

Call for Papers Vol. 20 N. 1/2022

Collaborative approaches in research applied to multicultural educational contexts

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In recent times we have seen important changes in research applied to multicultural socio-educational contexts both at national and international level. On the one hand, in the social sciences field, the need to rethink conventional survey forms and strategies has emerged over time to face new challenges; on the other hand, teachers, educators, trainers and social workers have increasingly approached to **participatory and collaborative methods** experiences, capable to combine a heuristic and exploratory approach with the collective elaboration of educational actions and inclusive strategies in different fields of intervention. For example, in the socio-educational and scholastic field, there has been a widespread opportunity to acquire critical tools for **observation and evaluation** and to explore new paths that can imagine **new forms of interaction between research and action** and incorporate **reflective practices** in social and professional interactions taking place in multicultural contexts (such as training-research, ethnographic methods, co-design or, in the evaluation field, participatory approaches such as theory-driven). This happens to be even more relevant in front of the sudden changes experienced in the professional scenarios and intervention contexts, both redesigned due to the outbreak of the Covid-19 pandemic. In fact, the social and health emergency has further highlighted the need to expand and revise the repertoire of methods and tools in order to transform "commendable intentions into effective actions" in multicultural educational contexts and to renew welfare forms in a community and

territorial perspective (Ripamonte e Boniforti 2020). In this regard, the pandemic has led to the increase in a specific attention to scholastic contexts, to the need for new looks and tools capable to promote, through active participation approaches, new forms of socio-educational innovation to respond to the worsening of educational poverty and social vulnerabilities. Such reflection places to the center the public engagement role of the Universities and the opportunities for social innovation made possible by this exchange between applied research - and its methodological repertoire - and social change policies implemented on the territory.

In the footsteps of this changes, researchers, professionals, educators and social operators are invited to discuss research and/or intervention experiences that focus on possible forms of participatory and collaborative methodologies, as well as to investigate and set out innovative tools and content born from interdisciplinary confrontation and from needs emerged in the current historical and social contingency.

Bibliography

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Methods and Timing – The Call is open!!

The editors of the dossier are waiting for **an abstracts** (2000 characters including spaces) to be sent no later than **28 February 2022**, containing a summary of the article's structure. The essay will have to be based on a practical experience (in research, action research or work), with a particular focus on the methodological and multidisciplinary dimension. Multi-hand works involving specialists from different disciplines who have found themselves working together operationally are encouraged. The authors will receive a **feedback on acceptance/rejection by 5 March 2022** and the **complete contribution**, following the authors' guideline, will have to be sent no later than **10 april 2022**. Double-blind refereeing will follow. This dossier will be published in **may 2022**. Abstracts and contributions should be sent to the following 3 email addresses: educazione.interculturale@unibo.it; roberta.bonetti3@unibo.it; giovanna.guerzoni@unibo.it; federica.tarabusi2@unibo.it

The authors guidelines can be found at <https://educazione-interculturale.unibo.it/about/submissions#authorGuidelines>.

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Teorie, ricerche, pratiche