

QUESITI IDONEITA' LINGUA INGLESE NON ESTRATTI

Question 2 - A)

Practice philosophy and play. The ludic dimension in and of philosophy for children.

When we think about activities for children we inevitably take playing into account. Playing is in fact one of the most spontaneous and familiar activities of childhood. But play for children is not just a pastime, or a way simply to “have fun.” Playing is, above all, one of the main forms of children’s learning—in fact the major instrument available to the child for exploring the world. If this is so, what happens when we do philosophy with children? What does philosophy have to do with play? What is the role of the ludic dimension in philosophizing? Can we “play philosophy”? This paper addresses these issues, taking as a case in point an analysis of the Philosophy for Children program.

Question 4 - B)

REVIEWING THE EVALUATION: A METHODOLOGICAL ISSUE APPLIED TO A CASE OF REFLEXIVE AND PARTICIPATIVE EVALUATION IN DAY CARE CENTRE

It is an approach that emphasizes the participative, dialogical and reflective dimensions of the evaluation and which, as a consequence, requests that the experiences conducted in reference to it are evaluated in this key too. The analysis of the experience gained, which is the focal point of this contribution, is not so much aimed at demonstrating the effectiveness of the evaluation process undertaken and carried out, but on how to propose the assessment of the evaluation as an integral part of the actual process itself.

Question 5 - B)

QUALITY AS EDUCATIONAL COHERENCE. A RESEARCH-TRAINING PATH WITH 0-3 SERVICES AND NURSERY SCHOOLS IN BRESCIA.

Therefore joint training between 0-3 educators and 3-6 teachers is recommended in order to come to share values, cultural references and practices with the aim of creating coherent and situated 0-6 courses. The training was based on participatory and reflective methodologies and made use, in its first year, of a reflective tool in the form of a questionnaire from which some of teachers' formative needs relating to 0-6 were identified. From the discussion of the results of this survey, in the second year, microprojects of continuity between 0-3 and 3-6 were developed. Finally, a questionnaire at the end of the path made it possible to capture the positive and critical aspects of the entire process.