Authors

Loretta Fabbri, Ph.D, is Full professor of Didactics and Transformative Methodologies at University of Siena. She is President of the Educational Science Bachelor's Degree Program and is delegate of the Rector for the soft-skills programs within the Teaching & Learning Center. Her research is focused on Theory and Methods of Transformative Learning, Community of Practices and post-qualitative research. She is co-founder of the Italian Transformative Learning Network and works with private and public institutions in continuing education programs.

Edward W. Taylor is a Professor Emeritus of Lifelong Learning and Adult Education from Penn State University-Harrisburg, USA. Formerly a public-school teacher and outdoor adventure educator, as a professor he has written extensively on transformative learning theory and teaching strategies that help facilitate change. Recognizing the importance of these strategies for faculty in higher education, he has worked internationally (e.g., Africa, Europe, Central American, Middle East) with faculty across the disciplines focusing on innovative teaching practices that promote learner-center teaching.

Paolo Federighi is Professor of Adult Learning and Head of Dept. of Education and Psychology at the University of Florence. In 2009, PhD honoris causa at Vest Timisoara University. He has been consultant for Unesco-Institute of Lifelong Learning (1993-2000; 2011) and for OECD. Since 1993 he has been member of several committees of the European Commission. He has been President of the EBAE-European Bureau for the Education of Adults of EAEA-European Association for Education of Adults (1992-2000). He has contributed to the creation of the Grundtvig program, he was one of the main leaders of the World Conference of Unesco-Confintea 1998. He has been consultant for lifelong learning and labour policies at the Regional government of Tuscany (1996-2013). He has been member of the Italian Inter-ministerial National Committee for

Educational Reflective Practices (ISSN 2240-7758, ISSNe 2279-9605), 1/2019

DOI: 10.3280/ERP2019-001013

Higher Vocational Training (1999-2010). He is author of over 150 publications, some of which are translated and published in English, French, Spanish, Dutch, German, Japanese, Romanian, German, Bulgarian, Basque, Catalan, Arabic.

Joellen E. Coryell is Professor and Director of the PhD Program in Adult, Professional, and Community Education at Texas State University. Her research focuses on international cross-cultural adult and higher education and the investment in the professional development of university educators and leaders.

Maura Striano, Ph.d. is Full Professor of Education at the Department of Humanities, University of Naples Federico II where she teachers Educational Theory, Educational Interventions in context of deviance and marginality, marginalized at bachelor level and Inclusive Education at master's level. Her main research interests are John Dewey's legacy to education, the relationship between reflective practices and professional development in educational contexts.

Monica Fedeli, Ph.D. Currently Associate Professor in Teaching and Learning Methods and Organizational Development at University of Padova. She has been Adjunct Professor at Boston University, at Michigan State University, at Julius Maximilians University of Wurzburg, Germany, and Visiting Professor at California University Berkeley, School of Education. Her research interests include: active teaching, participatory teaching and learning, faculty development, university business dialogue, women leadership, and professional development. She published more than 70 articles, books, and book chapters in variety of national and international journals, and book series.

Claudio Melacarne, Ph.D, is Associate Professor of Social Pedagogy at University of Siena. He is interested in studying professional development processes in organizations using educational and training research methodologies. He is Co-director of the international journal Educational Reflective Practices. He work as a consultant in public and private companies. He currently teaches Foundation of Social Pedagogy and Methodologies of Educational Research and Training. He is the coordinator of the Educational Sciences and Organizational Consulting program (MSc) at the Università degli Studi di Siena.

Antonia Cunti is Full Professor of General and Social Pedagogy at the Department of Movement Sciences and Wellness, University of Naples "Parthenope" (Italy). Her research interests are the teachers' training in the systemic and reflexive care perspective through qualitative and introspective methodologies; these interests also have a declination in the field of pedagogy of body and sport. She is Director of book series Pedagogy of Body and Movement and SIPED working group's coordinator "Educational Guidance and Discomfort in Urban Areas".

Alessandra Priore, PhD and Post-Doc in M-PED/01 at the University of Naples "Parthenope". Her current research interests regard the teachers' and parents' education, the guidance in Higher Education in according to the perspective of reflexivity and narrative methodologies.

Francesca Bracci, is Assistant Professor at European University of Rome. Her research focuses on collaborative research methodologies and action-based approaches to the study of learning and change in organizations, communities, and adults. She is interested in the ways in which individuals work together to seek solutions to similar problems, to promote inclusion, to construct knowledge, and to support innovation. Courses taught: *Qualitative research methods in organizations; Curriculum and instruction in elementary education; Facilitating adult learning.*

Francesca Torlone, Ph.D. in "Quality of Education: Knowledge of Differences and Knowledge Development" at the University of Florence. She is Assistant Professor of General Pedagogy at the Department of Educational Sciences, Humanities and Intercultural Communication Sciences of the University of Siena. Her research interests concern adult education, policies in education, andragogy in work contexts, and pedagogy in detention contexts.

Francesca Bianchi, Ph.D., is Associate professor in Sociology at the University or Siena. She has taken part in several studies and researches concerning social and cultural transformations, continuing vocational training and guidance (with ISFOL Rome, Carlo Cattaneo Institute of Bologna, MTI of Boston). She has been involved, as Italian expert in social and education fields, in the European network COST 13 Working group n.4 "Youth employment/unemployment", Action Changing labour market, welfare policies and citizenship. In recent years she has been particularly studying the social interaction and the new forms of sociality and participation in everyday life, continuing vocational training taking part to

several international conferences organized by ESPAnet, National Agency Training for Europe, Forschungsinstitut für Bildungs und Sozialökonomie Institute for Education and Socio-Economic Research and Consulting (FiBS) of Köln and Berlin, European Network for Housing Research. In 2015 she was visiting researcher in Tours, "Cités, TERritoires, Environnement et Sociétés" Unité de Recherche CITERES, François Rabelais University, Tours and in 2018 visiting professor in Paris Nanterre, Centre de Recherche sur l'Habitat (CRH), Laboratoire LAVUE. She published several books and articles on national and international reviews.

Concetta Tino, PhD in Pedagogical Science, Education and Training is a research fellow at the Department of Philosophy, Sociology, Education and Applied Psychology, at University of Padova. Her research field are the partnership School-Work; the soft skills development, and the peerfeedback process. She has been involved in the Erasmus Plus Project COMPALL: Comparative Studies on Adult and Lifelong Learning (2015-2018). She is member of the Young Scientific Committee of the international book series Adult learning strategies, methods and contexts and of the Editorial Board of the International Journal Excellence in Teaching and Learning. Some of her papers were related to teachers' professional development, School-Work Alternation programs, soft kills and peer-feedback.