

Abstracts

Creatività, pensiero divergente e pensiero laterale per una didattica semplice

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In the current dynamic school contexts, teachers are requested to plan and implement flexible and differentiated didactic programmes with the aim of meeting all the students' needs and bring their potential to light. This educational investment, besides being a professional need, aids in removing any obstacle to learning and promotes full participation in school life. This article outlines the theoretical framework of creative thinking within a simplex perspective, intended as a tool for didactic deviations, and consequently provides the basis of how this innovative strategy could help to decipher and face complexity in challenging situations.

Pedagogia dell'orientare e dell'orientarsi: un'epistemologia in azione

Laura Formenti, Alessia Vitale, Silvia Luraschi, Andrea Galimberti, Mari-ka D'Oria

Career guidance is a complex issue, involving a macro-level (social context), a meso-level (inter-active context) and a micro-level (individual as a context). The paper highlights the relationship between learning and orienting, the generative power of disorientation and the systemic character of orienting/self-orienting. To adopt a systemic perspective means to orient oneself towards an enacted epistemology, i.e. a reflexive and critical sight, that is implemented in embodied and enacted pedagogical practices, i.e. marked by doing, play, art, performativity, and aimed to open possibilities of transformative learning.

How students think: critical reflection in studies of professional development at universities

Eva Cendon, Agnes Turner

In this contribution, the authors focus on professionals who return to university to study and develop their reflective attitude. Using the concept of the reflective act of thought by John Dewey, one of the founding fathers of experiential education, as a point of reference, the authors analyze students' reflective thinking based on descriptions of their working practice at the outset of university studies, and question to what extent the five steps of the

reflective act of thought can be found. The authors critically discuss the results and formulate implications for the further development of studies of professional development at universities. Finally, they address various ways in which teachers can advance students' critical reflection.

Quale auto-valutazione in Università per i professionisti di domani? Percorsi operativi tra riflessioni didattiche e ricerca educativa

Serafina Pastore

How can be realized self-assessment in Higher Education context? Starting from a critical review of institutional changes in University, the paper focus on main issues and problems faced by educational research on self-assessment, particularly at international level. It then tries to identify future research pathways on this topic. Finally the article presents some key aspects of self-assessment. In the assessment for learning perspective, self-assessment is related to the processes of learning and developing reflection competencies, metacognition and self-regulation fundamental prerequisites for future professionals.

Apprendere dai contesti di pratica situata: modelli didattici innovativi nell'alternanza scuola-lavoro

Loretta Fabbri, Claudio Melacarne, Valerio Ferro Allodola

The projects of education and training with the methodology of "alternation between school and work" are possible for all students between 15° and 18° years of age, with the aim of making flexible the school training and connect the theoretical study of classroom with forms of learning activities in a professional context. It's essential to connect a training alliance between teaching skills and the theme of the educational value of the work, as underlined by the guidelines issued to accompanying decrees, that set up the "alternation". This, constantly, stress the importance that inside Curricula should take "the active teaching methods and the development of organic links with the world of work and the professions". So, that the workplace can be an important complement to the learning context of the classroom and the laboratory. Highlighting the importance of education and training of the work involves the fact that the school system no longer has a monopoly on the transmission of knowledge and co-exists with a variety of other educational agencies, especially businesses. We consider extremely important, in the light of these considerations, the formation of "teachers who organize activities in the "alternation" between school and work". The formation of this teaching specialist aims to outline a figure highly compe-

tent, in total support of the Headmaster and, possibly, as his collaborator chosen, as required by the text of the "Good School" in Italy.

Inclusion and teacher education for special needs in Italy and Hungary

Diana Carmela Di Gennaro, Erika Marie Pace, Koós Ildikó, Paola Aiello

The present work stemmed from the collaboration between the University of Salerno (Italy) and the University of West Hungary and is part of a project aiming at implementing a unified educational training system whose core elements are initial teacher training, the organization of apprenticeship phases, and continuous professional development. Despite the clear and substantial differences between the school systems of the two countries, the aim that seems to unite the Italian and the Hungarian educational policies is the realization of truly inclusive school contexts within which teacher training takes on a leading role as teachers are the real guarantee that the process of inclusion in the educational and didactic field will be fully realized. With this aim, in both countries there is an ongoing debate about the need of a new teacher professionalism able to face the heterogeneity of today's school contexts.

Il Disturbo Oppositivo Provocatorio. Fattori *evidence based* per l'intervento educativo multicontestuale

Saverio Fontani

The Disorders of Impulse Control and Conduct represent a macro category recently introduced in the Diagnostic and Statistical Manual of Mental Disorders- DSM 5 (APA, 2013). In particular, the Oppositional Defiant Disorder (ODD) constitutes one of the most frequent reasons of impaired adaptive behavior of the subject.

This article presents the factors that characterize the Evidence Based models of educational intervention more effective, and highlights the opportunities of their implementation in educational systems.

Apprendere nei contesti competitivi. Dallo sport di gruppo al gruppo sportivo

Valerio Ferro Allodola

The aim of the paper is to reflect on some key topics that can help us better understand the educational value of sport, free from mere performative objectives and results-oriented and more sharing, to make the team, to the importance of the rules, the role of leader/coach, to the construction of the

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body and the human growth of the subject that practices a sport. The task of education applied to sport is thus to know the dynamics of the development of the relations and feelings that take place in the team, in order to highlight all the positive and form, therefore, a "real" sports group.