

MARINA SANTI

Brief Curriculum

Marina Santi holds a PhD in Educational Sciences and is Full Professor in Didactics and Special Education. She works in the Department of Philosophy, Sociology, Pedagogy and Applied Psychology at University of Padova, Italy. Her research deals with dialogue and argumentation concerning knowledge construction processes and the investigation of social interaction as cognitive potential for learning. She specialises in classroom discussion both as method and context for the development of higher-order thinking skills and reflective capabilities. She is an expert on “Philosophy for Children”, a subject into which she has carried out a wide range of empirical research in order to evaluate the effectiveness of philosophical practice within communities of inquiry for the development of critical, creative and caring thinking and the construction of inclusive social environments. Her recent studies focuses on improvisation teaching and learning. Among her main publications: Marina Santi, Stefano Oliverio (eds.) (2012), *Educating for Complex Thinking through Philosophical Inquiry . Models, advances and proposals for the new millennium*, Napoli, Liguori; Santi M. (2010) (Ed.), *Improvisation Between Technique and Spontaneity*, Cambridge Scholar Publisher

Extended curriculum

Marina Santi

(born in Rovigo, 4th, July, 1964).

She is Full Professor in the Department of Philosophy, Sociology, Pedagogy and Applied Psychology, at University of Padua, SSD PED/O3 Didactics and Special Pedagogy.

Theoretical and Empirical Research Areas:

- Reasoning theories linked to knowledge building's processes
- Social interaction as cognitive potential for learning thinking skills
- Classroom discussion as tool, mean, and context to foster achievement of domain/cross-domains aims
- Philosophy for Children and its efficacy in order to develop critical thinking, education to democracy; new approach in teaching philosophy
- Teacher/Facilitator Training to create Community of Inquiry
- Inclusive education
- Improvisation in educational perspective

Educational Records:

- (1992); PhD in Pedagogy and Educational Sciences, University of Padua

Employment Records:

- (2010); Full Professor at University of Padua
- (2002); Associated Professor at University of Padua
- (2000); Researcher in Didactics and Special Education at University of Padova
- Director of Master in “Disability and Inclusive Education” at University of Padova
- Director of Post-Graduate Course in “Philosophy for Children” at University of Padova
- Member of the University Commission for Disability and Handicap
- Member of the Interdepartmental Center for Services and Research for the Disability, Rehabilitation and Integration; now Centro di Ateneo per l’Inclusione.

- Director of Post Graduate and pre-service Course for Teacher specialized in Inclusion, Disability and Special Educational Needs
- Director of the PhD in Educational Sciences at University of Padova

Scientific Collaborations:

- Institute of the Advancement of Philosophy for Children, Montclair State University (NJ)
- Institut de Recerca per l'Inseniament de la Filosofia, Spagna
- Osterreichische Gesellschaft fur Kindrephilosophie, Austria

Member of the Following Scientific Associations:

- SIRD (Italian Society for Research on Didactic)
- SIPES (Italian Society of Special Pedagogues – Direction Board)
- EARLI (European Association for Research on Learning and Instruction)
- SOPHIA (European Association for Philosophy for Children)
- AERA (American Educational Research Association)
- ICPIIC (International Council for Philosophical Inquiry with Children)
- HDCA (Human Development and Capabilities Approach)

Scientific Responsible for the Following International Conference:

- 2003; "Philosophy for Children. A curriculum to learn to think"; Padua
- 2008; "Improvisation Between Technique and Spontaneity"; Padua
- 2009; "Education for Complex Thinking through Philosophical Inquiry. Models, Advances and Proposals for the New Millennium. International Biennial Conference of ICPIIC; Padua
- 2010; "ICF and beyond: From the Classification to the Functioning. Perspectives of Inclusive Education"; Padua
- 2013; "Education as Jazz- International Jazz Day under the auspicious of UNESCO", University of Padua, April 30
- 2014; "Jazz Inclusion - International Jazz Day under the auspicious of UNESCO", University of Padua, April 30
- 2015; "Jazz University - International Jazz Day under the auspicious of UNESCO", University of Padua, April 30
- 2016; "Jazz Community - International Jazz Day under the auspicious of UNESCO", University of Padua, April 30

Experience in Research Project:

2011/13 -PRIN: QUALITÀ DELLA RICERCA E DOCUMENTAZIONE SCIENTIFICA NELLE SCIENZE PEDAGOGICHE. Member of Research Team

2011/12 – PROGETTO MIUR 2011-2012 “Dal Modello ICF dell’OMS alla Progettazione nella Scuola”, Scientific Coordinator

2013-2015 - PROGETTO DI ATENEIO (UNIVERSITÀ DI PADOVA): Inclusive Development and Enhancing Pedagogy at University (IN-DEEP UNIVERSITY): A Community-Based Participatory Research Project with Students with disabilities, Scientific Coordinator

2014-2016 - PROGETTO ASSEGNO JUNIOR (UNIVERSITÀ DI PADOVA): Creating Improvising Community: An Inclusive Approach to Creativity into Educational Dialogue. Scientific Coordinator

Experience as Expert Consultant:

Member of Scientific Committee of Italian Minister of Instruction, Research and University (Teachers' Education on Inclusion and Disability)

Member of Panel “Guidelines for the fight against poverty” (2010/2012) and Panel “Guidelines for the Introduction of topic of Disability within politics and activities of Italian Cooperation” (2012/2013)

Member of Panel in TFIEY – Transatlantic Forum for Inclusive Early Year (from 2012).

Member of Laboratory of Practical Philosophy (Bilateral Erasmus Agreement)

Member of Scientific Committee Núcleo de Estudos de Filosofias e Infâncias (NEFI) University of Rio de

Janeiro (Brazil).

Selected Recent Publications:

SANTI M. (2007). How student understand art: a change in children through philosophy. *CHILDHOOD & PHILOSOPHY*, vol. 3:5, ISSN: 1554-6713

SANTI M. (2007). Democracy and inquiry. The internalization of collaborative rules in a community of philosophical discourse. In: D. CAMHY (ed.). *Philosophical foundations of innovative learning*. pp. 110-123, SAINT AUGUSTIN: Academia Verlag

SANTI M., GIOLO ROSSELLA (2007). Teaching to philosophize in a socio-cultural approach. An activity model. In: *Developing potential for learning*. BUDAPEST, 28 AGOSTO 1 SETTEMBRE 2007, BUDAPEST: UNIVERSITY OF SZEGED, p. 297, ISBN/ISSN: 978-963-482-837-2

SANTI M. (2009). Philosophers go to school. Some constraints and shared remarks. In: E. MARSHAL, T. DOBASHI, B. WEBER (Eds.). *Children philosophize worldwide. Theoretical and practical concepts*. NEW YORK: Peter Lang.

SANTI M., GIOLO ROSSELLA (2009). A community of philosophical inquiry as context to promote argumentative thinking in children. An empirical study. In: *Fostering communities of learners*. AMSTERDAM, 21-27 AGOSTO 2009, AMSTERDAM, ISBN/ISSN: ISBN EAN978-90-70087-20-5

SANTI M. (a cura di) (2010). *Improvisation. Between Technique and Spontaneity*. CAMBRIDGE: Cambridge Scholar Publishing, ISBN: 3-05-002188-8

SANTI M., ILLETTERATI L (2010). *Improvisation. Between Performance Art and Lifeworld*. In: SANTI M. ED.. *Improvisation. Between Technique and Spontaneity*. CAMBRIDGE: Cambridge Scholar Publishing, ISBN/ISSN: 3-05-002188-8

SANTI M. (2010). Philosophizing as healthy functioning: promoting activity and participation within communities. In: *Philosophy for Children: Thinking and Health*. MOSCA, 7-10 NOVEMBRE 2010, MOSCA, p. 317-318, ISBN/ISSN: 9785903922918

SANTI M., GHEDIN E. (2010). Index of Commitment for inclusion. In: *Book of Abstracts, Learning, Teaching and Diversity*. Frankfurt am Main, Germany, 6-7 September

SANTI M., GHEDIN E. (2011). Index of commitment toward flourishing inclusion, *Children's Capabilities Conference* 11-12 April 2011 Cambridge, UK.

SANTI M., GHEDIN E. (2012). The evaluation of Commitment toward Inclusion: A Repertoire for Flourishing Communities. In: *Trapani Marco. Book of Abstracts*. Venice, Italy, 1-4 November, 2012, vol. 1, p. 89-90, www.lulu.com, ISBN: 9781291157420

SANTI M., OLIVERIO S. (eds.) (2012), *Educating for Complex Thinking through Philosophical Inquiry. Models, advances and proposals for the new millennium*, Napoli, Liguori, pp.1-622. ISBN-10: 8820757109; ISBN-13: 9788820757106

SANTI M., OLIVERIO S. (2012), *Educating for Complex Thinking through Philosophical Inquiry: Some Premises*, in SANTI M., OLIVERIO S. (eds.) (2012), *Educating for Complex Thinking through Philosophical Inquiry. Models, advances and proposals for the new millennium*, Napoli, Liguori, pp.1-13. ISBN-10: 8820757109; ISBN-13: 9788820757106

DI MASI D., SANTI M., (2012) *Polişofia: A P4C Curriculum towards Citizenship Education*, in SANTI M., OLIVERIO S. (eds.) (2012), *Educating for Complex Thinking through Philosophical Inquiry. Models, advances and proposals for the new millennium*, Napoli, Liguori, pp.151-167. ISBN-10: 8820757109; ISBN-13: 9788820757106

SANTI M. (2012), Towards "Complex Evaluation": A Short Review and a Triple-Perspective Framework to Evaluate Philosophical Argumentation Activity in the Community of Inquiry, in SANTI M., OLIVERIO S. (eds.) (2012), *Educating for Complex Thinking through Philosophical Inquiry. Models, advances and proposals for the new millennium*, Napoli, Liguori, pp.437-460. ISBN-10: 8820757109; ISBN-13: 9788820757106

BIGGERI M., SANTI M. (2012). The Missing Dimensions of Children's Well-being and Well-becoming in Education Systems: Capabilities and Philosophy for Children. *Journal of Human Development and Capabilities*, 13(3), 373-395.

SANTI M., DI MASI D. (2014). Pedagogies to Develop Children's Agency in School, in Sarojni Hart C., Biggeri M., Babic B., *Agency and Participation in Childhood and Youth. International Application of the Capability Approach in Schools and Beyond*, London: Bloomsbury, pp.123-144.

SANTI M., (2014). Philosophie Inclusive? In Marie-Pierre Grosjean (dir.), *La philosophie au cœur de l'éducation, Autour de Matthew Lipman*, pp. 97-127.

SANTI M. (2014). Epistemologia dell'inclusione? Un paradosso "speciale" per una sfida possibile. In L. D'Alonzo (a cura di), *Ontologia "Special Education"*, Lecce: Pensa, pp. 13-33.

SANTI M. (2014). Doing Philosophy in the Classroom as Community Activity: a Cultural-Historical Approach. *Childhood & Philosophy*, Vol. 10, n. 20.

DI MASI D., SANTI M. (2015). Learning Democratic Thinking: Philosophy for Children as Citizens, submitted to *Journal of Curriculum Studies*.

SANTI M., GHEDIN E. (2014). Commitment Toward Inclusion Repertoire: A Tool for Flourishing Communities. *Interacções*, Vol. 33, 189-216

DI MASI D., SANTI M. (2015). Learning Democratic Thinking: Philosophy for Children as Citizens, *Journal of Curriculum Studies* Vol. 47(6).

SANTI M., ZORZI E. (2012). Unexpected education: improvisation as form of developmental "Complex Thinking", in *Philosophy for Children: Intellect and Creativity*, Mokba: Schoolbook, pp.37-41.

SANTI M., ZORZI E. (2016) (Eds.), *Education as Jazz,. Interdisciplinary Sketches on a New Metaphor*. New Castle: Cambridge Scholar Publishing.

SANTI M., ZORZI E. (2015). L'improvvisazione tra metodo e atteggiamento: potenzialità didattiche per l'educazione di oggi e di domani, *Itinera*, Vol.10, 351-361.

SANTI M. (2015). Improvvisare creatività: nove principi di didattica sull'eco di un discorso polifonico. *Studium Educationis*, Vol. 2, 103-113.

SANTI M. (2016). Education as Jazz: Escaping the Monologue of Teaching, in Santi M., Zorzi E., *Education as Jazz. Interdisciplinary Sketches on a New Metaphor*. New Castle: Cambridge Scholar Publishing.

ZORZI E., SANTI M. (2016). Teacher as Improviser: a jazz perspective for reciprocal learning, in Santi M., Zorzi E., *Education as Jazz. Interdisciplinary Sketches on a New Metaphor*. New Castle: Cambridge Scholar Publishing.

KOHAN, W.O, SANTI, M., WOSNIAK. J.T., (2016). "Philosophy for Teachers. Between ignorance, invention and improvisation. In: Maughn Rollins Gregory (Editor), Joanna Haynes (Editor), Karin Murriss (Editor). *The Routledge International Handbook of Philosophy for Children*. Rotterdam: Routledge, 2016.

Participation in International Journal/Review:

Childhood & Philosophy” (<http://www.filoeduc.org/childphilo>). Member of Scientific Committee

Italian Journal of Special Education for Inclusion. Member of Scientific Committee

Thinking Skills and Creativity, Teaching and Teacher Education, Creative Education, Encyclopaideia, Italian Journal of Educational Research. Referee