

A reflective tool

LEARNING ACTIVITIES

After experiencing several phases of the “TAE” European Erasmus Plus project, during the Transnational Meeting in Birmingham in October 2016 I had the opportunity to better think about the sense of what I was experiencing for more than two years.

While participating from the very beginning to the project that besides Italy involved the Greek and British colleagues, in a few moments I was able to reflect in depth on the path we were doing together. The occasion, however, was offered to me by a meeting where Karen Guldborg illustrating the Value Creation Framework (Wenger et al.). This pattern of reconstruction of my own story has allowed me to re-read the experience that I have lived up to that moment and drive every step a definite meaning.

WHAT YOU EXPERIENCE?

The value creation framework allowed me to become aware of the importance of the project I was participating in, taking up the main stages and trying to rebuild a real puzzle, whose tiles are represented by visiting the schools, meeting with teachers, exploring new models of teaching, exchanging of daily professional experiences, talking about different legislative references of each partner country of the project.

WHAT YOU GET OUT OF IT

The model presented allowed me to clearly outline the possible implications that the project itself could have in my professional experience, beyond the very focus of the “TAE” project in my daily work.

WHAT YOU DO WITH IT

So I tried to rethink and re-read my teaching activity in the light of the model and this gave me new insights on how to prepare my university class lessons (subjects; special education, adult education), to try to be more effective in my way of teaching.

THE RESULT

At the end of my university teaching classes I tried to evaluate the course with the students and some of them told me that they were more involved in the study of discipline and to have understood the meaning of some of the topics discussed and the relocation that these arguments apparently too theoretical, could have supported them on learning their practical profession.

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