Abstracts

Appunti sulla Ricerca-Azione in Pedagogia
di Massimo Baldacci

In recent decades, educational research has moved from the dominance of the positivist paradigm to the hermeneutic paradigm, without finding a rational and balanced solution. After a short introduction of these two paradigms, the article aims to outline a working hypothesis concerning a possible "third way" able to define a rational mediation between these two theoretical approaches.

This "third way" will be drafted usignThe general framework within which we place this hypothetical third way to guarantee it from a mere eclecticism, that will be of critical rationalism Banfi (1957), whose theoretical lines allow an anti-dogmatic approach to the variety of research methodologies.

Professionalità riflessiva e pensiero qualitativo. Per una lettura non-costruttivista della riflessività
di Stefano Oliverio

In contemporary debate appeals to go beyond reflective practice in professional development have been made due to the 'proceduralization' this has experienced in many educational contexts and to the changing scenarios which could render it out-of-date. The paper engages with this question by arguing that we need a reconstruction of reflective practice rather than its overcoming. In particular, focusing on Donald Schön's model, this present contribution insists on its permanent value but it also highlights how the constructivist framework into which Schön situated his approach should be revised. In this perspective it is shown, on the one hand, how reading the educational experience ongoing in the reflective practicum only in terms of learning (by excluding any 'teaching' dimension) could be misleading; on the other, by mobilising the Deweyan notion of qualitative thought and the Heideggerian idea of Verstehen, it is pointed out how a 'realistic' (as opposed to constructivist) dimension is necessary to reflective practice, also in order to fully valorise its embodied character.

Communities of Practice, Informal Learning and Impact in the Workplace: Catalan Public Administration Networks
by Joaquín Gairín, Miren Fernández-de-Álava, and Aleix Barrera-Corominas

In recent years, after confirming that knowledge and training are valuable assets of organizations, different models and strategies that permit professionals to exchange and create knowledge with the aim of improving their abilities and work, are being promoted and established.

This article describes two implementation experiences of communities of practice (CoPs) in the Catalan public Administration, pursuing a double aim. On the one hand, identifying in which way CoPs contribute to knowledge acquisition in the professionals involved; and, on the other hand, going into detail about the impact of the knowledge generated on the workplace. Results stem from the application of a 53-item self-administered questionnaire to 175 participants, 40 in-depth interviews, 2 discussion groups and documentary analysis.

Results show that CoPs participants establish a professional proximity by conversing and solving, in a consensus, shared work-related difficulties. CoPs make it easier to work on topics linked to the course of their work practice and learn in an informal way. Also, matters are clarified so that there may be greater exploitation and impact of the knowledge acquired on the workplace.

Reflective Practices for the Transition from Higher Education to the Workplace
by Daniela Sideri

The specific focus of this theoretical study is on the area of Social Sciences and Humanities (SSH), and on the difficulties of SSH graduates in the transition to the labour market and the workplace.

These difficulties are assessed on the basis of quantitative data referred to the unemployment rates of these graduates in Italy.

Though diverse causes are individuated for this phenomenon, solution proposed as one of the possible measures to favour employment is only pedagogical: focused on the curriculum content, it takes into account reflective practices as priorities in order to make students' transition to workplaces less traumatic and more effective.

Valutare la riflessività in Medical Education: modelli, problemi e prospettive
di Valerio Ferro Allodola

The paper discusses the evaluation models of reflexivity in Medical Education. Starting from an analysis of the models currently available in the literature, the author highlights the potentials, limitations and prospects for future research in this specific field .

The focus on this research project comes from CIN@MED PROJECT - Learning Path to a reflexive knowledge in the medical profession through the use of the film - which is set up as a compulsory vocational activities aimed at students of the second year of Degree Course in Medicine and Surgery, University of Florence. The experiment was initiated in the A .Y. 2009/2010. CIN @ MED is a path that is part of the regular university education in the Faculty of Medicine and Surgery and it is based on the vision of some movies suitably selected, according to the subject to be discussed, followed by a debate in the presence of a discussant, specialized in the subject dealt with.

All this was accompanied by the construction of knowledge checks through questionnaires (database), blogs and wiki, which produced a network of teachers and students involved in the project. It has also become a shared reflexive platform.

The project is curated by Patrizia de Mennato, Andreas R. Formiconi, Amedeo Amedei , Stefano Beccastrini, Carlo Orefice e Valerio Ferro Allodola, within the activities of the Laboratory of Medical Education, University of Florence (Direction: Patrizia de Mennato).

La rete sommersa delle presupposizioni nel modello di valutazione del sistema scolastico. Dalla razionalità procedurale alla riflessività
di Paolo Sorzio

In this paper, the epistemology of the High-Stakes test-based accountability of schools is analysed and its consequences on practice are scrutinised.

More specifically, three dimensions of the rationality incorporated in the procedural models elaborated by the National Institute for the Evaluation of the School System (Invalsi) are highlighted: the evaluation of schools through the use of students' performances on standardised tasks; the nature of the socio-economical-cultural parameters that are selected to compare the educational contexts of school provision; the proposed model to represent the learning environment of individual schools.

The use of simplified parameters to describe complex socio-cultural realities and the selective focus on a limited variety of relevant evidence in the Invalsi model are examined and the risk of introducing distortions in the evaluation of the educational provision is considered.

As an alternative, a perspective based on 'reflective reasonableness' (Burbules, 1991, 1995) is introduced, in order to recognise the plurality of valid descriptions of the school system, the relevance of ethnographically-generated evidence in understanding the quality of teaching in specific schools and the importance of valuing the voice of teachers in identifying and solving the constraints of their everyday practice.

L'educazione al pensiero riflessivo nella formazione dei ricercatori industriali. Analisi di un'esperienza
di Daniela Manno

The present article aims at contributing to the debate on thinking education in organizational contexts with particular reference to the training of professionals in the field of industrial research. We propose an analysis of an educational experience, conducted in a workshop through the application of various devices of thinking education, which are different in both their theoretical templates and their specific objectives: the Community of Philosophical Inquiry, according with Lipman's Philosophy for Children; the methods of creative logical problem solving, following the approach of de Bono's Lateral Thinking; and some analytical activities on perceptive-evaluative habits, from the perspective of experimental phenomenology.

In the first part of this article we present the context in which the set-up of the educational experience has grown, as well as the rationale for choosing the training devices; in the second part, by analysing the reports prepared by the workshop participants, we analyse the effectiveness of the workshop set-up and the potential for combined use of the chosen devices, in order to reach, in an extremely short amount of time, a process of progressive growth in participants' thinking skills that can affect the definition of the researcher's professional identity and the transformation of such an identity in a lifelong-learning perspective.

Remembering and Telling the Past: a Qualitative Study of Organizational Change
by Michela Cozza

In this paper I will discuss some results of a research project aimed at studying the transformation of an important Research Centre of North Italy. Organizational actors have been involved as storytellers of this organizational change. They have reconstructed the trajectories of change, telling about the influence of change on their organizational relations and working experience. Using texts collected in the form of weekly diaries, I will discuss how the organizational remembering has taken place as practical accomplishment, and how it has enabled a reflexive process.