

RESEARCHES, TEACHINGS AND PUBLICATIONS ON  
**EDUCATIONAL PSYCHOLOGY AND DIDACTIC METHODOLOGY**

- In 2005-2007 he will conduct the Project called “**DI.SCOL.A. GOODBYE TO SCHOOL WASTAGE-The teaching professionalism to guarantee school success**” approved by ISFOL- National Agency “Leonardo da Vinci” (Prot. n. I/05/B/F/PP-154000, year 2005) within the “Leonardo da Vinci” Programme. The project wants to contribute to the introduction of elements connected to the quality of school training, some macro-indicators that may identify the teaching professionalism and also the settlement of a study and of an experimental research on the methodologies and strategies to improve students' school success. The project has the aim to give to teachers the competences on teaching methodologies, to set up an European common educative space and to satisfy teachers and educators' learning needs. He, as representative of the promoter Institute of this intervention, will coordinate the works realized by the European partnership composed by the following subjects: SIREAS (Brussels-BELGIUM), PROFESSIONAL SCHOOL OF FASHION DESIGN (Turnovo-BULGARIA), VALETIO HIGH SCHOOL (Ios Cycladic Islands-GREECE), UNIVERSIDAD DE BARCELONA-DEPARTAMENT DE DIDACTICA I ORGANITZACIO' EDUCATIVA (Barcelona-SPAIN), DEPARTMENT OF EDUCATION DEVELOPMENT (DEIS)-CORK INSTITUTE OF TECHNOLOGY (Cork-IRELAND), I.T. “NEAGOE BASARAB” (Oltenita-ROMANIA), COLEGIUL NATIONAL VOCATIONAL (Localitatea Slatina, ROMANIA), S.G. IOAN STEFANESCU (Iasi- ROMANIA), LEARNING COMMUNITY (Rome-ITALY), SCIENTER (Bologna-ITALY), UNIVERSITÀ ROMA III-DIPARTIMENTO SCIENZA DELL'EDUCAZIONE (Rome-ITALY), I.T.I.S. AMEDEO DUCA D'AOSTA (L'Aquila-ITALY), IRRE TOSCANA (Florence, ITALY).
- In 2004-2005 and in 2003-2004 he conducted the **AZ.2.2 COMENIUS COURSE**, within **SOCRATES PROJECT** ambit, entitled “**STRATEGIES TO ENCOURAGE THE SCHOLASTIC SUCCESS**” with the intention to offer an occasion of psycho-pedagogic training on students' problems relating to school success/failure and on teaching problems in adverse contexts and conditions and of realization of planning intervention hypothesis on school success in the European schools. The course sets out to train teachers capable of: knowing and learning interventions activated by the European Community on school success; learning the concept of school success/failure; finding and analysing the teaching/learning techniques that may encourage students' school success; analysing the problems that can weigh heavily on students' rendering levels, starting from the individualization of a “more qualified didactic action” and of a “better teacher/student relationship for the realization of a individualized training pact”; learning methodologies in order to increase students' self-estimate; learning methodologies in order to encourage students' motivation; forming a practical community of experts by the learning of psychological-pedagogical-sociological competences, under the theoretical point of view, and by the realization of projects at school, under the practical-operative point of view; planning courses on didactic and educational continuity by the elaboration of testable models.
- In 2003-2004 he managed the “**CASERTA: LABORATORY PROVINCE**” Project, funded by *MINISTRY FOR UNIVERSITY AND SCIENTIFIC RESEARCH* and by *CSA of CASERTA*, in order to satisfy the need of a continuous training for the educational personnel and for the reference structure on the didactic innovation relating to school cycles reorganization. The project had as aims: the teachers' systematic qualification and professional specialization; a methodological-didactic experimentation that can connect and

harmonize the school autonomy to scientific rigour of quality standards relating to methodological-disciplinary research; the prevention of school wastage phenomenon. The project allowed a significant intervention for: the sensitization of the College of teachers, the teachers' professional upgrading and the realization of a training course directed to school representatives, to group coordinators, to network tutors and to headmasters. On the end of the course the participant schools obtained the certification of C.E.R.S (Educational Centre of Research and Experimentation) School.

- From 2000 to 2002 he managed the Project called “**DOING SCHOOL**”, typified by the professional training of compulsory schooling teachers, by the realization of courses on **EDUCATIONAL METHODOLOGIES AND ASSESSMENT TECHNIQUES**. This project was directed by the *LOCAL EDUCATION AUTHORITY of CASERTA* and by “Institute for Psychological Sciences of Education and Training” of Rome and was developed in 48 pilot CERS (Educational Centre of Research and Experimentation) schools in the province of Caserta. The “DOING SCHOOL” Project training programme examined theoretical-scientific models concerning teaching-learning processes in school and was characterized by the realization of a biennial experimental training course on “Educational Methodologies and Assessment techniques” which involved more than 250 teachers of any level (Nursery-, Primary and High schools) belonging to 48 schools in the province of Caserta. Headmasters (as training tutors) and more than 600 teachers took part in this course in order to support the experimental and planning activities developed by the teachers attending the course.

The main goal of the courses was the upgrading and development of teachers' and managers' professionalism by the realization of the Formative Offer Plan (POF) and the analysis of educational processes and didactic results produced during the daily scholastic experiences. In the four Territorial Groupings a network of CERS pilot schools (Educational Centre of Research and Experimentation) was developed in order to realize and monitor the School Service Quality through teachers' methodological-disciplinary activity and to carry out a personal and contextual teaching which respects students' needs, families' expectations and environmental cultural exigencies.

At the end of the training course on “Educational Methodologies and Assessment techniques” the volume “*The Doing School Project in the province of Caserta*” was published, on December 2001, with the united signature of Local Education Authority of Caserta and ISPEF. On December 2001 the Local Education Authority of Caserta instructed Mr Presutti to realize the training course on “Teaching Quality: Improvement ways: from self-analysis to customer satisfaction”, addressed to managers and teachers of scholastic institutions in the province of Caserta. The course ended with a Provincial Conference on 5-9 of February 2002 and with the publication, on November 2002, of a volume.

- In 1998/1999 school year, he conducted the experimental training **project on SCHOOL AUTONOMY** in collaboration with:
  - “Santa Marta” IPSSAR Training School of Pesaro and “G. Branca” IPSSCT Commercial Institute of Pesaro for the course on “Counselling and cooperative dynamics between teachers, students, parents and A.T.A staff.”, prot. n. 1892/EI22 on 23rd of February 1999 and on “Successful communication between parents and children”, prot. 2186 DU of 3<sup>rd</sup> of March 1999;
  - “Giuseppe Benelli” IPSIA Institute for Industry and Handicraft of Pesaro for counselling and technical-scientific assistance to the realization of the educational project “Benelli 2000” characterized by an intervention directed to prevent students' school wastage, prot. n. 1113A2a of 02/09/1999.

- In 1996/99 school triennium he conducted, in the provinces of Pesaro and Urbino, an important experimental training course on "**DIDACTIC METHODOLOGIES AND ASSESSMENT TECHNIQUES**" that involved Headmasters and Teachers belonging to 18 pilot schools of any level in the province. The courses on "*Didactic innovation in reorganization of scholastic cycles, in recovery and in methodological- disciplinary research*" were organized by Local Education Authority of Pesaro and Urbino (prot. n. 8135/C12 of 27/07/1995 and following; prot. n. 3327/C24 of 29/04/1997) and they were financed by Department for Education. Nowadays, the schools carry on the experimentation and the methodological and psycho pedagogical researches realized as pilot schools CERS – Educational Centres of Research and Experimentation.
- In 1997/98 school year he directed the "**FROM LABORATORY PROVINCE TO PROVINCIAL LABORATORY**" Pilot Project, funded by *DEPARTMENT FOR EDUCATION* and managed by *LOCAL EDUCATION AUTHORITY of PESARO-URBINO*, characterized by the on-network involvement of 15 CERS (Educational Centre of Research and Experimentation) pilot schools of any level in the province on the "*Quality recovery methodological-disciplinary research*". Nowadays, the schools carry on the experimentation and the methodological and psycho pedagogical researches realized as pilot schools CERS – Educational Centres of Research and Experimentation.
- From 1996 to 1998 he directed the biennial experimental training course on "**DIDACTIC METHODOLOGIES AND ASSESSMENT TECHNIQUES**" for teachers belonging to compulsory school, organized by *AIMC (ITALIAN ASSOCIATION OF CATHOLIC TEACHERS)*, by *CIDI (DEMOCRATIC INITIATIVE CENTRE OF TEACHERS)* and by *MCE (MOVIMENT FOR EDUCATIONAL COOPERATION)* with authorization of *LOCAL EDUCATION AUTHORITY of LATINA*. Nowadays, the schools carry on the experimentation and the methodological and psycho pedagogical researches realized as pilot schools CERS – Educational Centres of Research and Experimentation.
- From 1995 to 1997 he directed the following biennial experimental training Projects on:
  - "**DIDACTIC METHODOLOGIES AND ASSESSMENT TECHNIQUES**" with *LOCAL EDUCATION AUTHORITY of PESARO-URBINO*, directed to teachers of every level;
  - "**PSYCHOPEDAGOGICAL METHODOLOGIES AND CONDUCTION OF EDUCATIONAL COMMUNITIES** " with *LOCAL EDUCATION AUTHORITY of PESARO-URBINO*, directed to headmasters.

## PUBLICATIONS

- "**EDUCATIONIONAL PSYCHOLOGY AND RESEARCH METHODS**", published by **Atlas of Bergamo, 1992**: it's an organic and complete text that presents studies and researches, of various schools of thought, realized during the last decades in Psychology and Educational Sciences field. The work allows to develop a theoretical-methodological picture on the following subjects:
  - Educational psychology, School Psychology and Psychology of Instruction;
  - the historical lines of psychology and of educational psychology;
  - the historical evolution of educational institutions;
  - the school institution and the social system;
  - the educational relations between teachers in school institution;
  - the teaching and the didactic process;
  - the teacher's personality analysis;

- the teaching aptitudes;
- the teaching styles: the psychological aspects of teacher's behaviour;
- the didactic models of teaching behaviour analysis;
- the analysis models of communication in teaching;
- the class psycho-social interactions analysis;
- the teacher's and students' expectations;
- the analysis of teacher's and students' self-esteem and motivations.

➤ **“THE PERSONALIZED EDUCATION AT SCHOOL. A PEDAGOGICAL PROJECT FOR THE 2000 SOCIETY”**. Mierma Editions, 1997: the book is structured in two parts. The first part presents the main aspects and functions of family and school in the 2000 society, indicating:

- the role of the school and the family in the new information society developed in modern economically advanced societies;
- the educational project for the training of the social community and the school-family-social service relation and the structure of teachers' and educators' (parents, social workers, animators...) professional qualification;
- the structural organization of a kind of school personalized by levels and the professional competences that teachers and headmasters have to present in order to realize it.

In the second part of the book, beginning from the exposed themes, a new conception of social organization of the educational institutions is proposed, describing in particular:

- the educational continuity characteristics;
- the main aspects and the development lines of the Didactic Sciences;
- a new proposal of educational continuity in the school institutions;
- the developmental lines of the Psycho-didactics.

➤ **“EDUCATIONAL AND DIDACTIC CONTINUITY”**, published by **TECNODID Publisher, Naples, 1997**. Do the knowledge fields and the consequent subjects correspond to human needs of comprehension and of psycho-intellective evolution? Are they adequate to students' need and curiosity of knowledge and learning? Are they connected to social needs of expression and realization and to collective life? Do they correspond to actual professional world requirements and to the professional youth development? Are they functional to the actual kind of complexity and social organization and to the level of socialization that it requires?

This book presents an organic, clear, complete and effective model on psycho-cognitive evolution of the subjects studied at school, in order to:

- analyse the arguments and the subjects more adequate to students' psycho-social and cognitive-behavioural development;
- understand their interaction and significance on human personality and operative competences development;
- propose a model of educational programming based on gradual and harmonic student's development so that it can be compared to teachers' working plans and with ministerial didactic programmes;
- realize a project of educational continuity by using an integration of the contents and methodologies structured for every subject in order to take a complete and interdisciplinary picture of the didactic efficacy within the teaching-learning relationship.

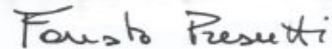
This is a study on the Didactic Sciences, in particular on Psycho-Didactics that investigates the knowledge contents and disciplinary organization of school activities so that they can be significant and effective as to students' learning abilities and personality characteristics. The presentation of this project of Psycho-didactics proposes a travel towards the roots of

didactic contents and objects for the realization of a coherent, effective and continuative psychological-pedagogical model of school education. The proposed psychological-didactic model defines the development lines from infancy to grown-up age , so that to unify the different scholastic subjects in a unique itinerary capable of develop a multiform and complete training of the personality, of the psycho-cognitive abilities and of the operative competencies. The psychological-didactic model exposed in this book is fundamental to the realization of a school personalized by levels and of a community school: the two main characteristics of the school of 2000.

- **“THE DOING SCHOOL PROJECT IN THE PROVINCE OF CASERTA”, Corrado ZANO Edition, 2001, Sessa Aurunca (CE).** The training programme of the “Doing School” Project examines the theoretical-scientific models on teaching/learning processes at school; the training programme is characterized by the realization of a biennial experimental course of refresher-training activity on “DIDACTIC METHODOLOGIES AND ASSESSMENT TECHNIQUES”. The first aim of these courses is the enrichment and the development of Teachers and School Managers professionalism by the realization of the “Form ative Offer Plan” (POF) and by the analysis of educational processes and didactic results realized during the scholastic experiences in which they are daily involved.

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