

La didattica laboratoriale

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at <http://agati.wordpress.com/29007/01/21/focus-4-didattica-laboratoriale-e-personalizzazione>

The following abstract is from the original article in Italian:

In the space of the "laboratory" teaching, mediation can find its natural environment and be most effective in developing learning, personalised paths for each student aiming at achieving high level of competence. "In-laboratory learning" represents the best solution to combine knowledge and know-how, to develop the training and educational dimension of learning: the student, conscious of his/her own competences, acknowledges his/her skills and abilities and develops personal and group projects which are appropriate to his/her personality and attitudes. Personalising paths means open, increase, free, multiply skills and personal competences of each student, Offering each student his/her own path which is unique and unrepeatable, enhancing personal identities, not devaluing them but considering them the condition to develop a fruitful dialogue with other identities, in order to improve one another. Personalising paths means to be wary of the temptation to give everybody, on principle, the same things, perhaps at the same time and in the same way. Even giving the same things in different ways at different times does not mean personalising paths. In the last case too, we go on assuming a view of education as made of objects to be digested, as if education should be an external target the student has to adapt to, something with a higher value than the learner himself, as if there existed a "thing" (in our case knowledge and skills prescribed at national level) which is intrinsically good regardless of the context, the process, the relations which make it valuable and not something to be "swallowed" in times and ways defined a priori.

Bibliography:

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