi, comunità sociali e culture. Atti del VI Congresso Scientifico*. Monolite, 171-185.
- Marcuccio, M. (2016). *Imparare a imparare nei contesti scolastici. Prospettive e sfide per l'innovazione didattica*. Armando Editore.
- Mannion, J., & Mercer, N. (2016). Learning to learn: improving attainment, closing the gap at Key Stage 3. *The Curriculum Journal*, 27(2), 246-271.
- MIM (2025). *Indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo d'istruzione*. MIM.
- OECD (2026). *Every Day Counts: Understanding, Preventing and Responding to School Attendance Problems*, OECD Publishing. <https://doi.org/10.1787/7c6f6c3e-en>.
- Paas, F., & Sweller, J. (2012). An evolutionary upgrade of cognitive load theory: Using the human motor system and biological evolutionary principles to affect learning. *Educational Psychology Review*, 24(1), 27-45.
- Sala, A., Punie, Y., Garkov, V., & Cabrera, M. (2020). *LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence*. EUR 30246 EN. Publications Office of the European Union.
- Scala, G., Borghese, V., & Badii Esposito, F. (2025). Embodied Education, Sostenibilità e Inclusione: Uno Studio Sperimentale in una Scuola Primaria di Napoli. *Journal of Inclusive Methodology and Technology in Learning and Teaching*, 5(2).
<https://www.inclusiveteaching.it/index.php/inclusiveteaching/article/view/311>

-
- Schön, D.A. (1983). The reflective practitioner. How professionals think in action. Basic Books.
- Scipione, L. (2021). Promuovere la competenza dell'Imparare a Imparare: uno strumento di intervista per i docenti. *Lifelong Lifewide Learning*, 17(39), 217-225.
- Shapiro, L., & Stolz, S.A. (2019). Embodied cognition and its significance for education. *Theory and Research in Education*, 17(1), 19–39.
- Stringher, C. (2021) (a cura di), *Apprendere ad apprendere in prospettiva socioculturale. Rappresentazioni dei docenti in sei Paesi*. FrancoAngeli.
- Vezzani, A., Scipione, L., Bertoglio, P., & Gentile, A. (2026). Imparare a Imparare: formare i futuri insegnanti. In Falzetti, P. (a cura di) *Imparare ad apprendere nelle scuole, nell'educazione degli adulti e nell'istruzione e formazione professionale*. FrancoAngeli, 112-134.
- Waeysens, K., Lens, W., & Vandenberghe, R. (2002). Learning to learn: teachers' conceptions of their supporting role. *Learning and Instruction*, 12, 305-322.