

Educational Time and Knowledge: Between Chronos and Kairós

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INTRODUCTION

Contemporary societies are shaped by accelerated temporal dynamics — immediacy, and continuous availability — that privilege speed and optimisation: we tend to live «a life in a hurry» (Bauman, 2008, p. 58). These regimes coexist uneasily with forms of understanding grounded in duration.

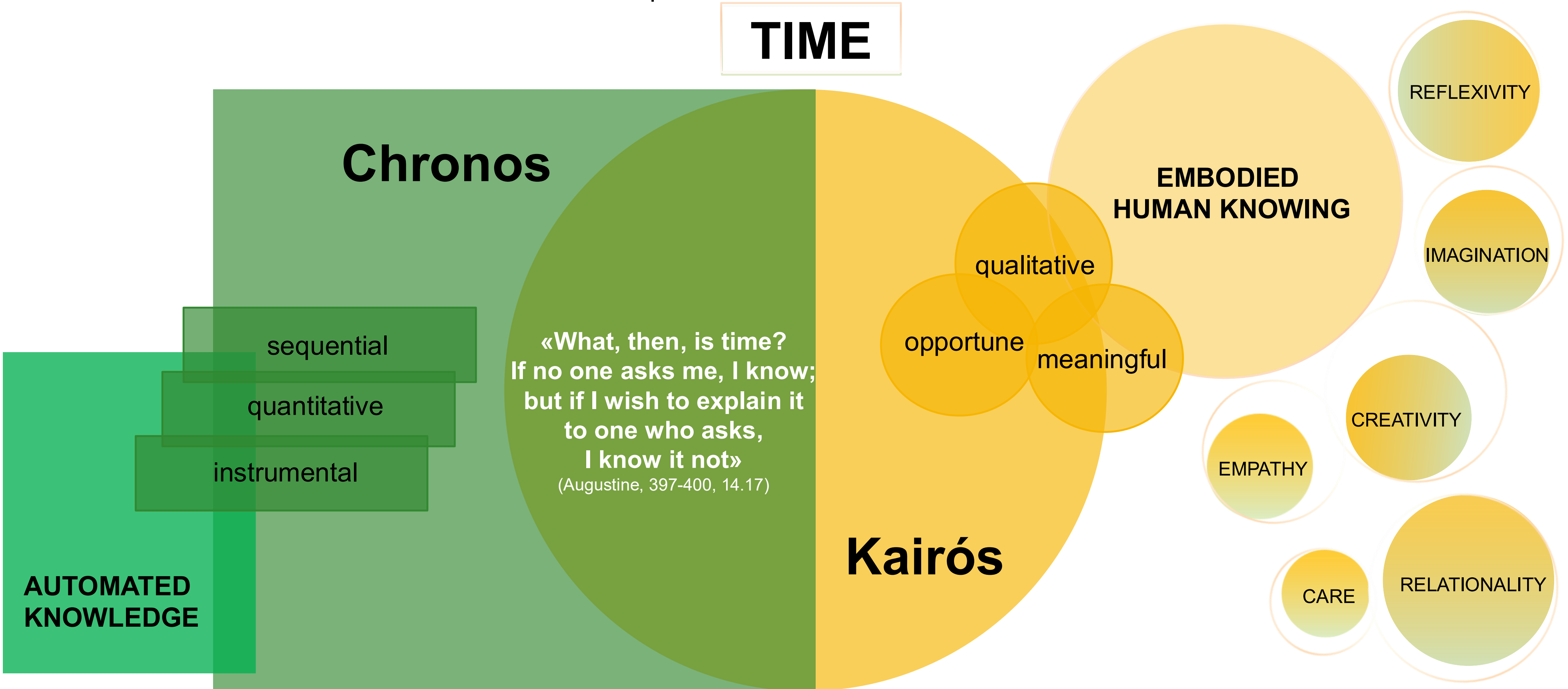
AIM

To critically examine how AI-driven acceleration reshapes educational knowledge and practices, foregrounding embodied, relational, and formative dimensions of knowing.

METHOD

The theoretical framework engages the classical distinction between two conceptions of

TIME



DISCUSSION

Embodied knowing unfolds within lived and relational time, where understanding emerges through experience, judgment, and formative engagement.

AI systems generate procedural or explanatory outputs within accelerated temporal frameworks.

FUTURE WORK

Develop pedagogical practices that negotiate **technology**, **temporality**, and **human formation**.

CONCLUSION

Toward a curriculum-informed pedagogy attentive to **Kairós**, foregrounding **imagination**, **creativity**, **empathy**, **reflexivity**, **relationality**, and **care**.

REFERENCES & BIBLIOGRAPHY

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