

Curriculum Vitae

Francesca Berti, PhD

PERSONAL INFORMATION

Name and Surname: Francesca Berti
Nationality: Italian and German
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Office: Faculty of Education, Free University of Bolzano/Bozen
Regensburger Allee 16, 39042 Brixen (BZ, Italy), Room 3.23

EDUCATION

2014 - 2019, PhD in Education; University of Tübingen

Thesis: *Traditional games and toys as a tool of intercultural education. Discovering the Shared Space of Play.*

Supervisor: Prof. Karin Amos

2002 - 2004, MSc in Development Studies; SOAS University of London

Thesis: *Fair Trade in a growth crisis. Unfolding the complexity of the choice between productivity growth and the aspiration to change the market.*

Supervisor: Prof. Subir Sinha

1995 - 2001, Laurea con Lode in Lettere Moderne; University of Verona

Thesis: *Verona napoleonica (1797-1814) nei carteggi dell'Accademia di Agricoltura Scienze e Lettere.*

Supervisor: Prof. Gianpaolo Romagnani

ACADEMIC POSITIONS

07.2021 - present, Junior Researcher, research project: "Educational research with a specific focus on inclusive and diversity education", Scientific-disciplinary field M-PED/03 (Didattica e pedagogia speciale). Faculty of Education, Free University of Bolzano/Bozen.

2016 - 2019, Research assistant, research project "WILLE: Wissenschaftliche Bildung und gesellschaftliche Verantwortung". Assignment: Qualitative evaluation of the

project, transcription and analysis of interviews; mid-term and final report.
Faculty of Education, University of Tübingen.

RESEARCH FOCUS

- Primary education research with focus on didactics
- Play-based Learning
- Heritage Education
- Traditional Sports and Games and Intangible Cultural Heritage

RESEARCH PROJECTS

08.2022, ChiPS – Children’s Playfulness in School. PI: Prof. Simone Seitz.

ACADEMIC TEACHING

9-12-2022, General Didactics (Lab., German), Free University of Bolzano/Bozen

3-6.2022, Inclusive Education (Lab., German), Free University of Bolzano/Bozen

10-12.2021, Intercultural Education (Lab., German), Free University of Bolzano/Bozen

SEMINARS

11.2022, *Die Entdeckung des geteilten Spielraums. Ein Projekt zur Förderung interkultureller Bildung mit traditionellen Spielen.* Tagung SpielRäume 2022 - Die Kraft des Spiels und das Spiel als zentrale Lernform für Kinder im Elementarbereich. Pädagogische Hochschule Zürich.

10.2022, *E imparai a dipingere come un bambino. Gioco e giochi nel design e nell’arte.* Master Design for Kids, Faculty of Design and Art, Free University of Bolzano/Bozen.

11.2021, *Narrare il museo.* Casa del Gioco-Collezione Marco Fittá, Soave-Verona.

3.2020, *Didattica del gioco.* Seminar “Visual Communication”, Faculty of Design and Art, Free University of Bolzano/Bozen.

11.2018, *Didattica con i giochi tradizionali.* Seminar “Gioco, Cultura e Formazione”, Festival dell’Educazione, Torino.

11.2018, *Didactics with Traditional Games and Toys.* Seminar “Good or Bad games”, ERC Project “Locus Ludi. The Cultural Fabric of Games and Play in Antiquity”, University of Fribourg.

9.2016, *Il Ludobus Interculturale di Tübingen*. Seminar “Esperienze in gioco”, University of Verona.

PUBLICATIONS

Books

Berti, F. (2022). *The Shared Space of Play. Traditional Games as a Tool of Intercultural Education*. Zürich: Lit Verlag (In print).

Chapters in books

Berti, F., Hamacher, C. & Seitz, S. (2023). Throughout the day on the way to more educational justice? Children’s views on all-day-primary schooling. In Seitz, S., Auer, P. & Bellacicco, R. (eds.), *Inclusion in an international perspective – educational justice in the focus*. Opladen, New York: Budrich (In Print).

Berti, F. (2021). The Articulation of “Traditional” in Play Studies. In Véronique Dasen and Marco Vespa (eds), *Play and Games in Classical Antiquity: Definition, Transmission, Reception*. Liège: Presses Universitaires de Liège. ISBN: 978-2-87562-288-4

Berti, F., Kleinser P. & Müller F. (2020). Qualitätssicherung und -entwicklung von Service Learning: Eine qualitative Evaluation an der Universität Tübingen. In Merkt, Marianne; Brinkner, Tobina; Spiekermann, Annette; Stelzer, Birgit & Werner, Astrid (eds), *Hochschuldidaktik als professionelle Verbindung von Forschung, Politik und Praxis*. Bielefeld: WBV Media Verlag. ISBN 978-3-7639-6173-3

Conference proceedings

Berti, F. & Seitz, S. (2022): Sviluppo di competenze ecologiche e cittadinanza attiva con il patrimonio immateriale. In *Atti del convegno SIPED Gruppo di lavoro sull’Educazione al Patrimonio “International Conference Heritage Education. Comparing practices and Experiences.”*. Siracusa, 9-10.09.2022 (In print).

Berti, F. (2022): Progetto “Parco delle Buone Pratiche”: didattica ambientale e recupero di un bene comune da e per la comunità. In *Atti del 6° Convegno Internazionale Educazione Territori Natura. Percorsi di cittadinanza a partire dalla scuola*. Bressanone 2-4.12.2021. Bolzano: BuPress (In print).

Berti, F. (2022): “Das sind wir!”. La narrazione come pratica di incontro dialogico, con me e l’altro. In *Atti del convegno Nazionale SIRD “Ricerca didattica e formazione insegnanti per lo*

sviluppo delle Soft Skills". Palermo, 30.06-2.07.2022. Lecce: Pensa multimedia. ISBN 978-88-6760-000-0

Berti, F. (2022): Pedagogia del gioco: il gioco inclusivo. Riflessioni sulla scuola come spazio ludico. In: Demo Heidrun, Cappello Silver & Macchia Vanessa (a cura di): *Didattica e inclusione scolastica - Inklusion im Bildungsbereich. Emergenze educative - Neue Horizonte*. Centro di competenza per l'inclusione scolastica, 09.2021. Bolzano: BuPress, 53-71. ISBN 978-88-6046-189-6

Berti, F. and Gasperini, N. (2021). The City at Play. The Case of S'cianco Game in Verona and the Origin of Tocati - International Street Games Festival. In *Academic Mindtrek '21. Proceedings of the 24th International Conference on Academic Mindtrek*. New York: ACM. ISBN 978-1-4503-8514-5

Berti, F. and Lapicciarella Zingari, V. (2019). Between similarities and cultural diversities: intercultural education meets intangible cultural heritage. The example of Traditional Sports and Games. In *Proceedings of the 1st International Conference of the Journal Scuola Democratica. EDUCATION AND POST-DEMOCRACY, VOLUME III Governance, Values, Work and Future, (70-75)* ISBN 978-88-944888-2-1. Roma: Associazione "per Scuola Democratica".

Articles in journals - Fascia A

Berti, F. & D'Ambrosio M. (2022). Pedagogia del vivere e del sentire. L'agire educativo del corpo-teatro. In *Giornale Italiano di Educazione alla Salute, Sport e Didattica Inclusiva*, 3/2022. (In print).

Berti, F. (2022). Il filo che lega il gioco nel mondo. Didattica ludica, narrazione e incontro interculturale. *Zeitschrift für Interkulturellen Fremdsprachenunterricht*. (In print).

Articles in magazines

Berti, F. (2022). In cammino con i pacifici. Riflessioni sulla nonviolenza partendo da un gioco. *Rivista Dida*, n. 16/ settembre 2022, pp. 30-35.

Berti, F. (2019). Da "I giocattoli dei popoli" al Ludobus Interculturale. In Fenizi Stefania, Lombardini Ivana, Tassinari Alide, Amadori Donatella (eds), *GiocarSí*, Collana I quaderni della Lumaca, 2/2019, Cesena: Fulmino Edizioni. ISBN 9788861500570

Berti, F. (2015). Das Interkulturelle VHS-Spielmobil. In *Weiterbildung. Dokumentation des Bündnisses für Lebenslanges Lernen zur Umsetzung der Empfehlungen der Enquetekommission „Fit fürs Leben in der Wissensgesellschaft“*. Ministerium für Kultus, Jugend und Sport Baden-

Württemberg, Stuttgart 2015. Available at: <https://www.fortbildung-bw.de/fuer-anbieter/buendnis-fuer-lebenslanges-lernen/publikationen-und-infomaterialien/>

KEYNOTES

10.2021, *Pedagogia del gioco: il gioco inclusivo. Riflessioni sulla scuola come spazio ludico*. Didattica e inclusione scolastica 2021 – Inklusion im Bildungsbereich 2021, Free University of Bolzano/Bozen.

CONFERENCE PAPERS

10.2022, *La cura, da me al mondo. In cammino con La Carovana dei Pacifici*. Conference “La narrazione come pratica di cittadinanza”. Fondazione Ferrero, Alba.

9.2022, Sviluppo di competenze ecologiche e cittadinanza attiva con il patrimonio immateriale. International Conference Heritage Education. Comparing practices and Experiences. SIPED Gruppo di lavoro sull’Educazione al Patrimonio. University Enna “Kore”.

9.2022, *Trottorellando: percorsi di didattica attiva tra gioco e narrazione*. Giornata della Didattica 2022, Palazzo della Granguardia, Verona.

8.2022, *The primary school as a playful space. Fostering playful learning and teaching*. The 30th Annual EECERA Conference (EECERA 2022). University of Strathclyde, Glasgow, Scotland.

7.2022, *On John Dewey’s Footprint: the active school according to Rebeca Wild*. The 10th European Conference on Education (ECE2022). UCL, Institute of Education, London.

4.2022, *Beyond the morning-afternoon dichotomy. Multi-professional collaboration as a key concept of inclusive all-day primary school*, with Hamacher Catalina & Seitz Simone. Teaching and Learning for an Inclusive, Interconnected World - Association for Teacher Education in Europe (ATEE2022). Sestri Levante.

11.2021, *Progetto “Parco delle Buone Pratiche”: didattica ambientale e recupero di un bene comune da e per la comunità*. 6° Convegno Internazionale Educazione Territori Natura. Percorsi di cittadinanza a partire dalla scuola. Free University of Bolzano.

- 10.2021, *Pedagogia del gioco: il gioco inclusivo - Spielbasierte Didaktik: Das inklusive Spiel*, Keynote. Convegno „Didattica e inclusione scolastica – Inklusion im Bildungsbereich. Emergenze educative. Neue Horizonte. Free University of Bolzano.
- 10.2021, *Play and Storytelling. Discovering an Intercultural Education Practice with Tradition Games and Toys*. 1st International Conference “Storytelling as a Cultural Practice – Pedagogical and Linguistic Perspectives”. Free University of Bolzano.
- 06.2021, *The City at Play. The Case of S’cianco Game in Verona and the Origin of Tocati - International Street Games Festival*, with Gasperini Nicola. Academic Mindtrek 2021, University of Tampere.
- 09.2020, *Traditional Games and Sports (TGS) in Italy, between vitality of practices and challenges of transmission in educational contexts: a pilot project*. International Conference “Tocati, A Shared Heritage 2020. Time of communities, between Intangible Cultural heritage and Educational Contexts”, Verona.
- 11.2019, *Towards a similarity approach in intercultural education. Fostering teacher’s attitude towards searching for similarities among cultures*. International Association for Intercultural Education (IAIE) Conference “Another Brick in the Wall: Transforming Education”, Amsterdam.
- 6.2019, *Between similarities and cultural diversities: intercultural education meets intangible cultural heritage. The example of Traditional Sports and Games*. with Lapicciarella Zingari Valentina. First International Conference “Scuola Democratica”, University of Cagliari.
- 5.2019, *Learning by playing – Play practices and cultural transmission in Stewart Culin’s writings*. XXII Board Games Studies Colloquium “Games on Board: Education, Tradition, Prospect”, University of Bologna.
- 9.2018, *Meanings of “tradition” in the context of play*. Conference “Play and Games in Antiquity. Definition, Transmission, Reception”, ERC Project “Locus Ludi. The Cultural Fabric of Games and Play in Antiquity”, Swiss Museum of Games, La-Tour-de-Peilz.
- 4.2018, *Bocce, Boules, Pétanque... deep in Swabia land*. XXI Board Games Studies Colloquium “Dialogues and Interactions”, Benaki Museum Athens.

9.2017, *La balistica del piolo - Giocattoli tradizionali e interculturali*. Forum della Cultura Ludica, "Tocati - International Street Games Festival" Verona.

4.2017, *Playing S'Cianco (Tip-cat): A Traditional Street Game Reawakens the City of Verona*. XX Board Games Studies Colloquium "Models, Metaphors and Meanings", University of Copenhagen.

4.2016, *Top Stories – Narratives qualities of traditional games*. XIX Board Games Studies Colloquium, Deutsches Spielearchiv Nürnberg.

LANGUAGE SKILLS

English: CEFR B2, Language Centre University of Bolzano/Bozen, July 2002

German: Attestati bilinguismo italiano-tedesco, B2, Provincia Autonoma di Bolano, May 2022

Bressanone/Brixen, 3.12.2022

Appendix – Publication of the Dissertation (Lit Verlag, in press)

The Shared Space of Play Traditional Games as a Tool of Intercultural Education.

The research investigates a practice of intercultural education with play-based learning. Its aim is to respond to the major constraints of the field of intercultural education, namely, the limitations of its practice and the risk of falling into a culturalist representation of cultures. This risk, repeatedly highlighted by literature on the subject, relates to the tension residing in the field itself, of seeking to valorise both the universality of human beings and the diversity of cultures. Since this latter aspect is often predominant, however, the outcome is that differences among cultures become even more emphasised. Consequently, cultures are, involuntarily, represented as separated from each other.

I suggest overcoming this dichotomy by shifting the attention from diversity to similarity between cultures. The search for similarities, in fact, allows us to highlight spaces where cultural elements overlap, mix and blend, and where cultural transmission transcends

borders. Furthermore, this study suggests that there is a consequential relationship between the recognition of cultural similarity and the appreciation of diversity: the recognition of similarity, by sparking curiosity towards the other, opens a space for encounter. This space is characterised by mutual disposition and listening, which in turn make dialogue and thus the desire for mutual knowledge possible. In such further opening, the appreciation of cultural diversity can take place (Model, p. 123).

An approach encompassing the acknowledgement of similarity requires an attitude that looks at “the relation that connects” (Bateson, 1972 and 1979). In this exercise – searching for similarities to discover cultural in-betweens - traditional games have strong potential. They are present in all cultures, from the past to the present, and they surprise us for both on account of their extreme variety and their incredible similarity. On the basis of such similarities, they can be grouped into families, as for example, the families of spinning tops, cup and balls, bowling, bowls games, tip-cat games, etc. Hence, when they are used as the setting of an intercultural education practice, they allow us to highlight the universality of the experience of play, while also revealing the variety of cultural traditions. In other words, they attain a representation of cultures that attest to variety in unity. To recall a metaphor by Wittgenstein – who used games as an example for his concept of family resemblances - these games represent “the fibres” that “run through the whole thread” holding together the experience of play of children and adults in the world (Wittgenstein 1968 [1953]).

The research is rooted in play studies, spanning the disciplines of intercultural pedagogy and cultural anthropology. Moreover, a semiotic perspective has been added to investigate the function of traditional games and toys in the setting of the classroom: in semiotic terms, the setting temporarily transforms the classroom into a space of play, since games and toys convey the message “this has to do with play”. In a multicultural classroom, such a setting allows for the emergence of the “shared encyclopaedias” (Eco, 1976 and 1984) of participants - children and also the adults involved - concerning the experience of playing with traditional games in different cultures. From a didactical point of view, traditional games and toys allow the teacher to capture the curiosity and attention of children in a “field of experience” familiar to them. According to Dewey, in fact, the ability to learn is directly related to experiences already encountered (Dewey, 1910). In the exploration of traditional games and toys, the reflection concerns “the near and the far”: children reflect both on something they know that is close to them (their play experience), and on something unknown that is new and remote (the story of a game, of a region and its traditions, of a past age, etc.).

Finally, from a more general perspective of Play-based Learning, this study advocates the contemplation of any sort of play form. Traditional games, in particular, involve the immersion in both cognitive and motoric activities, the possibility of experiencing multiple relations among players, changing and negotiating rules, the use of various play materials and the all-important imagination, thus contributing in a holistic way to the personal and relational

growth of children (Parlebas, 2016).