

Authors

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Paolo Sorzio, is lecturer in Educational Methodology at the University of Trieste (I). His fields of interest are the Sociocultural-Activity Theory and the use of ethnographic models to study the impact of educational reforms on professional work.

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Her research is focused on the dialogic dimension in educational practices, aimed at developing complex thinking and as well as sustaining the diffusion of a culture of inclusion.

Michela Cozza, sociologist, is research fellow at the Department of Information Engineering and Computer Science, and she teaches Sociology of Innovation at the Department of Sociology and Social Research of the University of Trento.