

# progetto



# FRAISE

## Meeting in Iceland

18 – 20 September 2004



2003 – 4724/001-001 EDU ELEARN



### Partner

Comune di Torino  
Politecnico di Torino  
Sabhal Mor Ostaig  
CEMEA – INFOP  
Berufskolleg Bethel  
Universitat de Barcelona  
Univeritatea din Pitesti  
Haskolinn à Akureyri  
Higland Council

**P**eer **R**evue network **A**pplying **I**ntelligence to **S**ocial work **E**ducation

Maurizio Lorenzatto  
Comune di torino



## Table of Task / Partner participation / Times / *Responsibility*

Partner Task Month	SFEP	UHI	PdT	Bethel	UdB	INFOP	UoA	THC
TASK 1 0 - 6	Virtuous circles definition							
TASK 2 6 - 18				Virtuous circles activation				
TASK 3 6 - 18	Virtuous circles experimentation							
TASK 4 12 - 18				Preparation of formative plans				
TASK 5 12 - 18	Interaction with semantic network							
TASK 6 0 - 18	Diffusion							
TASK 7 0 - 18	Man. - monitoring							



## Table of Task / Partner participation / Times /

*Start line*

Partner Task Month	SFEP	UHI	PdT	Bethel	UdB	INFOP	UoA	THC
TASK 1 1/1/2004	Virtuous circles definition							
TASK 2 30/6/2004								
TASK 3 30/6/2004	Virtuous circles experimentation							
TASK 4 1/1/2005								
TASK 5 1/1/2005	Interaction with semantic network							
TASK 6 1/1/2004	Diffusion							
TASK 7 1/1/2004	Man. - monitoring							



## Table of Task / Partner participation / Times /

**Dead line**

Partner Task Month	SFEP	UHI	PdT	Bethel	UdB	INFOP	UoA	THC
TASK 1 30/6/2004	Virtuous circles definition							
TASK 2 30/6/2005				Virtuous circles activation				
TASK 3 30/6/2005	Virtuous circles experimentation							
TASK 4 30/6/2005				Preparation of formative plans				
TASK 5 30/6/2005	Interaction with semantic network							
TASK 6 30/6/2005	Diffusion							
TASK 7 30/6/2005	Man. - monitoring							



Date	morning	afternoon
18	Administrative aspects	Virtuous circles narrations and keywords
19	Didactical modules ODL methodology	From case studies to ontology
20		Public meeting



N°	Keywords	Parole chiave
1	Social change, Organization and management of the social services Optimization of the resources Context involvement Participative planning Scenery sharing Permanent and long life formation Experiences recovery Learning by practices Documentation of praxis Answer to social and educational need Technological innovation	Cambiamento sociale, Organizzazione e gestione dei servizi sociali, Ottimizzazione delle risorse, Coinvolgimento del contesto, Progettazione partecipata, Condivisione degli scenari, Formazione permanente e continua, Recupero delle esperienze, Apprendimento dall'esperienza Documentazione delle prassi operative, Risposta ai bisogni (sociali ed educativi), Innovazione tecnologica,
2	Focus group Peer review Improvement group Cooperative learning Self help Hardness of social work Motivation of social workers	Focus group, Revisione tra pari Circolo di miglioramento Apprendimento cooperativo Auto mutuo aiuto Fatica del lavoro sociale Motivazione degli operatori



<b>what</b>	<b>who</b>	<b>when</b>
<b>Case studies</b>	Social workers, trainers student	30.6.2004 – 30.6.2005
<p>Case studies are narrations made by social workers about a circumscribed event. Each s.w. selects the narration for the importance and the individual meaning ascribed. He writes the document using a form containing TITLE, NARRATION, ACTOR, ACTIONS, RE-ACTIONS, SCENE, CONTEXT, TIME AND SPACE SCOPE, KEYWORDS.</p> <p>These documents are discussed in a group of peers with the participation of tutor/lecturer/facilitator of the pedagogical institution (see virtuous circles).</p> <p>The work of the group is to share the narrations and to select the more representatives (eventually modified) Each narration can represent a unsolved problem, a solution or only a important fact.</p> <p>The narration is not a professional report, but represent a re-vision and a re-interpretation of a significant event experienced by the author and written in a natural language, like a short story. It is rather a piece of his own biography.</p> <p>The documents primary produced represents the materials of study (case study), the discussions, the analysis, formation and sharing represents the projection in the future scenarios, towards the good praxis (understood as a continuous improving instance).</p> <p>KW Focus group, cooperative learning, autobiography method, narrative and multiple intelligences</p> <p>REF P. Ricour, J. Brunner, H. Gardner, C. Freinet, E. Morin, A. Canevaro</p>		



<b>what</b>	<b>who</b>	<b>when</b>
<b>Virtuous circles</b>	Social workers, trainers student, ped. institution	1.1.2004 30.6.2005
<p>Virtuous circles are groups of peer review conducted by each pedagogical institution aimed on improve the competences, the motivations and the knowledge of the workers / students.</p> <p>To do that they share and discuss the documents individually produced under the supervision of the pedagogical partner that has a double role: support to the group and elaboration of the formative plain.</p> <p>As the good praxis model, they are a recursive feedback structures, with a sinusoid movement and a cyclic trend. They work on a second level of self awareness, were the first level is represented by the narrations themselves.</p> <p>They works both with face to face meetings and on distance, using all available instruments, included CBT. CBT's are essential to share documents in cable/praise projects and to use ODL modules.</p> <p>KW Cooperative learning, peer review, second order conceptualization, recursive structures, autoreferenzialità</p> <p>REF. H. Von Foester, I. Prigogine, O. Manounkian, P. Watzlawick, G. Bateson</p>		





<b>what</b>	<b>who</b>	<b>when</b>
<b>Didactical modules</b>	Pedagogical institution	Cable project ?
<p>They are closely connected to the v.c. activity</p> <p>The mentor / facilitator of the circle helps the group to recognize formative needs during the analysis of the case studies.</p> <p>He collect them and in agreement with the student and the formative institution he choose a SMALL (but important for the group) argument and suggest the main goals of the course.</p> <p>Docent and experts helps group in specify the structure of the module (it is very important to study the kind and the modality of the interaction with student – the module must be created for own circle but people of other countries can study it...)</p> <p>It is possible to activate the student themselves in the work of collection of the materials (not only case studies...)</p>		