

Abstracts

Flussi di conoscenza e spazi ibridi di apprendimento, di Guglielmo Trentin

When proposing group activities to students with a view to fostering collaborative learning in a hybrid learning space, we often find ourselves speculating on the relative amounts of information and knowledge which flow in the interaction, both among the group members and with the external information and knowledge sources. And furthermore, what phases of the collaborative process are at a higher index of knowledge flow and which ones are at a higher index of information flow? The experiment described below has tried to answer these questions and it has involved 66 university students.

Il ruolo di bambini e bambine nei processi d'insegnamento-apprendimento: Student Voice e leadership educativa condivisa, di Valentina Grion, Giuliana De Vecchi

Pupils' position in the teaching/learning processes: Student Voice and shared educational leadership

In reference to "Student Voice", a still little known educational perspective in Italy, the paper opens by offering some reflections to suggest the opportunity to authorize students' voices at school, in order to improve educational processes. It moves on to introduce some features of the cited perspective, such as those of "person centered learning community" and "shared educational leadership", very important aspects to realize a democratic school community. Having described a learning activity for primary school, the paper argues for considering this example of practice as a model realizing and supporting the theoretical points before discussed.

Autismo e Sindrome di Asperger a scuola. Ricerca educativa e formazione degli insegnanti, di Tamara Zappaterra

The article presents the state of the psychoeducational art research relating to Autism Spectrum Disorders, with particular reference to intervention models that suggest effective applications in education: those based on the approach of perspective Evidence Based Education and neuroscience. It also outlines the framework of the new teacher training in Italy for teacher

support in relation to autism. The second part presents Asperger's syndrome as a form of high-functioning autism and draws the methodological and teaching guidelines suggested by current research on inclusive education of the pupils involved in the context of the mainstream classrooms.

L'insegnante di sostegno nel contesto della scuola secondaria di II grado: profilo e competenze. Una ricerca sul campo, di Elisabetta Grieco

The topic of the present contribution is a study of the special needs teacher in the high school. The aim of the study is to investigate the elements which concur in shaping the professional profile of the special needs teacher, the connections between these factors and the ways in which they are expressed in professional practice. In particular, some questions have guided the study: what is the professional epistemology (in terms of knowledge and competences) of the special needs teacher in the context of the high school? What are his/her practices? What elements and/or subjects of the school system influence his/her role and practice? What are his/her needs in terms of professional training and development?

The study, the outcomes of which are discussed in the essay, has been organized into two phases: the 'macro' phase, which has had an explorative character, and the 'micro' phase, which has had a hermeneutic-interpretative character.

Riflessività a scuola. Tra resistenze al cambiamento e aperture formative, di Antonia Cunti, Alessandra Priore

The paper, starting from research and education experiences with teachers, tries to identify the strengths of a change of practices that could be considered in the teacher education to develop a reflexive habitus. The analysis of the ways in which the reflexivity can be taught must consider the spread and typical criticality of teacher professional practices to find education specific to uncovering and redefinition. A reflexive process based on the promotion of resources supports the teacher, when it is in a zone of conflict or tension, to experiment with openness to further possibilities that reside in personal qualities often obfuscated or undervalued, rather than persevere in a limiting factor. To help teachers to conceptualize their teaching images, it is necessary to invoke autoeducative methodologies, such as narrative and observation, which are able to ease the verbalization of the practice and the key step to building an active relationship with it.

E se pensassimo alla loro felicità? Rispondere didatticamente a un desiderio, di Chiara Gemma

The contribution presents an educational experience realized with 132 students of the 2013-2014 academic year who attended the Tirocinio Formativo Attivo (FTA) at the University of Bari "Aldo Moro". It is practically a proposal for an educational activity aimed at showing how the teaching expertise is built not only through the ministerial decrees and process to be qualified to teach, but also through and with practice. This is a "know-how" thought not only as an opportunity to bring a remarkable impact, an indelible trace but also as a way to trigger a careful reflection to one's own educational behavior.

Tra riflessione e riflessività. Il diario di bordo nella formazione iniziale degli insegnanti: analisi di un'esperienza, di Katia Montalbetti

Between reflection and reflectivity. Reflective journal in initial teacher training courses: analysis of an experience. Over the past two decades, the scientific debate has been an even broader consensus about the role of reflection in the professions and in particular in the field of educational professions within which teaching ranks.

The contribution starts from a critical examination of the national and international literature about reflective approach and focuses on the ways to develop a reflective attitude in teacher training.

In particular, it examines the role of reflective journals in initial teacher training moving from an experience in an University context.

Promoting reflexivity through drama. Educational Practices of the Theatre of the Oppressed, di Alessandra Romano

This article is about a still-in-progress research experience that explores the transformative potential of the methods of Boal's Theatre of the Oppressed. In this exploratory study, more than 60 students were involved in experiential workshops with the Theatre of the Oppressed within the setting of university classroom. The aim was to adopt the methodologies and the techniques of Forum Theatre and of Journal Theatre as educational tools to promote reflexivity and transformation in undergraduate students. The results of the analysis of the study confirmed researchers' hypothesis, showing empirically that the Theatre of the Oppressed could be a useful educational practice not only in informal educational contexts, but specially in formal university contexts.

La formazione degli insegnanti in chiave pedagogica. Un percorso neurofenomenologico, di Maria Rosaria Strollo

This article presents a research experience, carried out on a sample of 80 future teachers who were attending the university Active Training Internship during the Academic Year 2012-2013. The research has set its prime object on the promotion of understanding ability and of autonomous-management of personal knowledge, constructed on formative processes in an educational key, which has been and still is the background and the motivator of individual formative, social and professional life plans.

Other objectives of this research are the retrieval of the knowledge concerning the activities of educating and training which was gained in the formal educational field, and the retrieval of the knowledge which was acquired in not-formal and informal educational contexts, in order to highlight the connections between them; and last, but not least, the acquisition of a reflective competence, starting a heuristic and critical-emancipatory process around formative experiences, and particularly 1 theories and strategies from which the future teacher acted, is acting and will act in the different educational contexts.

The reflective thinking in the process of development of competences in the secondary schools, di Andrea Traverso, Valentina Pennazio, Davide Parmigiani

In this article we propose a novel analysis data which have emerged from a research aimed at highlighting the development of the concept of competence in secondary schools. In particular, we want to emphasize the teaching strategies used by teachers in the classroom in order to understand whether or not teaching actions are directed towards the development of skills. In this study, we have emphasized the role of reflexivity in supporting this development. We involved 23 secondary schools with a stratified sample of students (N = 2893). With the qualitative analysis we can say that students have revealed some features of expertise that can be put in relation with the studies and approaches oriented towards reflectiveness and critical thinking in teaching. These insights highlight some critical aspects of school organization (school / institutional and instructional design) whose aim must be to enable you to transform the school into a learning environment for skills and reflectiveness.

La riflessività nei contesti prescolastici. Un dispositivo di ricerca sulla professionalità insegnante, di Chiara Urbani

The pre-primary contexts are attracting more and more interest in relation to the qualification of educational systems, requiring an investment on the professional teachers' qualifications. May a model centred on professional skills answer inclusive needs arising from enlarged contexts? The proposal to qualify the reflexivity device as a capability function on professional teachers' agency allows you to bring educational and enlarged opportunities into significance and personal value, defining new inclusive paths for professional training.

Dal prototesto al metatesto: una riflessione sulla mediazione interlinguistica, di Piera Sestini

The purpose of this article is to provide practitioners, teachers, students and other interested parties with a reflection on what is involved in translating different kinds of source texts. It not only explores a range of theoretical issues affecting translation studies, but takes a practical look at what translating a specific text means. By integrating translation theory and a variety of actual translations (practical exercises based on excerpts from source texts unpublished in Italy), it enables the reader to rethink the translation process through the lens of the concepts of co-text, context and register. It also contains suggestions for teaching translation that incorporate the development of a greater metalinguistic awareness on the part of students.

Bullismo a scuola: conoscere il fenomeno per prepararsi ad intervenire, di Laura Occhini

This paper is the first part of a work that is committed to define bullying from structural and dynamic perspectives. In this part I will describe the main phenomenological characteristics of bullying: quantifying, peculiarity and key players. In the following parts, I will consider the different forms of bullying (victimology and application strategies), the short and long-term effects, the victim and the social setting in which bullying occurs and the possible forms of preventive intervention and/or reduction of its effects.

Pensare per educare il pensiero, di Maria Chiara Michelini

The contribution "Thinking to educate the thought" intends to raise the question of the correlation between teachers' reflective thinking and

students' thinking. Considering the education the best form of thinking the heart of school education, the article particularly explores two possible lines of this relationship. The first involves the definition of intentional didactic setting, the land on which teachers exert the specificity of their professional competences; the second direction concerns the analogy that is created in an intuitive and fast way, between the student's mental structure and the teacher's one.

The underlying pedagogical hypothesis is that learners' education of the thought has a lot to do with teachers' reflective inquiry in both directions, combining the theoretical and practical as well.