
For a transversal evaluation

Methods and action-search results on the path

Luca Agostinetti

1. Summary

In this chapter, we will try to figure out how the entire articulation of the training system has been accompanied, step by step, by a path that, as we will briefly illustrate, we can define of “action-research”.

To illustrate this path, the methodologies adopted and the results obtained, it is perhaps useful to summarize the general structure of the training system through the following synthetic scheme:

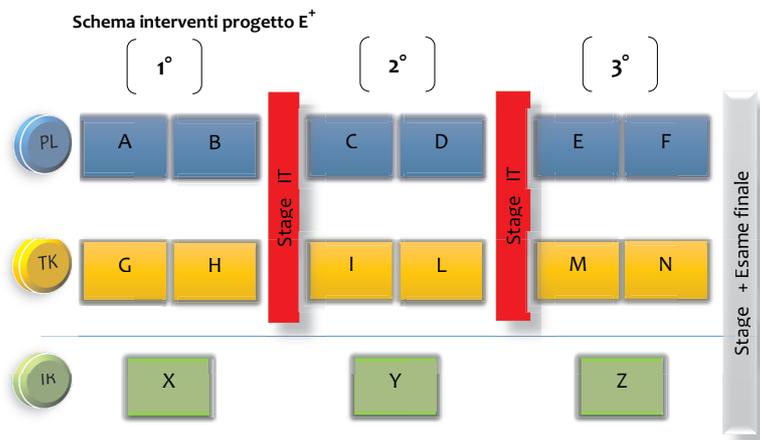


Fig. 1

As you can see, the project has been structured over three years: each of them has three training axes, one for each Country involved in the project. With regard to the first and second axis (the interventions in Poland and Turkey), each annuality was divided into 2 training sessions, so that the training sessions at the end were 6 on each axis. In the case of the Irish axis, the training sessions per annum were 1, or 3 in the total of the three-year period. The first two courses (Polish and Irish) ended each year with a stage in Italy (as will be discussed in the following chapter¹); while the Irish team has only taken part in the final stage for the third and final year. And, it is on this last occasion that the exams regarding all three training axes of the project took place.

If we add them to the individual training sessions, we see that in the course of the three-year period there were 15 in total, each of which took place in 5 training days at foreign partner organizations.

2. The logic of transformative evaluation. Tools

Knowing that the training course would be spread over a whole three-year period, that training sessions would have been of about 45 days (5 days out of 15 sessions) and would have been divided into three social and significantly cultural different contexts, we have long been questioned about the most appropriate form that should have been the monitoring, well aware that a simple block of documents would not be enough. In fact, another type of monitoring was necessary, one, that not we have asked ourselves what could have been the most appropriate way of only documented the stages of the process, but could highlight the trends along the path (especially in a perspective key) focusing on multiple angles, so that these elements could be useful to an intervention aimed at the implementation of any defective aspects.

1 Chapter 4. The Stage: participatory dimension in the practice of theory.

The underlying logic adopted is that of a “transformative assessment” (Fraccaroli and Vergani 2004, Felisatti and Mazzucco 2010, 2012), or an assessment procedure that, in the timely verification of the objectives achieved and the documentation of the difficulties and deviations involved, should indicate the directions to be taken to improve the efficiency of the process and thus reach the underlying objectives of the training path.

As we will see, this transformative evaluation logic could not ignore the active involvement of the actors in the process itself (teachers and experts in the training sessions). It is only from an authentically participated assessment that it becomes possible to collect all the useful elements and points of view. Moreover, it is only from the first-person involvement of the trainers that the corrective actions will have the possibility of being authentically transmitted, or turned into a formative practice.



Fig. 2

As we can see from the process diagram, the evaluation phase (in progress and final, useful in identifying the corrective action,

about which we will talk a little further) was preceded by the documentation and observation phase, in which the useful elements (indicators) to the verification (measurement) of the training objectives were collected. In such terms, this second step consisted in a real “search” of the elements to be evaluated, while the first one, (corrective action) gave rise to an “action” directed at the improvement of the training system in relation to the aims pursued .

The “research” element was particularly wide, focusing on three main “subjects”: two “interiors” and one, as a synthesis and interpreter of the first, “external”. All the tools used (and referred to below) are in the Appendix.

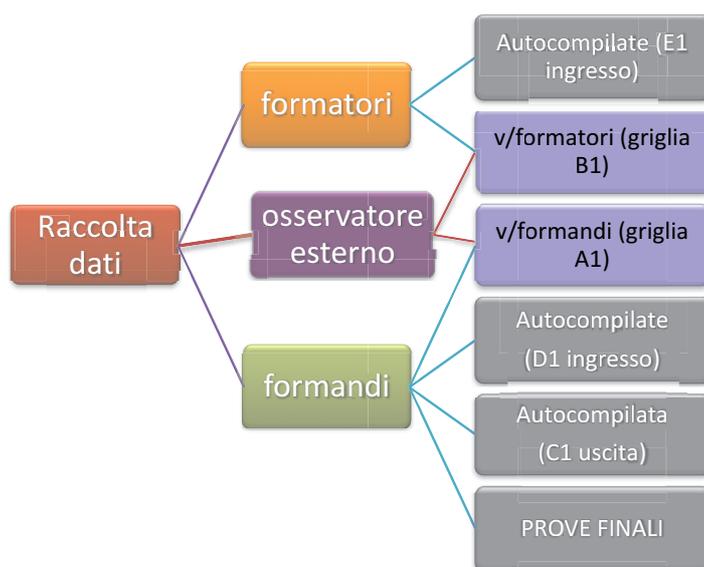


Fig. 3

As summarized in the diagram, the two “internal subjects” were the protagonists themselves of the path: on the one hand, the “trainers” and on the other, the “students”. Both have been called to express themselves through self-compiled tools:

1. Input questionnaires for trainers (code A1); through these survey forms, it was intended to highlight the level of knowledge of the individual trainers on the whole project and its specificity. With regard to this, the questionnaires investigated the difficulties the trainers expected and the strategies they intended to implement, in order to maximize the learning outcomes, thus gathering useful information, in particular on the level of awareness and reflection on the teaching methodologies that are intended to be adopted;
 2. Input questionnaires addressed to “students” (code B1); these forms were intended to monitor the level of knowledge of students on the skipper-chef’s professional figure, the difficulties of the training course and the expectations that the three-year period will develop about the content and methodological aspects of the training process;
 3. Output questionnaires addressed to students (code C1); these forms, rather articulate, investigate different dimensions of the training process, asking the students involved to express their views on aspects such as hospitality, contents, methodologies employed, and their level of engagement. In addition, through some open questions, we try to explore the degree of understanding of the path and the appreciation of the same one.
 4. Final tests²; In relation to the teaching modules (mainly: cooking, boating, service and tourism), two ways of carrying out the final exams, for the final stage, were prepared:
 - a. A written test on all teaching contents;
 - b. Two practical tests, one for the boating and one for the cooking course, both based on actual reality activities and through which – according to a classification in the observation sheets – the skill levels of each student have been assessed (both practical trials took place with groups of 4 students: the first on a yacht, the second in the kitchen of the host structure).
- 2 The final tests, in addition to the self-compiled questionnaires and the illustrated grid observation grids can be consulted in the Appendix.

In addition to self-compiled data collection tools, monitoring has made use of observers in all training sessions, with the aim of controlling the main class dynamics, according to two elaborate observation grids:

5. *Training Observation Grid* (Code X2): This grid shows the conducting mode of the trainer, with particular attention to the startup phase and hospitality – that is, the construction of the implied training pact –, the vertical communication flow (Frontal) between students and trainer, the search for interaction and the strategies for reinforcing learning;
6. *Students Observation Grid* (Code Y2): this tool focuses on the group of students, pointing on three areas of observation: a) interaction and feedback of the students in relation to the educator's didactic activity; b) active participation in educational training, c) horizontal (peer) participation in the learning context.

3. Research-action: Corrective Action

The articulated monitoring system has been able to collect a considerable amount of information from the outset. Now, let's try to show its different origin and the elements that, consequently, it can offer:

- First, we had the expectations, concerns and intentions of the trainers, and their statements about the way in which they were carrying out the training process to achieve the desired results;
- there were also the expectations and wishes of the students as well as their progressive involvement and adherence to the training project and to the figure of the skipper-chef. In addition, we also collected their concerns and critical assessments on specific aspects of the path;
- Third, we could have “external” observations on the two subjects just mentioned: the actual modalities with which the trainers were preparing and carrying out the training process, on one hand, and on the other, the dynamics of participation (horizontal and vertical) of the students;

- Finally, we had the theoretical model of the project (how the training should be implemented) and some reference literature on the formation of professional skills in a multicultural context (see chapter 2).

By crossing the analysis of these aspects, and in particular, *triangulating them*

- a. The intentions of the trainers and the expectations of the students,
- b. The actual training practices observed,
- c. The ideal adjustment constituted by the theoretical model,

that made possible to identify, while working, a corrective action that could work on the improvable aspects of the implant in terms of the objectives that it was proposing to achieve. The processing of the dimensions to be implemented required a certain time of data collection, so that at the end of the second annuality, the corrective action could be activated. The aspects were the following:

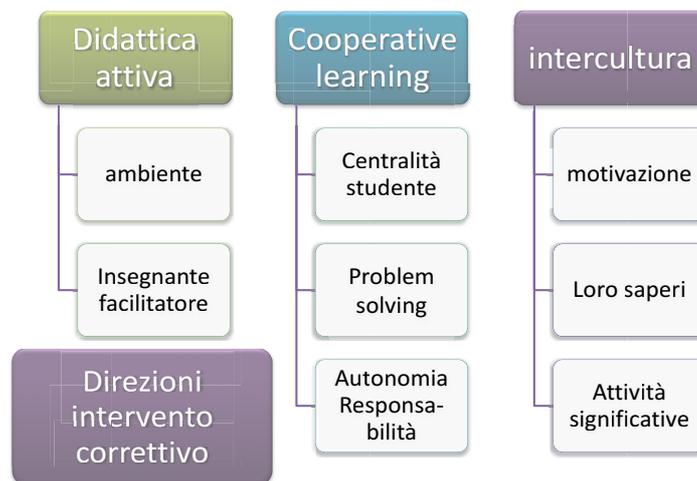


Fig. 4

Let's say clearly, that these aspects were not lacking in the project, but necessary for an improvement.

Concretely, the corrective action consisted of a training path divided into three distinct sessions involving all the trainers already involved and those destined the third and last training year.

Through exemplifications, case analysis and activating a critical reflection process, three main dimensions were examined: *active teaching*, in reconsideration of the learning environments and the workable possibilities on site, and placing particular emphasis on strategies for repositioning

- the figure of the trainer (teacher) from a “transmitter” of knowledge to *facilitator* of learning;
- *Cooperative learning*, trying to understand how – in a given context – it is possible to achieve the principle of *student centrality* by shifting the training process from explanation of the contents to their progressive self-disclosure through problematic situations (problem solving) autonomously handled by the students, according to criteria of progressive responsibility;
- the intercultural aspect, looking for the motivations that can support students learning, through the proposal of *significant activities*, striving, from situation to situation, seeking during the training process to recover their knowledge rather than simply add ours.

4. Monitoring results

We now intend to summarize some results of the monitoring path, also showing the positive effects of the transformative evaluation process in the reassessment of the path and its definitive positive outcomes.

As illustrated just above and as seen from the documents in the Appendix, the data collected and processed are really a lot and it will not be possible here to proceed if not through a brief summary.

4.1 *Students*

The students approached the initiative with enthusiasm, but also with caution. Engaged in their ordinary school path, they appeared rather hesitant, at the beginning, on the meaning of the training course, as can be seen from the following chart:

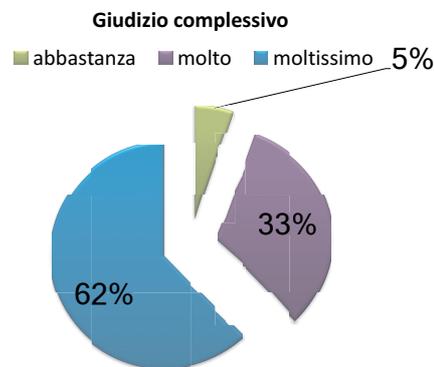


Chart 1

Most of them (58%) said they knew “enough” about the profile of the skipper-chef’s professional figure, even though before the project was started (in order to have an active membership), a good time was spent to explain in detail this figure.

It turned out that the greatest concern was given by linguistic diversity and an inadequate mastery of English as vehicle language, an element that – as we will see just below – is common to trainers.

Moving from the expectations to the final judgment on the course by the participants, we can find significant positive values.

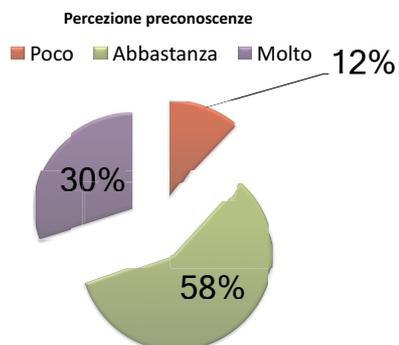


Chart 2

The 62% of the participants say that they have “greatly appreciated” the formative proposal (the top of the scale), and 33% have appreciated it “very much”, while only 5% (with “enough”) expresses a judgment, if not just negative, not even enthusiastic. No one, it must be said used the words “little” or “for nothing”.

We can have a more detailed understanding of the most appreciated aspects by the students observing the following re-elaboration of the collected results:

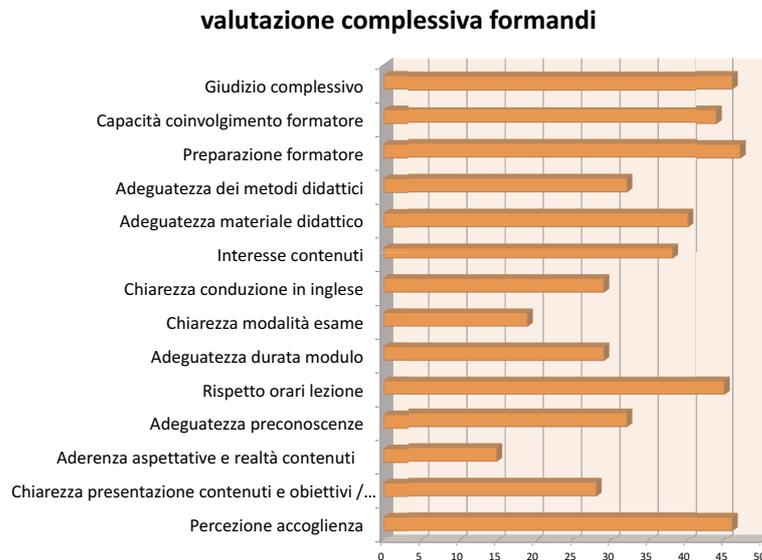


Chart 3

4.2 *The trainers*

The active involvement of trainers in such a project is particularly delicate and crucial.

In our case, we can safely start from the assumption that the trainers identified by the project were in possession of a secure professional competence on the content they entrust. Well, according to our perspective, that skill is not enough.

Considering the architecture of the training system, its three-year time frame, the alternation between theoretical, laboratory and practical activities (during the stages) and the fact that it evolves in an intercultural field, makes us realize that professional and didactic trainers have to find a “common point of attraction” in something that goes beyond the specific disciplinary perspectives, and that all (educators, students and content) move towards a common end, that is, the composition of organic professionalism, although woven of different knowledges and abilities.

There are two elements that can lead towards this common point of attraction:

- the same teleological intentionality towards the purposes of the training action, so it is essential that this intentionality bases itself (at every level) on the profound knowledge and sharing of the professional figure that the various fields ultimately compel;
- the shared training perspective, namely the actual exercise of the principles and the didactic practices of the theoretical model of training;

Instead of the data collected by self-compiled questionnaires by the trainers, it seems interesting to consider their indications of the possible difficulties expressed before the direct involvement in the training course.

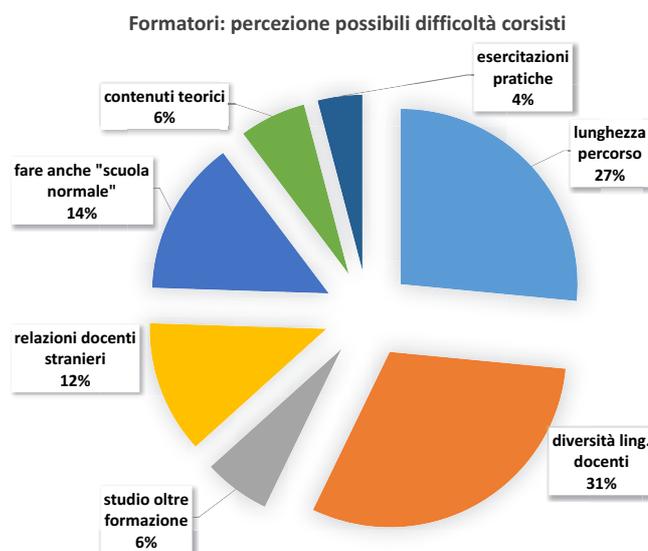


Chart 4

As we can see, in addition to the reasonable worry about the length of the training path, we can find at the first place (31%) the fear of “linguistic diversity” (speculative concern to what expressed by the formandi) that goes with the presupposed difficulty of communicating “with foreign teachers”. It is interesting to see how the impact with an intercultural reality represents a great worry as well as an opportunity for trainers.

However, because of the results of appreciation and evaluation of the students, However, we can say that these fears were soon overcome, and the language of common intentions and passions not only made it possible to achieve effective communication, but it has been able to create truly valuable professional and interpersonal meetings.

4.3 Analysis of the training process

We now intend to show the results of the monitoring of the training process carried out on the basis of the observations in the presence of “external” experts.

To simplify, we have reclassified items in four macro categories:

- 1) Welcome initiation – implicit training agreement, which includes the reception mode and mutual knowledge between the trainer and the students, the presentation of the objectives and the structure of the training unit, the placement of his / her training unit within the general training path and the quality of the organization of the training module according to the structure and set goals;
- 2) vertical communication management (frontal), namely the search for students’ attention and interest through paraverbal language (in particular the use of voice and various explanatory rhythms), the proper use of aids and teaching materials, proper use of verbal language (translation, additional materials in English) and gestural communication as well as location and practice;

- 3) feedback management and promotion of interaction through the use of redundancies, analogies and examples, summaries, promotion of the contribution of children through questions and requests for interaction, recovery of knowledge and the adaptation to the appropriate requests of students;
- 4) Promotion of autonomous and cooperative activities, i.e the proposal of activities in which children can experiment independently, organization of cooperative activities, organizational quality, experiential completeness and synthesis of learning by doing.

Item riclassificati per l'analisi del processo formativo

Asse d'analisi	#	item	1°	2°	3°
1) Avvio accoglienza - patto formativo implicito	a	Modalità di accoglienza e reciproca conoscenza	5,6	4,8	7,2
	b	Anticipa obiettivi/struttura dell'unità formativa	4,1	4,5	6,9
	c	Colloca la propria unità formativa all'interno del percorso generale	4	4,5	5,2
	d	Qualità dell'organizzazione secondo la struttura e gli obiettivi previsti	5,5	5,4	8,1
1. sintesi		4,8	4,8	6,85	
2) Gestione comunicazione verticale (frontale)	e	Destra l'attenzione e l'interesse degli allievi attraverso diversi toni di voce e diversi ritmi di spiegazione	5,3	5	5,1
	f	Usa appropriatamente ausili e materiali didattici	7,1	7,8	8,1
	g	Uso efficace del linguaggio verbale (traduzione, integrazioni in lingua inglese)	3,1	4,1	3,9
	h	Uso efficace della comunicazione gestuale, dello spazio e dell'esempio pratico	7,9	7,2	8
2. sintesi		5,85	6,03	6,28	
3) Gestione feedback e promozione dell'interazione	i	Usa ridondanze, analogie ed esempi, riepiloghi e sommari	3,9	4,5	4,3
	l	Stimola l'apporto dei ragazzi attraverso domande e richieste d'interazione	2,2	2,9	4,9
	m	Recupera le conoscenze e i saperi dei formandi	1,9	1,7	4,5
	n	Reagisce e si adatta alle richieste degli allievi	5,2	5,8	4,9
3. sintesi		3,3	3,73	4,65	
4) Promozione attività in autonomia e cooperativa	o	Promuove attività nelle quali i ragazzi si sperimentano autonomamente	8,2	7,8	9,1
	p	Organizza attività di cooperazione	4,5	5,1	9,2
	q	Qualità organizzativa del learning by doing	3,1	2,7	6,2
	r	Completezza esperienziale e di sintesi del learning by doing	1,2	1,5	6
4. sintesi		4,25	4,28	7,63	

Tabella 1

The following table takes into account the scores obtained on the individual item now sum and shows the scores obtained on the single items summed up per annum.

Since numerical values – although already in a rather synthetic state – are not of immediate fruition, we propose a closer look on two of the four categories considered, and then move on to a general reading in a diachronic perspective.

The first category we look a little closer to is the second, the one related to the management of vertical communication (thus referred to as “frontal” communication).

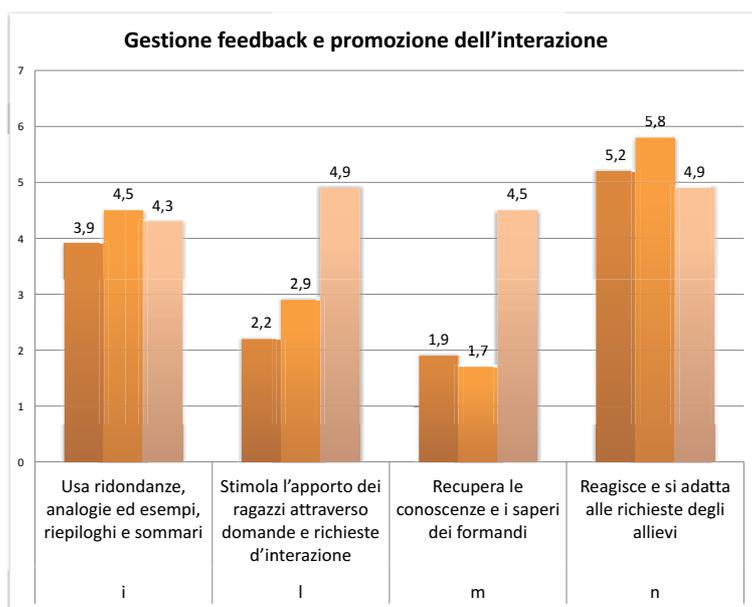


Chart 5

The frontal management of the training context is probably the most basic didactic form, as well as, as is clear, the most traditional. The trainers participating in the project, as can be seen from the

graph just shown, show that they have good skills especially in terms of explanation of concepts and processes (through the use of redundancies, analogies, examples, and summaries) and the conduct of the project Group, showing to be able to react to requests following inclinations and difficulties. Significantly, the scores attributed to the less traditional aspects of frontal teaching are lower, such as stimulation of student participation and the recovery (for educational purposes) of their experience on fields related to the training intervention object. This lack has been detected by the on-going monitoring, and it is very interesting to note that – as a follow-up to the corrective action taken at the end of the second annuality – the scores on both of these aspects have been very high in the third and last training years.

In the same way – and perhaps even more evidently – are the considerations we can make on the fourth category considered, namely the promotion of activities to be carried out autonomously and through a cooperative setting:

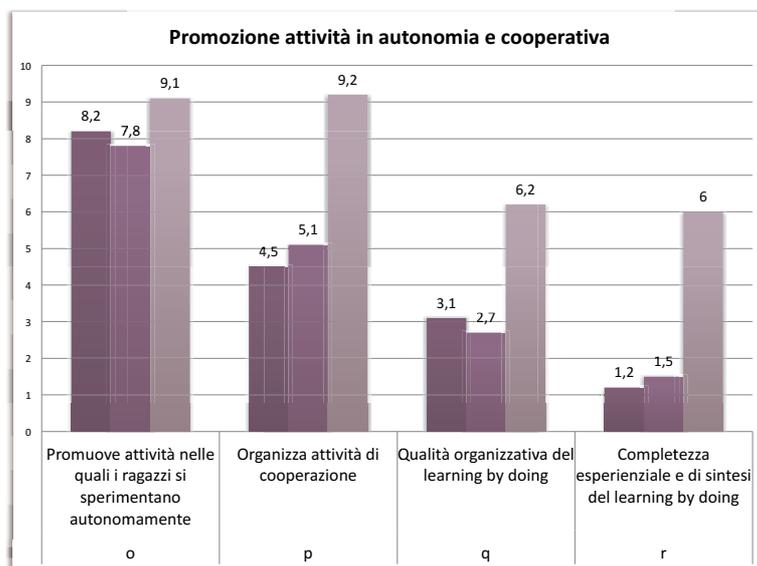


Chart 6

If, on the one hand, the specific contents of the training project (particularly kitchen and boating) were well-suited to the promotion of activities in which children could experiment independently (first item), it seems that ‘the most innovative training approach appeared initially little used and was only after corrective action that the organization of cooperative activities and the systematic and justified use of learning by doing characterized the entire third year of formation. In addition to the receptive capacity of the staff of trainers, which we need to emphasize, this seems to show, how in many situations, precious practices remain hidden under conventional practices, practices that could be activated by monitoring didactic processes in an objective manner and having as reference an appropriate regulatory model.

It is in these terms that we can read the last graph, which summarizes the evolution of the values over the three-year period of all four macrocategories considered:

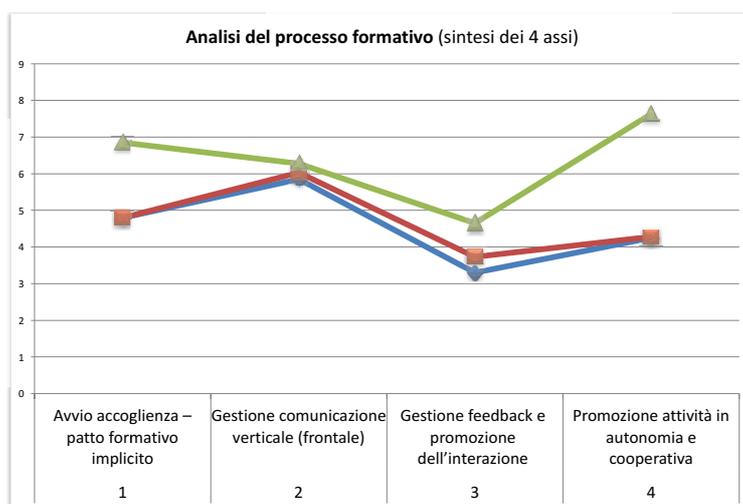


Chart 7

There are three aspects that in the end we would like to highlight among those that can be outlined here.

First, the average of the highest scores is that of the more traditional dimension of training, the frontal one; At the same time, however, it is also the one that shows less deviations over the three-year period, or even less improvements.

The second aspect we would like to point out is that the most interactive dimensions – those on promoting interaction and activities in autonomy and cooperative setting – are the ones most work needs to be done, since they are the least “natural” ones to be activated (as well as the specificity of the proposed contents and the intercultural training context).

However, and so we come to the third and last element, not only these aspects appear to be improvable (as it appears from the scatter about the values found in the third triennium), but are a means of careful and continuous monitoring, capable of involving the protagonists of the training course, and it proves to be authentically transformative where all the values recorded in the last time segment stand above the previous ones.

As in the students, the reach space is what needs to be sought and the assessment of learning cannot only be done in absolute terms with respect to established goals, but must consider the starting points from which the new learning process starts, just as a training course capable of involving the protagonists of the training course, is authentically transformative where all the values recorded in the last time segment stand above the previous ones.

As in the students is the space to reach what needs to be sought and the assessment of learning can not only be done in absolute terms with respect to established goals, but must consider the starting points from which the new learning process starts, just as a training course – especially if long and articulated – especially if long and articulated – it cannot be limited to putting the initial project into practice, but it must have the patience and the humility to look for its improvement spaces, to grow – to improve – confronting with its own recipients.

Lo stage: dimensione partecipativa nella pratica della teoria

M. Danila Toma

L'importanza dell'apprendimento basato sulle esperienze di lavoro è, da tempo, ampiamente riconosciuto nella scuola italiana¹, oggi più che mai sollecitato in sintonia con le recenti indicazioni europee in materia di istruzione e formazione², in quanto garanzia di crescita cognitiva, relazionale ed emotiva dell'alunno del terzo millennio.

Negli ultimi anni la tematica dell'ASL (Alternanza Scuola Lavoro) ha assunto un centralità nel dibattito didattico pedagogico per il valore (sempre più esplicito) riconosciuto a tale esperienza nel progetto formativo scolastico, curvato a garantire percorsi che incidono sull'innalzamento dell'acquisizione di competenze dei giovani, utili e necessari per il loro inserimento nel "nuovo" mondo del lavoro.

Acquisire un titolo di studio (ed una certificazione di competenze) spendibili, in tempi contenuti, nello scenario lavorativo è la "missione" della scuola ed è una strategia inalienabile se si vuole contenere o prevenire il fenomeno del drop out, spesso prodotto dalla mortificazione della motivazione di riuscita (need for achievement) che tanto incide sul personale progetto di vita del singolo alunno.

Senza scadere in forme di "adulterio", la scuola a profilo europeo, non può non assumere come proprio l'impegno di preparare

1 L. n. 53 del 28 marzo 2003, Guida di alternanza scuola lavoro – MIUR-2015, L. n.107 del 13 luglio 2015.

2 Strategie "Europa 2020".

il futuro cittadino, soggetto dotato di abilità trasversali, sicuramente capace di “imparare ad imparare” in contesti vari e molteplici, auto-imprenditivo, con una professionalità flessibile e rimodulabile ai continui cambiamenti del mercato del lavoro.

In questa cornice teorica si colloca la Comunicazione della Commissione al Parlamento europeo, al Consiglio, al Comitato economico e sociale europeo e al Comitato delle regioni³, che indica, quali esperienze strategiche per una formazione professionale di eccellenza, l'apprendimento basato sul lavoro, con periodi di tirocinio e di apprendistato⁴ presso imprese, enti locali, scuole... e la diffusione della mobilità giovanile, attraverso il programma Erasmus +.

Si comprende, quindi, come l'apprendistato, i tirocini e l'ASL⁵ assumono un ruolo centrale nel curriculum scolastico: diventano parte integrante e significativa del PTOF d'istituto, in quanto connotano l'offerta formativa della scuola in una dimensione “pratica”, quale risposta agita a due evidenti necessità:

- superare lo storico gap fra la formazione (teorica) del percorso scolastico e le esigenze di *know-how* delle imprese;
- orientare i ragazzi alle scelte lavorative future, caratterizzanti il personale progetto di vita, mediante l'esperienza dell'ASL, quale spazio pedagogico di confronto fra le aspettative personali e la reale dimensione della professione che si sta agendo nel tiro-

3 “Ripensare l'istruzione: investire nelle abilità in vista di migliori risultati socioeconomici”, novembre 2012.

4 L'apprendistato viene definito come un'esperienza combinata in cui si alternano periodi di formazione presso un'azienda/ente (luogo di lavoro) con l'istruzione impartita dalla scuola

5 Occorre chiarire il significato dei termini “stage”, “tirocinio” e “alternanza scuola lavoro”. L'“alternanza” ha un'ampiezza concettuale superiore agli altri due termini: essa si configura come un'esperienza articolata in momenti di formazione in aula e momenti di apprendistato mediante esperienze di lavoro (obbligatorie di 200 ore complessive per l'ultimo triennio dei licei; 400 per gli istituti tecnici e professionali). Il “tirocinio” s'identifica con quest'ultimo momento (art. 4 L.53/03) ed è un momento dell'esperienza di alternanza. Il termine “stage” designa la stessa cosa del termine tirocinio: come tali sono interscambiabili.

cinio/apprendistato. Avere la possibilità di anticipare esperienze lavorative dovrebbe permettere di effettuare scelte definitive sulla professione da svolgere senza mistificazioni o dubbi che spesso incidono su forme di malessere nei luoghi di lavoro, se non su forme di *burnout*.

Ovviamente il poter effettuare questa esperienza formativa all'estero diventa un valore aggiunto, perché offre la possibilità ai ragazzi di confrontarsi con contesti lavorativi internazionali, di “apprendere in contesti culturali allargati”, di sperimentare le proprie competenze linguistiche in una seconda lingua, in sintesi di diventare cittadino attivo a dimensione transnazionale.

1. Lo stage nel progetto “Sulla cresta dell’onda”. La sua dimensione innovativa

La struttura concettuale del progetto “Sulla cresta dell’onda” si fonda sul valore dell’intersezione di azioni formative teoriche (agite nei paesi partner dal gruppo di formatori italiani) con azioni formative pratiche (stage del gruppo target degli studenti dei paesi partner, che si sono svolti annualmente fra Gallipoli e Marina di Ugento-Lecce-Puglia-Italia).

Tale scelta è il risultato di riflessioni comuni del Comitato Tecnico Scientifico, composto volutamente da soggetti del mondo della scuola e dell’università (come tali depositari di un sapere teorico) e gli imprenditori partner del progetto, titolari di aziende turistiche e nautiche (depositari di un sapere pratico): una progettazione integrata, a monte, che ha gemmato il percorso formativo della nuova figura professionale dello *skipper-chef*, prodotto finale di una serie di azioni adeguatamente dosate di momenti teorici e di momenti pratici (stage) innovativi.

Il carattere di innovatività, fortemente valorizzato in generale nella valutazione dei progetti Erasmus+, declinato nei tratti peculiari di seguito specificati, lo rendono “sfuggente” ad una catalogazione di esperienza di ASL, pur avendo, nel contempo, evidenti nodi concettuali ed organizzativi in comune.

Partiamo dai nodi concettuali ed organizzativi comuni:

- l'applicazione del modello formativo teoria-pratica;
- privilegiano (entrambi) la didattica di laboratorio;
- valorizzano(entrambi) stili di apprendimento induttivi, il lavoro cooperativo, il *problem solving*.

L'aspetto che differenzia lo stage del progetto dall'esperienza di ASL scolastica si identifica nel superamento della divisione fra la scuola, agenzia formativa "teorica" e l'impresa, luogo formativo "pratico", perché, nello stage dello *skipper-chef* le due dimensioni formative si sommano e si fondano e il luogo dove l'alunno apprende saperi è lo stesso dove quei saperi diventano "saper fare", sia esso scuola (IPSEO "A.Moro" – S. Cesarea Terme-Puglia) sia esso impresa (nautica e turistica).

2. La descrizione del percorso

Il percorso formativo della figura dello *skipper- chef*, della durata triennale, si declina su due azioni distinte fra loro, ma complementari per affinità contenutistica:

- formazione teorica (30 h per ciascuno dei due incontri annuali)⁶ presso le scuole partner (Yalova – Turchia, Bialystock – Polonia, Dublino – Irlanda);

6 Il progetto, inizialmente, aveva come partner la Nuova Caledonia. L'alto costo dei biglietti aerei aveva sollecitato un contenimento delle mobilità con una conseguente concentrazione delle azioni formative: un incontro teorico con i formatori italiani in mobilità (8gg a fronte dei 6gg per ciascuno dei due meeting annuali in Turchia e in Polonia); un unico stage del gruppo target degli alunni in Italia (della durata di 8 giorni...) a fronte dei tre (uno/anno) dei gruppi target turchi e polacchi (della durata di gg. 6 ciascuno). L'Irlanda, subentrata a progetto approvato(quindi immodificabile) alla Nuova Caledonia, non più disponibile, ha "ereditato" la struttura organizzativa delle relative azioni formative.

- lo stage (uno all'anno della durata di 30 h*) presso le strutture alberghiere-nautiche in Gallipoli, Lido Marini (Lecce – Puglia – Italia).

Lo stage è stato progettato quale segmento pratico del modello formativo *teoria-pratica*: si identifica o con la fase di implementazione delle conoscenze apprese durante gli incontri teorici (passaggio dal *saper/conoscenze* al *saper fare/abilità*) o come acquisizione di conoscenze (*saperi*) attraverso il *fare* in una logica di didattica attiva e di applicazione del metodo *osservativo-induttivo*. In entrambi i casi gli alunni sono stati sollecitati dal formatore (professori dell'IPSEO "A. Moro" di Santa Cesarea Terme – Lecce – Puglia – Italia, coordinatore del progetto e/o l'ingegnere nautico Tirelli Niccolò, esperto dell'Impresa Nautica Latorre, partner del progetto) a trasferire le conoscenze in azioni o viceversa, attraverso la *riflessione*⁷ sulle attività svolte, ad acquisire consapevolezza di tutti i processi cognitivi realizzati per giungere ad apprendimenti essi stessi consapevoli.

Luogo di stage le varie imbarcazioni (yacht di medio cabotaggio, catamarano, gommoni), in cui a momenti formativi sulla cucina di bordo⁸ si sono alternati simulazioni e addestramenti nel settore della nautica.

Le scelte metodologiche-didattiche caratterizzanti lo stage si declinano in due opzioni distinte, ma complementari tra loro:

- dopo un momento iniziale di teoria, necessario per monitorare il livello di apprendimento delle UdA precedenti (feed-back), caratterizzanti uno specifico modulo, il formatore effettua un

7 La riflessione è un 'abitudine mentale che l'uomo deve "educare" per diventare un "professionista riflessivo", profilo descritto da D.Schon nella sua opera "The Reflexive Practioner.

8 Le ricette elaborate, contenute nella specifica sezione del manuale, sono, quasi tutte, salentine, scelta che trova le sue ragioni giustificative sia nell'origine geografica dei formatori, sia per far conoscere la dieta mediterranea, riconosciuta dall'UNESCO come patrimonio immateriale dell'umanità.

briefing ricognitivo delle successive azioni didattiche. Interessante è in questa fase la partecipazione degli alunni in una dimensione di co-costruzione delle conoscenze che andranno ad acquisire, sollecitate dall'esperto in quanto "facilitatore dei processi di apprendimento". È proprio questa dimensione che rende molto fertile didatticamente lo step: in una situazione molto informale, ma densa a livello comunicativo, l'esperto "anticipa" teoricamente ciò che, in seguito, gli alunni agiranno, con un'azione di sollecitazione della loro curiosità;

- gli alunni, divisi in gruppi eterogenei per livello, sono invitati ad effettuare immediatamente un'azione didattica (una ricetta, una manovra nautica), sotto la guida esperta del formatore che, da buon "mentore", osserva il dispiegarsi degli interventi degli alunni, dà loro suggerimenti integrativi e/o correttivi della loro azione, senza mai sostituirsi a loro: un momento di applicazione della metodologia sintesi di un processo di ibridazione fra *learning by doing* con *tutoring* fra pari (l'alunno più sicuro, dopo aver effettuato la sua esperienza, aiuterà i compagni a ripeterla, fornendo loro spiegazioni, suggerimenti, in un clima di collaborazione e di benessere emotivo). Il momento didattico si conclude sempre con un *debriefing*, quale spazio pedagogico in cui gli alunni sono sollecitati a evidenziare non solo gli aspetti corretti del loro agire, ma anche (se non soprattutto) gli eventuali errori commessi, momenti esperienziali utili per evitarne la replicazione. Le prove agite dagli alunni diventano un momento valutativo ed autovalutativo delle competenze maturate, perché elaborate dai formatori come "compiti reali di apprendimento", quali momenti cognitivi dimostrativi di una reale professionalità maturata dagli alunni, come tale spendibile nel mondo del lavoro.

Così strutturato, lo stage si riveste di un valore pedagogico aggiunto, poiché si connota come luogo in cui la didattica per esercizi diventa il momento propedeutico alla didattica per competenze in una dimensione di naturale continuità, poiché gli studenti sono sollecitati a riflettere e a scoprire il processo che sottende l'esercizio (spesso svolto meccanicamente), a passare dal sapere al saper

fare con intenzionalità, competenza fondamentale per diventare capaci di ri-convertire la propria professionalità per adattarla a situazioni lavorative cangianti e “liquide”⁹.

9 L'espressione “liquide” fa riferimento all'aggettivazione utilizzata da Z. Bauman, nelle sue opere, per definire la società post-moderna.

The internship: participatory dimension into the practice of theory

M. Danila Toma

The importance of learning based on the experiences of work is widely recognized in the school¹ was relatively friendly for some time, now more than ever solicited in keeping with recent European guidance on education and training², as guarantee of the student's cognitive growth, relational and emotional of the third millennium.

In recent years the issue of ASL (alternating between school and work) has acquired a centrality in pedagogical educational debate for the value (more explicitly) recognized that experience in school training project, bent to ensure routes affecting the raising of young people's skills, useful and necessary for their insertion into the "new" employment.

To acquire a degree (and a certification of competences) expendable, in short time, business scenario is the "mission" of the school is an inalienable strategy if you want to contain or prevent the phenomenon of drop out, often produced by mortification of the motivation of success (need for achievement) that affects the personal project of life of the individual student.

Without lapsing into forms of "adultismo", the European school, must take as its own commitment to prepare the future citizen, person with transversal skills, certainly capable of "learning to learn" in many and varied contexts, auto-business contexts,

1. L.n. 53 of March 28, 2003, alternating between school and work – MIUR-2015, l.n. 107 of July 13, 2015.

2. Strategic approach "Europe 2020".

with a flexible and professional readaptable to the continuous changes in the labour market.

In this theoretical framework is the communication from the Commission to the European Parliament, the Council, the European economic and Social Committee and the Committee of the Regions³ indicating such as strategic training experiences, work-based learning, with periods of training and of apprenticeship⁴ in enterprises, local authorities, schools and youth mobility through Erasmus +.

It is understandable, then, like apprenticeships, traineeships and ASL⁵ play a central role in the curriculum: become an integral and significant part of PTOF teachers, as school training offer in a dimension they connote “practice”, which answer two obvious needs: WAGs

- to overcome the historic gap between training (theoretical) of education and the needs of the commercial know-how;
- to guide the guys at future career choices, featuring the personal project of life, through the experience of the SLA, which pedagogical space comparison between personal expectations and the actual size of the profession that you are acting in the internship/apprenticeship. To have the ability to anticipate work experience should make it possible to make definitive de-

3. “Rethinking education: investing in skills for better socio-economic outcomes “, November 2012.
4. The apprenticeship is defined as a combined experience of alternating periods of training in a company/organization (work) with the instruction from the school.
5. There is a need to clarify the meaning of the terms “stage(internship)”, “placement” and “alternating between school and work.” The “alternation” conceptual wide superior to the other two terms: it appears as an articulated experience during periods of classroom training and apprenticeship moments through work experience (required of 200 hours for the last three years of high school; 400 for technical and vocational schools). The “placement” is identified with the latter time (article 4 L. 53/03) and is a time of experience of alternation. The term “stage (internship)” means the same thing as the term training course: as such are interchangeable.

cisions about the profession to play without deception or concerns that often affect forms of discomfort in the workplace, unless upon forms of burnout.

Obviously you can make this learning experience abroad becomes an added value because it offers the opportunity to kids to confront international working contexts of “learning in cultural contexts widened” to test their language skills in a second language, in short to become active citizen in a cross-border dimension.

1. The stage in the project “Sulla cresta dell’onda”. Its innovativeness

The conceptual framework of the project “Sulla cresta dell’onda” is based on the value of the intersection of theoretical training (Act in partner countries from the Group of Italian trainers) through training practices (stage of the target group of the students of the partner countries, which took place annually between Gallipoli and Marina di Ugento-Lecce-Apulia-Italy).

This decision is the result of common reflections of the technical and Scientific Committee, composed intentionally by individuals in the world of school and University (as such depositaries of a theoretical knowledge) and entrepreneurs project partners, tourist and business owners (repositories of a practical knowledge): an integrated design, upstream, which has the new professional training gemmed skipper-chef , the end product of a series of training activities adequately measured by theoretical and practical moments moments (stage).

The character of innovation, strongly valued generally in the evaluation of the projects Erasmus +, declines in its traits (specified below), that make it “shifty” to a cataloging of ASL’s experience, while having obvious conceptual and organisational nodes at the same time.

We start from the common conceptual and organisational nodes:

- the application of theory and practical training model;
- to privilege (both) the educational values;
- to enhance (both) inductive learning styles, cooperative work, problem solving.

The aspect that sets the internship for the project from the experience of school is identified in overcoming the division between ASL school, training agency “theoretical” and the enterprise, educational site

“practical”, because, on the internship of the skipper-chef training these two dimensions add up and are based and where the student learns knowledge is the same where those knowledge become savoir faire, be it school (IPSEO “a. Moro”-Santa Cesarea Terme-Apulia) whether enterprise (yachting and tourist).

2. Description of way

The training of the figure of the skipper-chef, lasting three years, comes out of two separate actions, but complementary content affinity:

- theoretical training (30 h for each of the two annual meetings)⁶ at partner schools (Yalova – Turkey, Poland, Bialystok – Dublin – Ireland);

6. The project, initially, had as a partner New Caledonia. The high cost of airline tickets had called for a containment of mobility with a consequent concentration of training actions: a theoretical encounter with Italian trainers in mobility (8 days compared with 6 days for each of the two annual meetings in Turkey and Poland); a single stage of the target group of pupils in Italy (lasting 8 days) compared to three (one per year) target groups Turks and Polish (lasting 6 days each). The Ireland, took over a project approved (so unmodifiable) to New Caledonia, which is no longer available, has “inherited” the organizational structure of its training activities.

- Internship (one year lasting 30 h*) at the hotel facilities-nautical charts in Gallipoli, Lido Marini (Lecce-Puglia-Italy).

The internship is designed as a practical segment of the training model theory-practice: you identify or with the implementation phase of the knowledge learned during the meetings (step from knowing how to know/skill/knowledge) or acquisition of knowledge (knowledge) through doing in a logic of active learning and application of the observational method-inductive. In both cases the students were stressed by the trainer (professors of IPSEO “a. Moro” of Santa Cesarea Terme – Lecce – Apulia-Italy, project coordinator and/or the nautical engineer Tirelli Niccolò, expert of the company Nautica Latorre, project partners) to transfer knowledge into actions or vice versa, through *riflessione*⁷ on the activities, to gain awareness of all cognitive processes designed to achieve learning themselves aware.

Place to stage the various boats (average yacht cabotage, catamaran, dinghy) where a training sessions on the of galley⁸ took turns simulations and trainings in the nautical sector.

Methodological-didactic choices that characterize the internship are declined in two distinct but complementary options:

- After an initial moment of theory, necessary to monitor the level of previous UdA learning feed-back, featuring a specific module, the trainer makes a briefing which codifies the successive teaching actions. Interesting this is children’s participation in a dimension of co-construction of knowledge which will acquire, solicited by the expert as a “facilitator of learning processes”.

7. The reflection is a mental habit to “educate” to become a “professional reflectively,” listing described by d. Schon in his work “The Reflexive Practitioner.”

8. The complex recipes, contained in specific sections of the manual, are most of Salento, this choice finds its supporting reasons both the geographic origin of trainers, both to promote the Mediterranean diet, recognized by UNESCO as intangible heritage of humanity.

Methodological-didactic choices that characterize the internship are declined in two distinct but complementary options:

- After an initial moment of theory, necessary to monitor the level of previous UdA learning feed-back, featuring a specific module, the trainer makes a briefing which codifies the successive teaching actions. It is interesting the children's participation in a dimension of co-construction of knowledge which will acquire, solicited by the expert as a "facilitator of learning processes". It is this dimension that makes very fertile didactically step: in a very informal, but dense communicative level, the expert "anticipates" theoretically what, afterwards, pupils will act, with an action of solicitation of their curiosity;
- pupils, divided into heterogeneous groups per level, are invited to make educational action immediately (a recipe, a maneuver), under the expert guidance of the trainer who, as a good "mentor," observes the unfolding of the interventions of the pupils, gives them supplementary suggestions and/or corrections of their action, never replace them, a moment of synthesis of a process methodology application of hybridization between learning by doing with peer tutoring (student safer After his experience, will help fellow students to repeat it by providing explanations, suggestions, in a climate of cooperation and emotional well-being). The teaching moment always ends with a debriefing, which pedagogical space where pupils are encouraged to highlight not only the correct aspects of their actions, but also (if not primarily) any mistakes made, experiential moments are useful for preventing replication. The students' tests become a moment of evaluation and self.rating of competences, because prepared by trainers as "real learning tasks", such moments demonstration of a real cognitive expertise gained by pupils, as such to be spent in the world of work.

As follows, the stage is covered by a pedagogical values added, since it is characterized as a place in which the teaching exercises preparatory to teach for skills in time becomes a dimension of natural continuity, as students are encouraged to reflect and find out

the process that underlies the exercise (often carried out mechanically), to go from knowing to knowing how to do with intentionality, basic skill to become capable of re-convert their professional skills in order to adapt it to changing business situations and 'liquid'⁹.

9. The expression "liquid" references the verbale used by Z. Bauman, in his works, to define the postmodern society.

