

RESEARCHES, TEACHINGS AND PUBLICATIONS ON
COMMUNICATION AND RELATION PSYCHOLOGY

- In 2003-2004 scholastic year he directed the psychological-educational project on **“IDENTIFICATION AND ANALYSIS OF CHILDREN’S PSYCHO-SOCIAL RELATIONSHIPS”**. The course, structured in a theoretical-methodological refresher phase and in an operative-experimental self-refresher one and with site at Futura '85 Cooperative, had the objects of developing educators' learning of psycho pedagogical models and techniques that allow them to make an educational intervention in harmony with each child's motivations, abilities and characteristics of personality and of acquiring cognitive instruments to understand and analyse psychological characteristics of the relations in the nursery-school between educators and children and among children themselves.
- He directed the following courses whose 1st training year was focused on the psycho-relational 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 "**The Doing School Project in the province of Caserta**" volume 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, he directed 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:

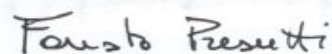
- **"DIDACTIC METHODOLOGIES AND ASSESSMENT TECHNIQUES"** with *LOCAL EDUCATION AUTHORITY of PESARO-URBINO*, directed to teachers of every level;
- **"PSYCHOPEDAGOGICAL METHODOLOGIES AND CONDUCTION OF EDUCATIONAL COMMUNITIES "** with *LOCAL EDUCATION AUTHORITY of PESARO-URBINO*, directed to headmasters.

PUBLICATIONS

- **"THE PSYCHO-SOCIAL RELATIONS IN THE NURSERY SCHOOL"**, published by **Aleph, Rome, 1991**: the text shows a didactic plan using methods and instruments of Educational Sciences, by the analysis of the following arguments: the training of the educative community, the introduction at school, the observation-listening of didactic activities, the definition of scholastic roles, the analysis of socio-emotional map, the creation of educational groups, the psycho-social relations in the class, the communication with the children and the school-family relationship.
- **"PSYCHOLOGICAL ANALYSIS OF RELATIONAL DYNAMICS AND OF ROLE STRUCTURING IN THE CLASS"**, published by **I.R.R.S.S.A.E. Marches, 1993**, in the **Books of <<Innovation and School>>**. The essay describes the methods and criteria to form a "map of psycho-social relations" in the school environment in order to understand and analyse:
 - the socio-pedagogical context and teachers' educational categories;
 - students' and groups' school roles in the class,
 - students' psychological space and communication network;
 - the relational dynamics developing in the class,
 - the models of social-psychology to identify and assess the socio-affective development between students.The description of psychological-educational experimentations realized in the various (nursery, elementary, middle and superior) levels of school allowed to expose, in diffuse and detailed way, the psychological theory and the scientific model on the basis of the "map of psycho-social relations" in the class, proving its educational efficiency and social usefulness.
- **"EDUCATION TO CREATIVE EXPRESSION WITH IMAGINES, SOUNDS AND MOVIMENTS"**, published by **Municipality of Sant'Angelo in Vado** and by **Local Education Authority of Pesaro-Urbino, 1995**: this text describes the cultural-scientific model and the experimental training-refresher project for teachers on artistic, motorial, musical and technology issues. The theoretical model presents:
 - the historical-cultural development of communication codes;
 - the educational methods of teaching: verbal explaining, discovery method, animation;
 - the non-verbal communication codes.In the book the complete ministerial programmes on these ambits are reported in order to offer an effective picture of the proposed educational project

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