



Erasmus+

LEARNING-BY-MEDIATING. REFLEXIVE MEDIATION IN ACTION

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Proyecto aCT: <https://act.unige.it/Progetto>



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Two main topics: **community** and **peer mediation**, considered from the perspective of educational innovation and experimentation. During the project, they merged into theme: **community peer mediation**.

More info on the Cooperatively Transmediate aCT project: <https://act.unige.it/Progetto>



Community mediation

El *enfoque cultural de la mediación*, that is, mediation's cultural approach describes mediation not as a technique (or a set of techniques) but as a cultural and pragmatic approach that sees conflict as an experience that affects the community as a whole, and not just the parties concerned. (De Luise & Morelli, 2015, Pesqueira Leal, 2005; Vezzulla, 2015).

Peers within community mediation

Working among peers can restore the voice of those who belong to a community; thus, a dialogue can emerge as well as a “savoir-faire” that is acknowledged as legitimate and authoritative by the other community members. Being “among peers”, then, is part of an “attitude” that is aimed at facilitating an equal relationship among all the community members.

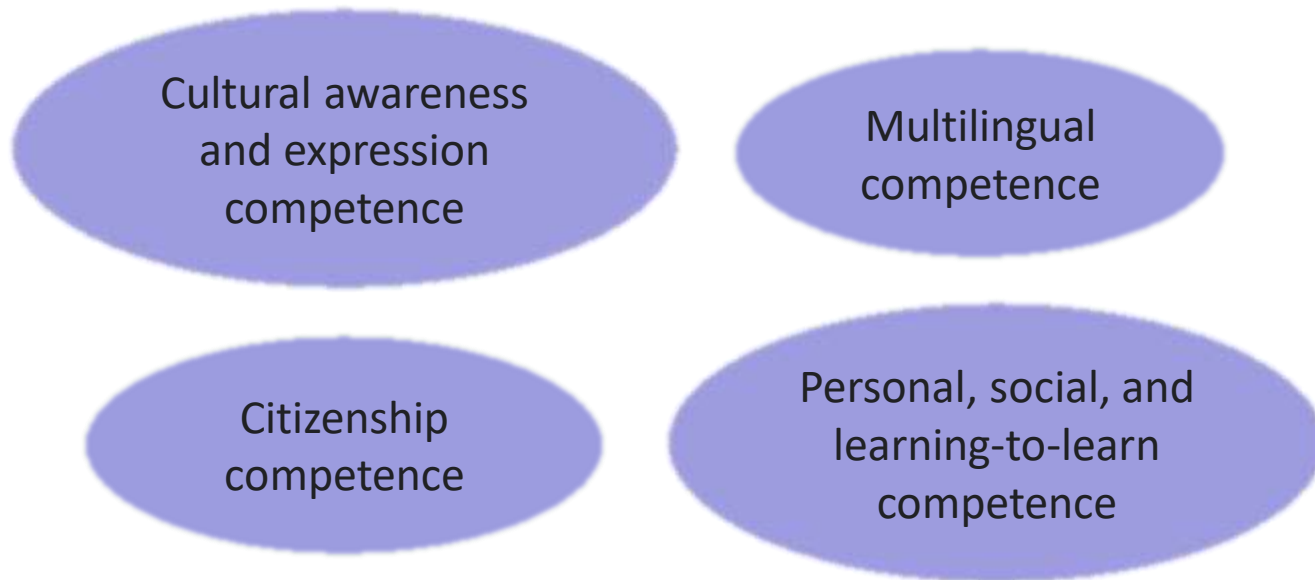
Our framework

Soft skills are addressed within their social and relational value, in particular those aspects that promote dialogue, personal and collective empowerment, and conflict management within groups and communities.

The **collective** rather than the **individual** aspect of these skills is highlighted.

Community peer mediation in university settings involve the interactive level: this requires participation in those class debates that aim at managing a problem or a conflict.

Specific soft skills intertwined with community peer mediation teaching-learning processes



(EU Council Recommendation on key competences for lifelong learning, 2018)

Community peer mediation and soft skills

- **Multilingual** competence: a variety of registers, topics and disciplinary *approaches*, and multilingual *materials*.
- **Personal, social, and learning-to-learn** competence: *open dialogue* empowered the participants into having a greater ability to deal with doubts and their resolution.
- **Citizenship** competence: community mediation was not intended as a mere topic, rather, it was something that the students could *put into practice*.
- **Cultural awareness** and **expression** competence: meeting the Other, debating one's own perspective, *searching for a common ground*.

Our methodology and data

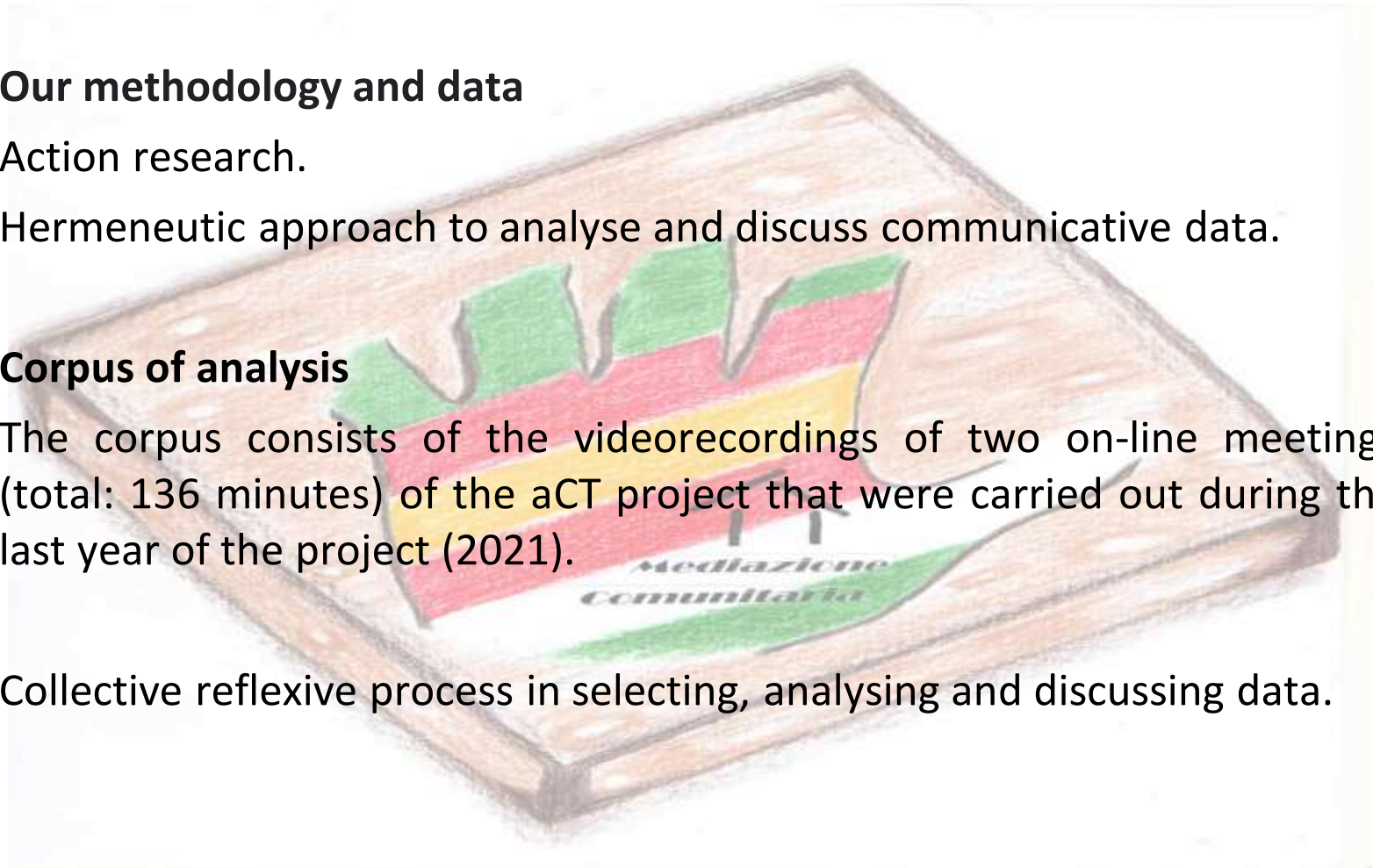
Action research.

Hermeneutic approach to analyse and discuss communicative data.

Corpus of analysis

The corpus consists of the videorecordings of two on-line meetings (total: 136 minutes) of the aCT project that were carried out during the last year of the project (2021).

Collective reflexive process in selecting, analysing and discussing data.



Excerpt 1

... but I believe that maybe (...) an empowering – I use this word even if it's a complicated one – approach, well, even if it's difficult... but this output should bring those who are following the course to a reflection about oneself and about the group, both in a passive and in an active way – in the sense that one could take on the responsibility and take care of the context.

Main ideas:

1. Activities are designed within an **inter-professional** and **asymmetrical** group (professors/students; seniors/juniors; previous expertise in mediation/no expertise).
2. While designing the activities for a mediation course, the focus is on **self-reflection** (“am I able to mediate?” “am I building a community that is able to mediate?”).
3. **Individual responsibility** and **care towards the Other** emerge as two of the main tenets of the community peer mediation approach.

Excerpt 2

Designing questions, underlining affinities and divergences. Perhaps one needs some courage to underline the affinities and the divergences but really, in my opinion this wouldn't be something bad, because otherwise we'd somehow give... well, we give an impression of uniformity within a process that was not uniform at all, but not being uniform is not a problem (...) because these affinities and these divergences can be made explicit. And perhaps when they are made explicit, they become less painful.

Main ideas:

1. Differences need to be highlighted to **acknowledge the participants** and their ideas.
2. Differences have a potential for **increasing knowledge**.
3. Dealing with difference is acknowledged as a painful, but necessary process: **emotional and intellectual facets** of knowledge-building processes are taken into consideration.
4. Difficulty is taken care of **within the group** designing the activities: mediation is both a topic and a method.

Results and reflections for further directions



Community peer mediation is a process engaging the individual on several levels, through **reflection** (intrapersonal level), listening and **dialogue** (interpersonal level), and the **re-definition of the context** (community level).

As a consequence, it can be seen as a **constructive and interactive competency-oriented methodology.**

GRAZIE, GRACIAS, OBRIGADOS, THANKS

