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**AVANCES EN CIENCIAS DE LA
EDUCACIÓN Y DEL DESARROLLO, 2016**

**TRAINING TO THE PHENOMENOLOGICAL ATTITUDE. EXPERIENCE
AND INNOVATION OF THE “UNIVERSITY GROUP-INTERACTIVE
TEACHING” - DIDATTICA UNIVERSITARIA GRUPPO-INTERATTIVA
(DUGI) - AT THE UNIVERSITY OF BARI**

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Abstract

Background: This work refers to the university experience in teaching at the Specialist Degree Course in Editorial, Public and Social Information Science at the University of Bari and to the research work within C.I.R.La.G.E. on the phenomenological prerequisite which make recognisable the communication phenomenon in the constitutive terms of communicative relationship. Training to the phenomenological attitude through the “University Group-interactive Teaching” (DUGI) allows: to recognise the constitutive process of relationship subtending the communication; to detect, on each occasion, the risks of automatisms intrinsic to the standard models of communications. Method: The DUGI takes roots in Jane Abercrombie’s innovative “Reticular interactive didactics”. Professor at the University College in London in the 50s, Jane Abercrombie borrows the group-analytic new paradigm developed by Sigmund Foulkes, from the psychological filed to the training-educational one. This new teaching approach was introduced in 1992 to the University of Bari at the Faculty of Educational Sciences by Professor of Philosophy and Epistemology of Human Sciences Maria Giordano. Results and Conclusions: This work introduces the phenomenological analysis of constitutive and relational elements of the communication subtending training and learning in the university field and the outcomes concerning the operational repercussions on methodological innovation.

Keywords: Phenomenological Attitude Training, Communicative Relationship, University Teaching Innovation.

Resumen

Antecedentes: El trabajo se relaciona con la experiencia en la enseñanza universitaria en la Licenciatura en Ciencias de la Comunicación editorial, pública y social de la

Universidad de Bari y el trabajo de investigación dentro de la C.I.R.La.G.E. en hipótesis fenomenológicas que hacen lo cognoscible fenómeno de la comunicación en términos de relación comunicativa constitutiva. Formación de la actitud fenomenológica través de “Didáctica Universitaria Grupo-interactiva” (DUGI) permite de reconocer la procesualidad constitutiva relacional subyacente a la comunicación; identificar, de tiempo en tiempo, los riesgos propios de la aplicación de automatismos mecánicos de los modelos estándar de comunicación. Método: La DUGI tiene sus raíces en la propuesta innovadora de “enseñanza interactiva” de Jane Abercrombie. Profesora de la Universidad London College en los años 50, Jane Abercrombie toma prestado el nuevo paradigma del grupo analítico desarrollado por Sigmund Foulkes, campo psicológico clínico para la formación-educativo. El nuevo método de enseñanza se introdujo en la Universidad de Bari, en la Facultad de Educación desde 1992 por María Giordano, Profesora de Filosofía y Epistemología de las Ciencias Humanas. Resultado y Conclusiones: En este trabajo se presenta el análisis fenomenológico de los elementos constitutivos de la comunicación y las relaciones que subyacen a la formación y el aprendizaje en el ámbito universitario y los resultados en relación con el impacto operativo en el plan de innovación metodológica.

Palabras clave: Formación de actitud fenomenológica, relación comunicativa, innovación docente universitaria.

Introduction

This work concerns the phenomenological, theoretical and methodological assumptions, detected within the “University Group-interactive Teaching” - Didattica Universitaria Gruppo-interattiva (DUGI).

It roots in the research work done at C.I.R.La.G.E. - Interuniversity Research Centre “Laboratory of Group Analysis and Epistemology” at the University of Bari, Perugia, Verona.

The phenomenological prerequisites here evaluated contribute to giving the constitutive value of the communicative relation back to the communication.

The research herein referenced concerns the manuscripts written by Edmund Husserl in 1932 about the problem of *the Phenomenology of Communication (Phänomenologie der Mitteilung)*, collected in the third volume of the text *Zur Phänomenologie der Intersubjectivität* -“Husserliana”.

In those manuscripts, Husserl sets the phenomenological prerequisites through which he analyzes and shows the constituent traits of the communicative relation allowing nowadays to observe, describe and resignify the procedural and complex nature of the communicative relationship and the forms through which it reveals itself. Among these traits: the *intentionality*, as a *medium* to learn how to get the obvious out of the experience of communicative, formative and professional interaction; the *corporeity* as entrenchment of different shapes and levels of communication.

These preconditions enable to notice that the DUGI put at the heart of its purposes the intentional acts of subjective life based on “relation-with” rather than the more ambiguous, reductivistic, fragmented and externalized form of the “relation-to”; the communication as co-participation and co-sharing. (See. Husserl, 1932); the communicative relation realising the participation in the emotional common life and the understanding of the being as constitutively “being-with” (*Mit-Sein*) (See. Husserl E., 1932).

Therefore the indispensable nature of the training in the phenomenological attitude of those whom the DUGI is addressed to and of the future teachers. This kind of training aims to give the theoretical attention back to:

- The constitutive connections linking the communication to the interpersonal and intersubjective relation, taking the *Ur* in its authenticity;
- The factors of knowledge allowing to resignify the information to be transmitted within the communicative relational frame (See. De Mita, 2012).

The anthropological and communicative-relational perspective strengthened by the phenomenological attitude puts *in mice* the formative unbearableness of the didactic which bases its preconditions on the academic tradition of the teacher’s declamatory performance, most of the time self-referential and unidirectional.

Method

The DUGI develops the innovative project of “Interactive Teaching” proposed and applied by Jane Abercrombie. Professor at the University College in London in the 50s, Jane Abercrombie borrows the Group Analytic new paradigm developed by Sigmund Foulkes, from the psychological filed to the training-educational one.

This new teaching approach was introduced in 1992 to the University of Bari at the Faculty of Educational Sciences by Professor of Philosophy and Epistemology of Human Sciences Maria Giordano.

The experience of the Teaching Project by Jane Abercrombie. The offer of a new Teaching University comes from the verification of the failure of the traditional academic didactics at the British Departments of Medicine where Jane Abercrombie is professor.

Through her experience, Jane Abercrombie, realises that the “students’ way of learning is ineffective and highly precarious. (...) The learning effect is made unstable and inadequate by the dependence of knowledge on the methods infused by the teacher’s authority rather than actively learnt during the interactive didactic work”. (Patella, 2012, p. 23)

The first innovation she introduces concerns the student’s relationship with teacher and with the other students.

She borrows the Foulkes’ Group Analysis method learnt through the training at the Group Analytic Society of London (G.A.S.) in the didactic field. She creates *Free Group Discussion* through which she sets higher education on the base of the dynamics of students’ discussion in small groups.

The Teaching Project enables to recognise

- ✓ the strong influence of the perception on the incisiveness of the learning process
- ✓ the communicative and expressive difficulties, the sedimentation of culture and the cognitive prejudices that can affect the incisiveness of the learning process.

(See. Abercrombie M.L.J., 1984; tr. it. 2003)

The experience of the DUGI at the University of Bari by Maria Giordano. From 1992 on, Maria Giordano, Founder and Director of C.I.R.La.G.E. until 2014 and currently Past President, as a Professor of Philosophy and Epistemology of Human Sciences at the Educational Sciences Department, introduces the Abercrombie’s didactic offer to the University of Bari.

She combines the training for the phenomenological attitude to the interactive didactic experience sponsored by the Abercrombie Teaching Project and her Group Analytic training as group-analyst at the Group Analytic Society International of London (G.A.S.I.).

“The phenomenological perspective prepares the mental status for learning to shift the focus on what Husserl named the “relational space” and make clear how that is not given a priori but needs to be established and held” (Giordano, 2011, p. 173).

The Group Analytic experience starts processes of re-signification of the “group-as-a-whole” and not as a simple total of individuals belonging to it. “Each person contributes to the weaving and to the moulding of the group with one’s own distinctive features, with one’s own behaviour and expressive ways of communication” (Giordano, 2013, p. 100).

The experience of the interactive didactic gives the spatio-temporal, meta-communicative and communicative conditions suitable for building the “relational space” essential for giving formative responsibility to those who belong to it.

The DUGI becomes an opportunity to “rethink and report the inadequacy and the inefficacy of the academic teaching traditionally based on the unidirectionality of the authoritarian transmission of knowledge” (Giordano, 2011, p. 173).

Results

The experiences and the fields of the DUGI implementation at the University of Bari over the years allowed Professor Giordano and the research teams of C.I.R.La.G.E. to work on a quality level on the learning processes and on the training of university students.

Some of relevant experiences concern the following fields:

- Degree Course in Educational and Learning Sciences for the future educators and trainers;
- Pre Degree Internship for training experts in evaluating the formative processes;
- University Courses for teaching qualification in Philosophy at Secondary Schools.

I am referring to my own experience in research and teaching university at the Specialist Degree Course in editorial, public and social Information Science at the University of Bari.

I had the opportunity to observe how the postgraduate students, the future professionals and experts in the field of media, mass-media and multimedia communications, are uncomfortable with the traditional didactic shaped on the acquisition of sciolistic and standardized information.

That information has next to nothing usefulness for a professional training aimed at the acquisition of a critical awareness attitude about the possibility of resignification of communication within the *hic et nunc* of the interpersonal, training and professional relation. (See. De Mita, 2011)

Conclusions

The DUGI experience at the Specialist Degree Course in Editorial, public and social Information Science prepare the students to learn the fundamental theoretical parameters enabling the development of the critical and philosophical thinking in relation to the analysis of communication in the terms of “communicative relationship”. Through the acquisition of the phenomenological method of investigation, students are able to recognise and resignify the conceptual choices which can act as distortive forms onto and into the communicative relationship and the operative fallout within the working context of information and publishing.

The DUGI experience is the opportunity for the students to start one’s own judgement about the analysis of the risk in confusing the communication with its prejudicial and technical forms.

It enables the acquisition and the application of the critical-philosophical language on professional contexts responsible of information and communication.

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