Training to the phenomenological attitude. Experience and innovation of the “University Group-interactive didactics” D.U.G.I. at the University of Bari

Introduction

Training to the phenomenological attitude: it enables individuals to describe and recognize the pre-social and communicative nature of the communicative relation and the margin which is necessary for such recognition. In this regard, through the theoretical attention, the participative experience of the communicative relation between the interpersonal and the interactive relations, as well as the construction of the phenomenological attitude and the methodological connection to it, as the multidisciplinary dialogue of experienced, it reflects the richness and diversity of the communicative act, the communicative and expressive difficulties, the sedimentation of culture and of the cognitive productions that can affect the effectiveness of the learning process.

The experience of the Teaching Project by Jane Abercrombie

The offer of a new didactic course from the verification of the substitution of the traditional academic didactics to the British Departments of Medicine where Jane Abercrombie is professor of philosophy and logic.

Through the experiences as an university professor, Jane Abercrombie, realizes that the "student" is learning in a reflective and highly personal way. The learning effect is made un-doable and very unstable by the dependence on knowledge on the methods applied by the teacher's authority rather than actually learnt during the interaction didactic step (Pastor, 2012, p. 20).

The first innovation she introduces concerns the relationship between the students and with the other students. She launches the Fourier Group Analysis method learnt through the training at the Group Analytic Society of London (G.A.S.) in the didactic field. She created the so-called "Group Discussion" through which she introduces the higher education on the base of the dynamics of student discussion in small groups.

The Teaching Project enabled to recognize, observe and report the inadequacy and the inefficacy of the students way of learning is ineffective and highly precarious. (...) The learning effect is made un-doable and very unstable by the dependence on knowledge on the methods applied by the teacher's authority rather than actually learnt during the interaction didactic step (Pastor, 2012, p. 20).

Some applications of D.U.G.I. at the University of Bari through the research of C.I.R.La.G.E.

- Pre-Doctoral internships for training experiences evaluating the formation-processes: University Courses for teaching qualification in Philosophy at Secondary Schools - University Master for professional qualification in helping professional operation clinicians, psychologists, educators, nurses, teachers, manage-mental psychology.

University didactic experience at the 4th International Congress of Educational Sciences and Development Award in Bari by Maria Giordano

- Through the acquisition of the phenomenological method of investigation, students are able to recognize and recognize the conceptual choices which can act as distortive forms onto and into the communicative relation and the operations and the working context of information and publications.

The experience of the group-analytic didactics gives the speech-topos, meta-communication and communication within the framework of the "interac- tional space" essential for giving formative responsibility to those who belong to it. The D.U.G.I. becomes an opportunity to work and report the inadequacy and the inefficacy of the academic teaching traditionally based on the uniformity of the authorial transmission of knowledge (Giordano, 2011, p. 172).

Researcher of the Degree Course in Educational and Learning Sciences; Past President Prof. Maria Giordano

- Some of the most important research in C.I.R.La.G.E.

Some of the most important research in C.I.R.La.G.E.

2003-2006 - Program of Scientific Research on Relevant National Interest (PRIN) co-financed by the Ministry of Instruction, University and Research - Italy

Title of Program: Ramdom and Modelling processes: basic psychological and group dynamic knowledge. Epistemological models, prevention and methodologies of intervention. Scientific Head Professor Maria Giordano

2003-2006 - Program of Scientific Research on Relevant National Interest (PRIN) co-financed by the Ministry of Instruction, University and Research - Italy

Title of Unit Research: Phenomenology and Epistemology of Einfühlung processes in the 50s, Jane Abercrombie borrows the group-analytic new paradigm developed by Sigmund Frankel from the theoretical field of the learning educational ones.

This new teaching approach was introduced in 1992 to the University of Bari at the Faculty of Educational Sciences by Professor of Philosophy and Epistemology of Human Sciences Maria Giordano and she was introduced in 1996 by Professor Maria Giordano in the educational field.

2012 - "Riflessioni critico-philosophiche sulle metodologie didattiche del 2012" contributed to the reference work "Didattica unitaria".

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- This opportunity for the students to start one’s own judgement about the role of the didactic experience at the communicative relation and the communicative nature of the students way of learning.

- It enables the acquisition and the application of the interphilosophical language on professional con- text in order of information and commu- nication.

Centro Interuniversitario di Ricerca “Laboratorio di Groupoanalisi ed Epistemologia”


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