METHODOLOGICAL MODEL OF REFERENCE

PRAXIS THEORY PRAXIS

The methodological process we are defining (we called it "VIRTUOUS CIRCLES") has got its practical and theoretical point of reference in a model of "theory-praxis-theory".
It provides depth to the construction of our formative and research devices.
This model proceeds through HYPOTHESES. The etymology of the word "hypothesis" suggests it derives from two Greek words: "ipo" (=beneath) and "thesis" (= position). It means "position that lies beneath", "that is fundamental", "that creates the basis".
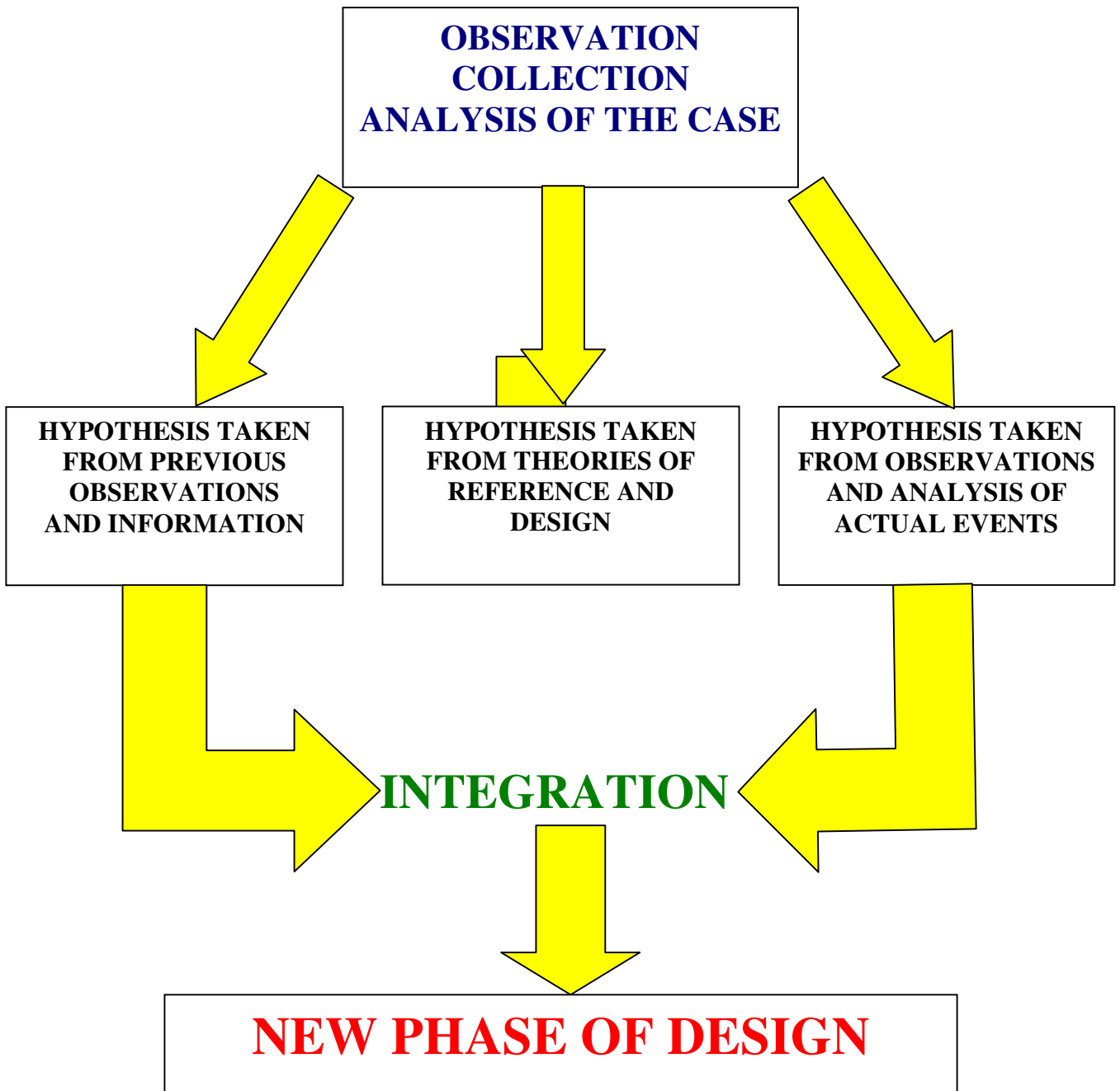The term Hypothesis reminds of the action of digging, of underlining those motives that are not immediately perceivable. It also means to give a proper basis to theses and convictions.
Hypothesis tries to establish relevant relations between phenomena and variables.
That means that the hypothesis is a dynamic element which also produces an order and provides both a guide and a point of reference.
It is a compass that permits to move from *real data* to *possible* ones and to verify them moving back to the interpretation of reality.
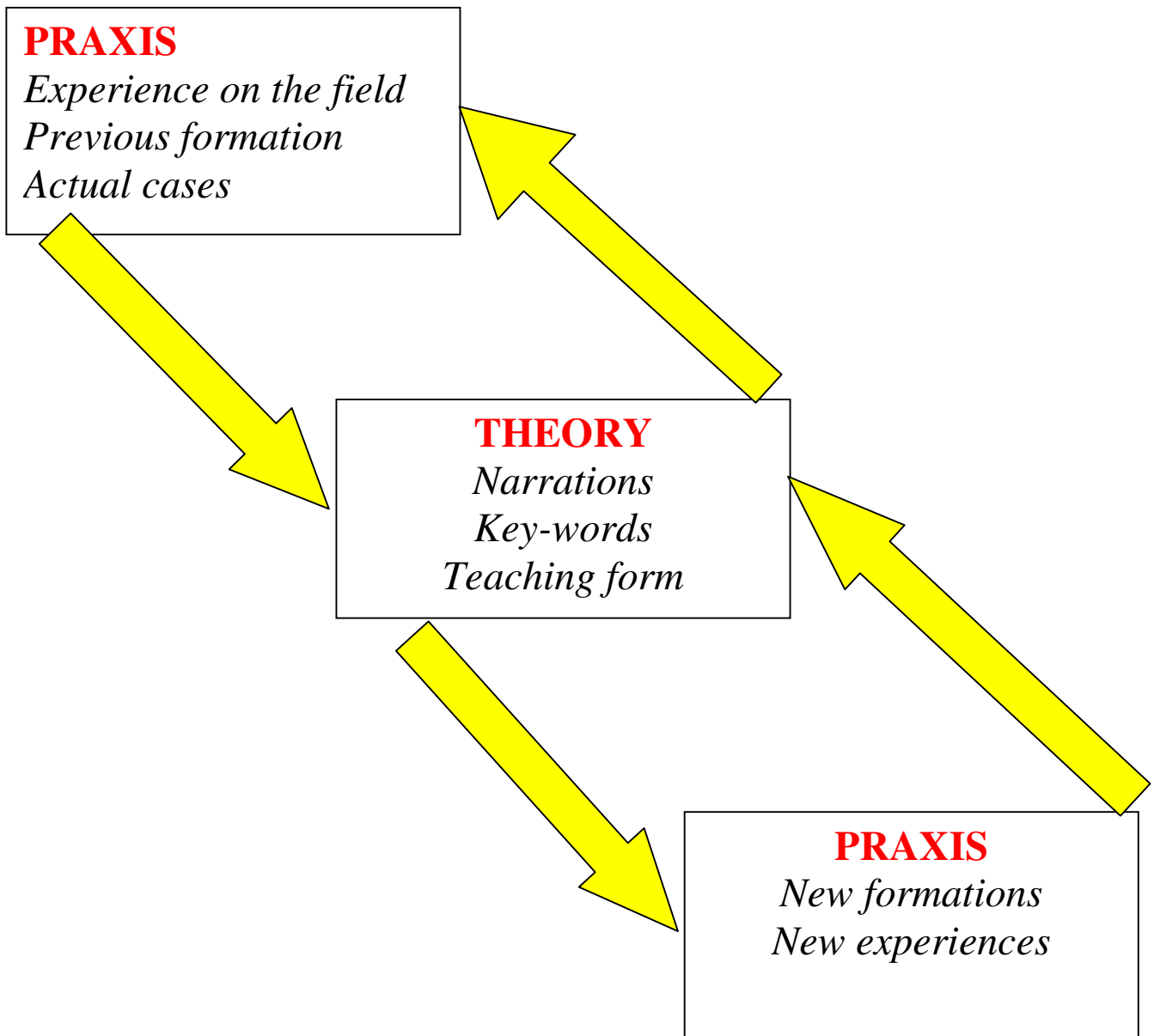*We have to hypothesize in order to understand*: this sentence could be our work's motto, and it could also be represented as follows:

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┌─────────────────────────────┐
│        OBSERVATION          │
│        COLLECTION           │
│    ANALYSIS OF THE CASE     │
└─────────────────────────────┘

┌──────────────────┐ ┌──────────────────┐ ┌──────────────────┐
│ HYPOTHESIS TAKEN │ │ HYPOTHESIS TAKEN │ │ HYPOTHESIS TAKEN │
│ FROM PREVIOUS    │ │ FROM THEORIES OF │ │ FROM OBSERVATIONS│
│ OBSERVATIONS     │ │ REFERENCE AND    │ │ AND ANALYSIS OF  │
│ AND INFORMATION  │ │ DESIGN           │ │ ACTUAL EVENTS    │
└──────────────────┘ └──────────────────┘ └──────────────────┘

                    INTEGRATION

┌─────────────────────────────────────────────┐
│           NEW PHASE OF DESIGN                 │
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This scheme is based on a methodological process called "**praxis-theory-praxis**" (Coraglia, Garena, *L'operatore sociale*- The social operator- Rome, 1988) because it develops from the observation/analysis of a phenomenon that creates direct and concrete observations on the field.

However, these observations must be reformulated (theoretical moment) on the basis of the integration of different levels of reflection.

At last, a new "form" of efficacy is connected in order to provide the draft of a diagnosis useful to define a new process of

However, we must remember that the design of formation must be put in the background of an "evaluation circle", which involves different levels of reflection and comparison.

PRAXIS
Experience on the field
Previous formation
Actual cases

THEORY
Narrations
Key-words
Teaching form

PRAXIS
New formations
New experiences

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