

Abstracts

La riflessione al lavoro

di Bruno Rossi

This contribution aims at discussing the relationship between professional identity growth and critical reflection on the ways to make experiences, on the knowledge and cognitive and emotional experiences acquired in the workplace, on the epistemic perspectives and sustaining practice. Thinking and re-thinking about oneself, together with inquiring and criticizing oneself, allow new world construction, cognitive and learning mobilisation, knowledge production, process, artefact and language invention, and one's emotional life awareness. The subject in the workplace finds in the research, action and training the most promising conditions to discover the meaning of daily activities and to make sense to one's activity.

Reflection Through Fiction

by Patricia Cranton

If we can learn to recognize ourselves and position ourselves in stories, we can identify beliefs, assumptions, and social norms that shape the way we see ourselves and the world around us. This has the potential for reflection and, in some cases, transformative learning. In this paper, I illustrate the process of positioning ourselves in stories using four Canadian short stories. I include the voices of participants who were engaged in a 12 week course on learning through fiction.

Who is Telling the Story? The Critical Role of the Narrator in Reflective and Reflexive Writing

by Gillie Bolton

Telling and retelling the stories of our lives is the stuff of reflection and reflexivity. Asking ‘who narrates these stories?’, getting beyond thinking of the narrator as ‘just me’, and events as ‘just what happened’ are what make this process critical. We create narratives rather than regurgitate slices of truth, so we also construct the narrator of each story. This paper discusses and exemplifies the exploration of dynamic narrators, such as variations of the autobiographical ‘I’ (eg ‘internal mentor’), or fictional explorations of different perspectives (eg patient or student as ‘I’). Exercises and activities to inspire practitioners to write such narratives exploratively are demonstrated, inevitable confidentiality issues and the dynamic educative element of uncertainty are examined, and an underpinning theory of the self proposed. The particular value of writing (rather than oral discussion) to critical reflexivity is also explained. Focussing upon the perspective from which narratives are written is essential for critical enquiry.

La scrittura nelle professioni di cura

di Vanna Iori

Faced with a growing call for help, services note the inconsistency of the old paradigms and are facing unprecedented challenges. In this situation, the caregivers, who are daily in a difficult and stressful social work, are the real “experts”, the true owners of a knowledge of caring, verified by the contact with a lived experience. Starting again from the experience the narrative can give voice to caregivers, encouraging the reflection and transforming the anguish into a strategies for social work, education, health care. In particular, the autobiographical writing is a sort of self-care and indicates the practical implications to be better able to care for others.

Narrative Inquiry, Reflection, and Researcher Bias: Thinking about Newcomer Chinese Education

by Shijing Xu

This paper shows how a long term process of narrative inquiry may act as a reflective tool for challenging and revising preliminary researcher frames for an inquiry. In this paper I return to a detailed set of fieldnotes

taken over a several year period to show how my own assumptions and biases changed throughout the course of inquiry. This work is based on a study of newcomer Chinese family educational narratives. Several stories encountered during the first days of field work are revisited as they show up through the course of conducting field work.

La narrazione come nuova sintesi di fare-cultura

di Francesca Pulvirenti

In this paper we outline the boundaries of a new epistemology in which female narration and code overlap with the role of narrativity and complexity in contemporary research, as Paradigms of Transversality. In post-modernity, narrativity emerges as the contextualization of knowledge and complexity utters itself as its current epistemic statute. Knowledges are located in the 'living world' and as such they should be understood narratively. Narrative, then, goes from being 'external history' to an increasingly 'internal paradigm' of knowledge, one that is always (and totally) intertwined with 'narrative thinking'.

Female knowledge finds its right place in this epistemic situation, and the epistemological and philosophical reflections - highlighted by the introduction of the category of gender - allow feminist discourse to state the systematic asymmetry between women and men; in effect, the latter, despite acting on all levels and in all moments of social and cultural life, has no ultimate foundational cause, since gender is a historical construct, and therefore modifiable. In this feminist path, narrative therefore presents itself as a declaration of existence, of being woman and being man, which rests on the cultural as well as the biological. Women and men make up a discursive intrigue, which is peripatetic and adventurous, an interdependent complexity. This narrative reveals our narrative webs and introduces us to an interactive universalism that sets the relational dimension as constitutive of individuals, groups, cultures and identities.

The task of education thus is to open the road, through reflexive practices, to different ways of living, centred on personal experiences, and therefore narrative knowledge, in order to enable man and woman to learn to reveal themselves, to think and think of themselves, to tell and tell themselves, to insert themselves into networks of dialogue, so to build sites for innovation and reflexivity and open 'thresholds' and 'meeting places' to 'do-culture'.

Lifehistories, Educational Autobiographies and Experiential Learning

by José González-Monteagudo

This paper explores contributions from autobiographical approaches to promote experiential and reflective learning. After a presentation on the development and current debates regarding Life History methodologies, I will present my proposal of educational autobiography, a tool rooted from the paradigm *Histoires de vie en formation*. Subsequently I will focus on genealogical trees as a process to enhance critique, reflection, and socio-cultural analysis on history, society, culture, the family and learning. Life histories are useful for the creation of motivating learning processes, centered on the lives of students and favoring an integrating education of cognitive, emotional, and social dimensions.

Il ruolo della motivazione e della comprensione nello sviluppo della professionalità degli insegnanti

di Giorgio Ostinelli

This paper depicts the different paths followed by two teachers in the development of their professionalism, through their participation to a pilot group experimenting a fairly innovative teaching approach, inspired to Wiggins & McTighe's "Understanding by design (UbD)" methodology (Wiggins & McTighe, 1998; McTighe & Wiggins, 1999; Wiggins & McTighe, 2007). UbD is a constructivist way to organize teaching, involving significant changes to usual teaching practices. The project is part of a wider school improvement strategy actually taking place in a group of Swiss vocational schools (Ostinelli, 2007, 2008a), whereby teachers are supported by some School Improvement Advisor/researchers (SIA). The SIA can be roughly described as a figure being at the same time an advisor, a researcher and a critical friend. The key idea is, after the creation of some pilot groups, to "aggregate" other teachers and to disseminate the experience to other schools: the present article deals with the first, embryonic stage.

In today's world, is quite important for teachers not only to accompany, but also to be able to prevent the change taking place inside schools; in this context, an evolution in their teaching practices is decisive. UbD can be a good path to follow in this journey, but, like various innovations, can be also difficult, either for the teacher and the SIA.

This article will try to explain why one of the teachers assimilated the new methodology, improving his professionalism, while the other didn't. Why and how, in some circumstances, a lack of understanding of the situa-