Available online at www.sserr.ro
Social Sciences and Education Research Review

(5) 2 120-123 (2018) ISSN 2392-9683

PATRIZIA SPOSETTI, LE SCRITTURE PROFESSIONALI IN EDUCAZIONE. TEORIE, MODELLI, PRATICHE

Elena PÎRVU
Professor, PhD, University of Craiova, Romania
elena_pirvu@outlook.com

Patrizia Sposetti's *Le scritture professionali in educazione. Teorie, modelli, pratiche* ('Professional Writing in Education. Theories, Models, Practices') Rome, Edizioni Nuova Cultura, 2017, 113 p. is published in the collection "Quaderni di ricerca in Scienze dell'Educazione" ('Investigations in Education Sciences'), including researches, investigations and studies in the field of education undertaken in the Teacher Training and Education Sciences study area of the Sapienza University of Rome, as well as research reports completed by researchers, PhD students or university students under the supervision of academics, in other Italian higher education institutions.

As underlined by Pietro Lucisano in *Prefazione. Scrivere per fare l'educatore, scrivere per essere educatore* ('Preface. Writing to Work as an Educator, Writing to Be an Educator'), "[i]l lavoro di Patrizia Sposetti affronta la tematica del ruolo che la scrittura svolge nella costruzione delle competenze di un educatore. Si tratta di un problema complesso che tra l'altro si pone in un momento storico in cui il processo dello scrivere, per sua natura un processo di riflessione, viene spesso ritenuto superato e è spesso sostituito da attività in cui la dimensione compilativa tende ad assumere un ruolo preponderante rispetto alla dimensione riflessiva e la dimensione riproduttiva parimenti rischia di

BDD-A30252 © 2018 Sitech Publishing House
Provided by Diacronia.ro for IP 216.73.217.142 (2026-11-14 13:10:55 UTC)

imporsi sulla dimensione creativa" ('Patrizia Sposetti's work deals with the part played by writing in constructing the competences of an educator. This is a complex issue which, *inter alia*, is placed in a historical moment where the writing process, an intrinsically reflective one, is frequently replaced by activities where the compiling dimension tends to acquire a prevalent role compared to the reflective dimension and, similarly, the reproductive dimension risks to prevail to the detriment of the creative one') (p. 9).

The volume we present includes four chapters.

The first chapter, *Scrivere. Una competenza metodologica e professionale* ('Writing. A Methodological and Professional Competence', pp. 13-32), analyses writing in relation to knowledge (pp. 14-16), explains what "writing as a profession" means (pp. 17-21), presents a principle of order for the analysis of professional writing (pp. 21-25), "traceable in the objectives to be attained by those who write professional texts" (p. 21) and reflects on a model for professional writing in education (pp. 25-31).

The second chapter, *Formare gli educatori alla scrittura* ('Teaching Writing to Educators', pp. 33-60), since "[n]elle professioni educative, la scrittura rappresenta in molti casi una pratica solida e stabile e connessa allo sviluppo della professionalità in chiave di progettazione, documentazione e valutazione delle esperienze e dei percorsi realizzati dagli educatori" ('in many cases, writing in educational professions represents a solid and stable practice, connected to the development of the skills to design, document and assess experiences and paths covered by educators') (p. 33), first explains the meaning of writing to develop professional practice in educational contexts (pp. 33-41), and then analyses writing training delivered to future secondary school teachers (pp. 41-48). The subchapter *Disegnare percorsi formativi* ('Designing Training Paths', pp. 48-56) makes us understand the meaning of designing writing paths for educators, while the subchapter *Costruire pratiche di scritture professionali* ('Building Professional Writing Practices', pp. 56-60) deals with the phases of

BDD-A30252 © 2018 Sitech Publishing House
Provided by Diacronia.ro for IP 216.73.217.142 (2026-11-14 13:10:55 UTC)

these training activities that must be clearly individualized in terms of succession, objectives and results for the entire group of participants (p. 56).

The third chapter, *La scrittura multidimensionale* ('Multidimensional Writing', pp. 61-78), first explains *Che cosa significa "saper scrivere"* ('What being able to write means') (pp. 61-65), since "[c]hi sa scrivere sa scegliere e può scegliere, ha a disposizione un ampio ventaglio di opzioni possibili e sa di volta in volta selezionare la migliore, tenendo conto del fatto che la scrittura richiede di fare a meno di tutti quegli elementi che nel parlato agiscono a supporto della comprensione, come il tono di voce, i gesti, la possibilità di chiedere spiegazioni" ('s/he who can write can choose out of a wide range of possible options and, when needed, can choose the best of them, as writing implies discarding all elements that aid comprehension in speaking, such as tone, gestures, the possibility to ask for explanations') (p. 65). The following subchapters deal with *Multidimensionalità delle competenze di scrittura* ('Multidimensionality of Writing Competences', pp. 66-69), *Le caratteristiche distintive dei testi scritti* ('Distinctive Features of Written Texts', pp. 69-73) and *Dimensione applicativa delle competenze di scrittura* ('Applied Dimension of Writing Competences', pp. 74-78).

Of the fourth chapter, *Per un Vocabolario di base delle professioni educative* ('For a Basic Vocabulary of Educational Professions', pp. 79-105), we mention the subchapters: *La comunicazione cooperativa. Dalle massime conversazionali alle teorie e alle tecniche di scrittura controllata* ('Cooperative Communication. From Conversational Lemmas to Theories and Techniques of Controlled Writing', pp. 80-91), *La scrittura orientata* ('Oriented Writing', pp. 91-96) and *La sfera del lessico. Le parole dell'educazione* ('The Area of the Lexicon. The Words of Education', pp. 96-105).

We also have to mention the extremely rich bibliography (pp. 107-113), including a high number of reference works.

In conclusion, the volume *Le scritture professionali in educazione. Teorie, modelli, pratiche* ('Professional Writing in Education. Theories, Models,

BDD-A30252 © 2018 Sitech Publishing House
Provided by Diacronia.ro for IP 216.73.217.142 (2026-11-14 13:10:55 UTC)

Practices') by Patrizia Sposetti is well structured, consistently designed and impressively documented, and we are confident in its success.

REFERENCES

Sposetti, P. (2017). Le scritture professionali in educazione. Teorie, modelli, pratiche. Rome, Edizioni Nuova Cultura.

BDD-A30252 © 2018 Sitech Publishing House
Provided by Diacronia.ro for IP 216.73.217.142 (2026-11-14 13:10:55 UTC)