



# "Clinical Pedagogy" and "Training Clinic". Theoretical models, methodological principles and educational professions compared.

Dr.ssa Farnaz Farahi

## State of the art

Today the focus of pedagogy has shifted from education to training intended as a regent category of pedagogy. Without education there is no training, but this second category goes further. The training does not transmit to the subject, but cultivates the subject in its uniqueness and creativity while cultivating its ability to stay in an open society and to renew itself continuously: "pedagogy, then, runs the obligation to take on this challenge, tension, problematic openness: to undertake to rethink the subject and to protect its (actual) formative dimension and, therefore, to theorize a 'pedagogy of the subject' that comes to be, perhaps, the most central, most golden, most complex ground, urgent also, to do pedagogy today "(Cambi, 2008, p. 100). The transition from education to training has led to an ever clearer emergence of the theme of "care" and "clinician" in pedagogy. The pedagogical culture of care lays the foundations for two recent pedagogical knowledges: the "clinical pedagogy" (Sola, 2008) and the "training clinic" (Massa, 1992).

The aim of clinical pedagogy is to try to recover the residual qualities of the subject and recognize the latent ones. The training clinic deals instead with making explicit the hidden and intricate meanings of the training action and considering the relationship between the world of life and the world of education.

## Hypothesis

The deconstructionist perspective will allow exploring the identities of educational professionals and entering into their concrete experiences (Mariani, 2008).

- describe the complexity of the educational professionalism that deals with the clinic in the pedagogical field: the "clinical pedagogy" and the "training clinic".
- investigate the links between theories and educational practices of both paradigms to highlight the areas of overlap and divergence

## Method

The research will have an interpretative nature (Trincherò, 2004) and will be based on a qualitative methodology, through interviews with professionals involved in the theory and practice of "clinical pedagogy" and the "training clinic". The interviews will allow the emergence of "narratives" of educational action that underlie different representations and visions of one's work.

## Results

The expected results consist in identifying the areas of overlap and divergence of the two disciplines, without excluding a hypothesis of contamination of the disciplines that gives life to new and different approaches and identities.

## Conclusions

Understanding pedagogy as a militant knowledge is possible where it is possible to combine theoretical and practical knowledge, to overcome ideologies thanks to a constant contamination of theory and practice and of the various professional figures that coexist in it (Tomarchio, Ulivieri, 2015).

## Future perspectives

The research ends with a phase of returning the results to the same professionals involved in the data collection phase. This step will allow to start raising awareness among the various professional figures on the operational knowledge of these two disciplines.

## Bibliography

- CAMBI F., *La questione del soggetto come problema pedagogico*, in "Studi sulla formazione", 2, 2008, pp. 99-107.
- MARIANI A., *La decostruzione in pedagogia. Una frontiera teorico-educativa della postmodernità*, Roma, Armando, 2008.
- MASSA R. (a cura di), *La clinica della formazione. Un'esperienza di ricerca*, Milano, Franco Angeli, 1992.
- SOLA G., *Introduzione alla pedagogia clinica*, Genova, Il melangolo, 2008.
- TOMARCHIO M., ULIVIERI S. (a cura di), *Pedagogia Militante. Diritti, culture, territori, Atti del 29° convegno nazionale SIPED Catania 6-7-8 novembre 2014*, Pisa, ETS, 2015.
- TRINCHERO R., *I metodi della ricerca educativa*, Roma-Bari, Laterza, 2004.