

RESEARCHES, TEACHINGS AND PUBLICATIONS ON
COGNITIVE AND LEARNING PSYCHOLOGY

- He directed the following courses whose 2nd training year was focused on the psycho-cognitive themes:
- ◆ In 2003-2004, 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. 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 2000 to 2002, 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 1996/99 school triennium, in the provinces of Pesaro and Urbino, the 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, 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 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

- “**PSYCHOLOGY OF KNOWLEDGE AND LEARNING**”, published by **Aleph, Rome, 1990**: this is a fundamental instrument to comprehend, in a organic and complete way, the acquisition and development of mental processes, of logic and of intelligence, giving a clear theoretical-operative reference picture. The text, furthermore, allows the learning of a new conception of cognitive psychology that unify neuroscience to pedagogy in a unique

scientific-experimental proposal. In conclusion, it is a work tool for every psychologist working in social-educational field in order to understand and recognize the mental university and the personality styles of everyone.

- **“THE MENTAL UNIVERSITY OF KNOWLEDGE, published by I.R.R.S.A.E. Marches, in the “Innovation and School” Copy-books, n.11, 1992:** a scientific contribution on teaching methods and cognitive styles, on children's evolution of logical-intellective capacities and on the development of the cognitive processes on the basis of educational teaching-learning rhythms. The work offers a series of applicative instruments of the psychological-educational model in order to analyse and assess the different ways to know, learn and socialize by children.

- **“VISUAL ART AND CREATIVE THINKING, published by Municipality of Sant'Angelo in Vado and by Local Education Authority of Pesaro-Urbino, 1996:** this a rational and coordinated collection of proceedings of the meeting-workshop on “Imagine and Creativity” belonging to the Project “Education to creative expression by imagines, sounds and movements” realized in Sant'Angelo in Vado in 1995. The book, edited by Fausto Presutti, is structured in three parts:
 - 1) in the first part, focused on a reflection on visual art theme, the text reports a series of speeches, exactly the Valerio Rivosecchi's one on “From Altamira to Minimal Art”, the Narciso Silvestrini's one on “The visual variables”, the Pino Parini's one on “The awareness of visual and mental processes according to the presuppositions of the Italian Operative School” and the Marie Eve Gardère's one on “Art and cinema: Robert Bresson, Frank Capra and Wim Wenders”;
 - 2) in the second part, focused on reflections on the “creative thinking” theme, the book presents the Aldo Colonnetti's speech on “Construction as creation”, the Enrico Baj's one on “The construction”, the Carlo Trombetta's one on “Personality and creativity”, the Fausto Presutti's ones on “The bi-logic mind” and on “The artistic creativity and the psychic symbols”;
 - 3) in the third part, focused on the Artistic-Artisan Workshops realized during the meeting, the collection reports the Ermanno De Biagi's speech on “Workshop of Video Planning and Realization”, the Pino Parini's one “Workshop of graphics and painting. The visual creativity”, the Maria Cristina Biggio's one on “Workshop of Photo collage”, the Giovanni Gentiletti's one on “Workshop of embossed work and chiselling”, the Vito Minoia's one “Workshop of mask-characters – puppets – shadow theatre” and the Franchino Falsetti's one on “Educational music and planning skills”

- **“DEVELOPMENT OF INTELLIGENCE AND OF LINGUISTIC CREATIVITY, ISPEF, 1996:** this instalment contents the main conceptions relating to intelligence and linguistic creativity development, describing in particular:
 1. The education to intelligence and creativity:
 - A. The intelligence: the relation between genetic properties and learning;
 - B. The definition of intelligence;
 - C. Education to intelligence and creativity;
 2. The educational development of language:
 - A. The studies on language;
 - B. The learning of language;
 - C. The didactic assessment of language;
 3. The intelligence and the linguistic creativity:
 - A. The psycholinguistics;
 - B. The linguistic creativity;

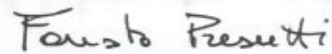
- C. The meta-communication: definition, characteristics, functions and interpretation of the psychic symbols;
- 4. Linguistic analysis of the stories of "Hidden figures" and "Creative figures" tests.

- **"MODELS AND CONCEPTIONS OF INTELLIGENCE", ISPEF, 1996:** in the instalment the main models and conceptions of intelligence, developed in the last century, are exposed and in particular:
- A. The intelligence by components of F. Galton and J. Mc Keen Cattell
 - B. The levels of unitary and general intelligence of A. Binet and of Stanford school
 - C. The primary abilities of intelligence of L.L. Thurstone, P.E. Vernon, J.P. Guilford, H.J. Eysenck, R.B. Cattell;
 - D. The evolutionary intelligence in the logical-cognitive processes:
 - 1. The psycho-genetics phases and the logic structures of J. Piaget;
 - 2. The neuropsychological model of A.R. Lurija and L.S. Vygotskj;
 - 3. The mental worlds of J.C. Eccles and K. Popper;
 - 4. Visual intelligence of H.G. Furth and O. Sacks;
 - E. The generative intelligence of N. Chomsky and of neurosciences ;
 - F. Contextual and plural character of intelligence in the neo-cognitive school and in H. Gardner's model;
 - G. Multiform and relative intelligence.

The historical and theoretical conception of intelligence is on fast evolution, so a text like this one is important in order to collect, in a synthetic way, the new theories and the scientific models developed in this field.

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