

## ***Abstracts***

### **Interculture as a Cognitive Style**

*by Elsa Maria Bruni*

This article explores the question of interculture as a way of thinking and a cognitive style. Beginning with a critical approach towards the techniques of solutions to the problems of multiculturalism, the Author highlights how the Western educational model, hinging on exclusively rational paradigms, has denied differences, considered education as a linear ordered process, assigned reason an exclusive function within cognitive processes and marginalized the implicit and unconscious dimension in the individual's formation. The article presents a renewed pedagogy in terms of categories of analysis oriented towards a holistic exploration of the new educational subjects. At the core of this new pedagogy is the commitment to promote patterns of experimentation and development of flexible, reflexive, critical and anti-dogmatic thinking.

### **The Student as a Researcher. Fostering and Evaluating Students' Meaning Perspectives in a Collaborative Action-Research**

*by Loretta Fabbri*

Different perspectives have been developed starting from J. Mezirow's work and several experiences and reflections were born after his work in 1991. Other researchers (Taylor, 2010) tried to translate some of the ideas of Trasformative Learning in educational practices (Hoggan, Simpson, Stuckey, 2009) and they used his works as a background for planning researches in several contexts. The experience described in this paper is developed from the experiences conducted in the Department of Education at the University of Siena where the Trasformative Learning Theory has been used by a group of professors as a back-ground to understand the ways in which a teaching process can change the meaning perspectives of a group of students in an higher education program.

## **Sound Dramatization in the Development of Social and Critical Competencies**

*by Maria Rosaria Strollo*

Starting from a reflection on the critical and social competencies, defined as key-skills in the current socio-cultural context, the paper analyzes the use of music and theater in training the trainers and presents a case of sound dramatization tested at the Laboratory of Educational Epistemology and Practices of the University of Naples Federico II.

## **The Experience of Beauty in Adulthood**

*by Micaela Donatella Castiglioni*

Is it possible to think of the experience of beauty, or aesthetic experience, as an experience within and through which we may process, construct, revisit and problematize meanings? The objective outcome of beauty would thus take on subjective value with which to confer meaning on, and make sense of, our lives. On these and other conceptual grounds, this paper asks whether educating to beauty in museum settings (with reference to one project in particular) can offer a valid form of adult education when delivered via a cultural, self-learning and self-educational dispositive based on a narrative-autobiographical approach, in which a museum mediator who has been duly trained in self-narrative and self-reflective practices plays a key part in facilitating the learning experience. More specifically, it is proposed that educating adults to beauty may lead them to experience growth, for example by increasing their capacity for wonder or helping them to critically decentre, etc., in the encounter between their own perspective and that of others, including the museum mediator.

The actors in this journey-process, that is to say, museum mediators and their interlocutors, who include both Italian and international visitors, enjoy the opportunity to experience both self-care and care for others, where care is defined as a taking on of responsibility.

Finally, the author examines the equivalence between educating to beauty-educating to narrative-educating to cultural, critical, active and responsible citizenship: the last-mentioned dimension represents an increasingly urgent priority within the education and training practices targeted at adults in the contemporary era, in which territorial barriers are giving rise to a deep and complex state of crisis that may also contribute to a loss of meaning at both the individual and collective levels.

The approach discussed here is situated within a broader educational-pedagogical framework and agenda that is “interioristic” and “introspective” as well as closely related to the perspective of “narrative pedagogy”.

### **Expected HR Competencies: what do Companies want from HR Managers?**

*by Nataliya Pylat*

In order to analyze educational needs for HR managers this paper examines current expectations concerning the HR effectiveness and the difference between global and regional trends: which notions about the HR effectiveness are common among the experts. The result of the group discussion indicates the most expected areas of HR competencies perceived by HR professionals in Ukraine: strategic contribution and business knowledge, effective communication, personal efficacy, people-oriented behavior, mastering HR processes, strategic workforce planning, organizational culture, learning and personal development. At the same time there is no expectation among HR professionals about innovation, change, technology and social media.

### **Innovation and Practical Creativity. The Case of a Craft Organization**

*by Francesca Bracci*

The article proposes a reflection on processes of organizational change and dissemination of innovation that led a company in northern Italy, mainly of a craft nature, to become, in a decade, an international excellence of the Made-in-Italy luxury.

A case study is presented that focuses on the dynamics present within an organizational context and aims at understanding the experiential learning paths that the involved professionals have developed to deal successfully with a crisis situation and to answer instances of innovation which went through the company.

### **Reflective Literacy Profiles. The Mexican Case Study according to the Goals of Education 2030**

*by Enrico Bocciolesi*

Starting from the Freireian proposal of reading, writing and conscientization (Freire, 1984) so much of society, how thoughtful act of educating (Hoz, 1991), it was revealed today the need to promote, from reflective

practice, continuity and closeness of learning for life (Fabbri, 2008; Rossi, 2008).

Many authors refer us to the sense of learning to learn (Heiman, 1985; Alonso, Gallego & Honey, 1994; Johnson, Johnson & Holubec, 1996; Thrun & Pratt, 2012), with particular attention paid to educational sciences and renewed their definitions of literacy. With current and ongoing updates of old and new educational reforms have proved difficult, and demands. Starting from changes in the educational area, typical of recent reforms iberoamerican, through reading the latest indications of UNESCO, the UN and NATO, has decided to activate a route that can integrate learning pragmatism of the social context.

These reasons have brought the Universidad de Guadalajara, Mexico, to start a training programme, unique in its kind, aimed at the promotion of new forms of literacy. In an academic setting, where universities, reflexivity and reading skills meet, interesting learning objectives have been achieved, that are proposed in this paper. Methods and narratives aimed at learning have encouraged the spread of critical thinking, working in synergy with the socio-and based on models of reflexivity inherent in learning styles offered by Alonso and Gallego in short form CHAEA (Cuestionario Honey-Alonso Estilos de Aprendizaje).

### **“Se i medici sapessero, se i pazienti potessero”. Comunità di Pratiche di gestione della malattia oncologica.**

*di Loretta Fabbri, Claudio Melacarne, Carlo Orefice, Mario Giampaolo*

"Se i medici sapessero se i pazienti potessero" is an Action-Research project sponsored by the Department of Education, Humanities and Intercultural Communication at the University of Siena, started in March 2016.

Built on the experience and the literature that identifies the group as a resource and place of peer learning, the goal of the project is to determine whether, and under which conditions, it is possible to establish a Community of Practice (CoP) that allows a social approach to the oncologic disease, emphasizing the exchange of knowledge between participants who are interested in experimenting this new approach to and management of the treatment.