Michele De Beni's Educational Career

A scholarly journey in pedagogy, teacher education, and formative research

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michele de beni

Agenda

1. Educational Foundations and Early Career
2. Academic and International Contributions
3. Leadership, Publications, and Legacy

Educational Foundations and Early Career

A Career in Education



Bridging practice and scholarship

- He linked school leadership with pedagogy and educational psychology.
- His profile connects classroom realities to reflective, research-informed teaching.



Working across education systems

- He moved between schools, universities, and large-scale professional training programs.
- His roles show education as institutional work and human development.



Collaboration as a method

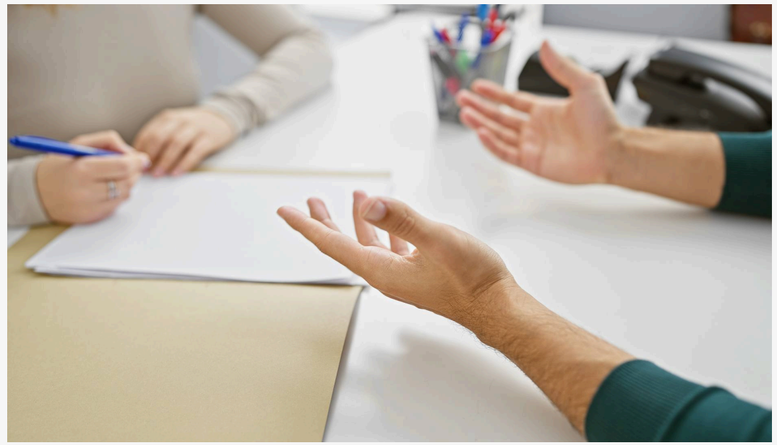
- International academic engagements supported dialogue across cultures and contexts.
- His career frames education as **practice plus inquiry**, not only instruction.

Foundations of Formation



Early academic grounding

- In 1975, he completed a three-year program in school supervision.
- In 1976, he earned a Pedagogy degree with a psychological focus.



Specializations shaping his lens

- From 1985 to 1989, he trained in autogenic psychotherapy (CISSPAT/UniPD).
- From 1985 to 1988, he specialized in clinical sexology in Rome.
- In 1989, he deepened autogenic training at the University of Rome.

From Schools to Psychology

1979–1989: School leadership (MPI)

Served as a didactic director in Italy's public system

Psychotherapy and autogenic training studies (1985–1989)

Mid-1980s: Clinical specialization

1985–1988: Clinical sexology training

Completed a clinical sexology specialization in Rome

Began working as a psychologist-psychot herapist in Veneto

1989: Transition to practice

1989 onward: Dual professional focus

Linked institutional schooling with personal development support

Academic and International Contributions

University Teaching Years



University of Verona (1999–2023)

He taught Pedagogy and educational assessment, linking theory to evaluation practice.

University of Trento (2003–2004)

He served as professor of General Pedagogy, strengthening his interuniversity profile.





Sophia University Institute (2013–2023)

He taught planning and evaluation of formative processes for professional educators.

An International Academic Reach

Visiting professor, 2005-2012

- He taught and collaborated across multiple universities beyond Italy.

A multi-country network

- Appointments included Zagreb, Ljubljana, Puebla, Almeria, and Lublin.

Impact on his pedagogy

- These experiences strengthened an approach shaped by **international dialogue**.

Research Driven by Practice

1986: Joined the Co.R.T. research group

International team led by Edward De Bono

Focused on how learners develop thinking skills

1989: Launched psycho-didactic inquiry

1989-2003: “Learning to think” studies

Research pathway linking cognition and teaching

Brought thinking research into educational practice

2003: Consolidated classroom applications

Ongoing: Practice-informed research stance

Theory tested through real training and schooling

Building Educational Networks



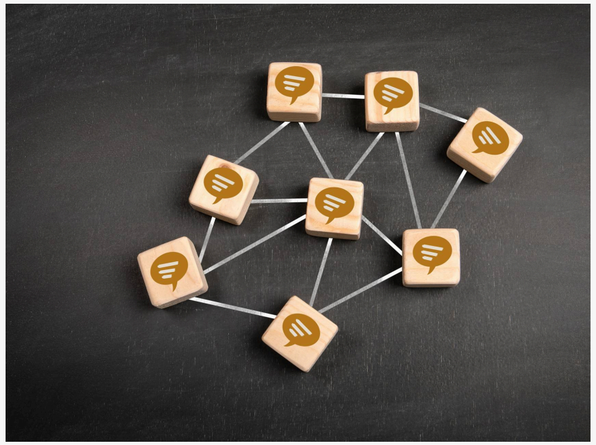
Intercultural hub-building

- He co-founded the Intercultural Studies Center at the University of Verona.
- The Center strengthened intercultural collaboration between pedagogy and university life.



International coordination roles

- He coordinated EdU-Eduforunity, an international pedagogical association (2001–2013).
- He contributed to New Humanity initiatives linked to UNESCO consultative networks (2000–2013).



What this shows

- Education advances through **partnerships**, institutions, and sustained cross-cultural dialogue.

Leadership, Publications, and Legacy

Leading Advanced Training



Programs for families and values education

- He led the multi-year Family-point formation program (1999–2003).
- He directed “Educare ai valori” training for Ladin schools (2000–2002).

Training for public-service leaders

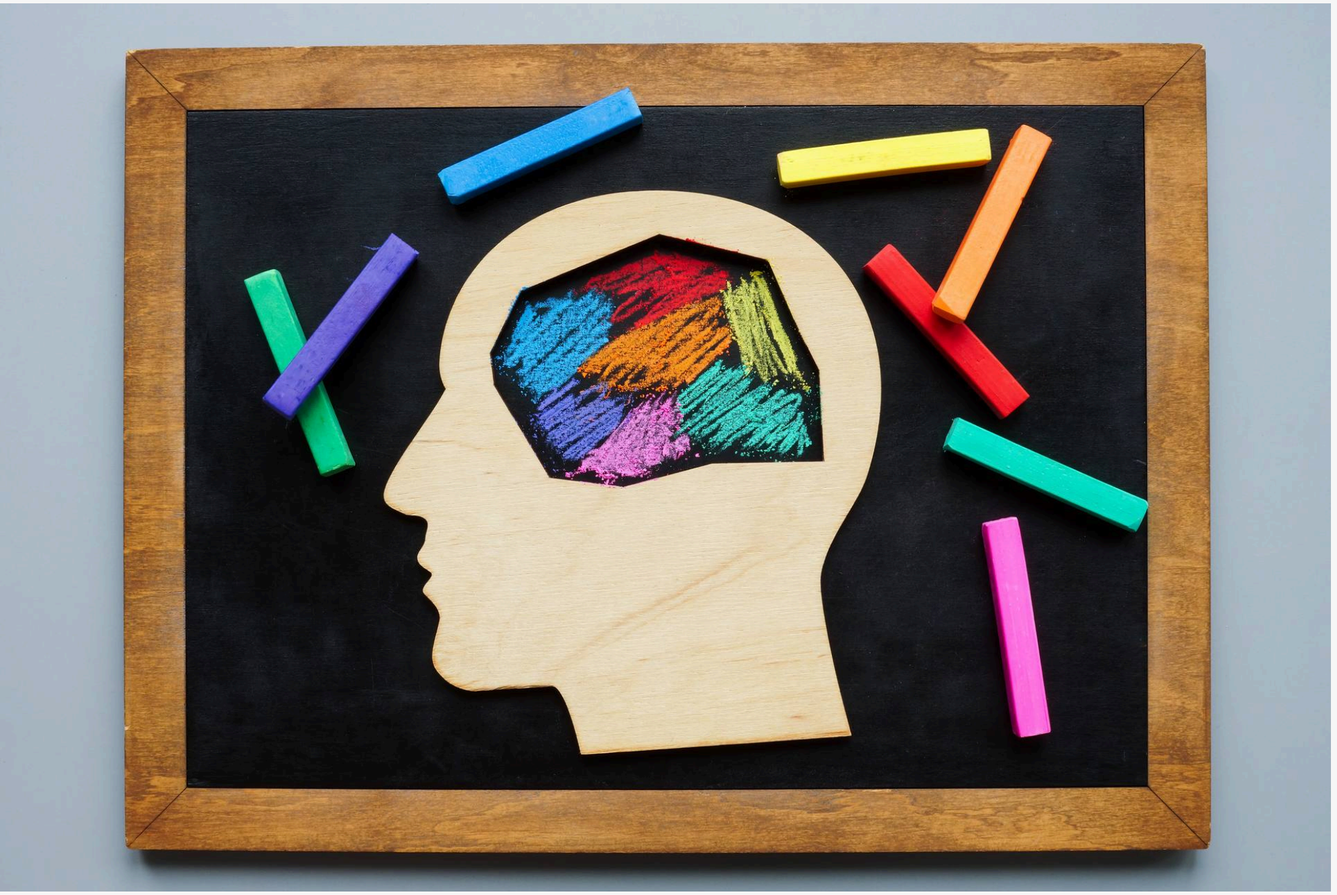
- He co-led national training for police leaders on youth violence prevention.
- The project connected educational approaches with prevention work (2004–2006).





Postgraduate and professional pathways

- He directed a post-graduate course in **family mediation** (2011–2013).
- He oversees the “Educare il futuro” summer school for teachers (2021–present).



Publications as Pedagogical Legacy

Key themes across decades

- Early works support teachers with training resources and learning through play.
- Later titles examine prosocial education, altruism, and communication in relationships.
- Recent books focus on educator identity, courage, and purpose in teaching.

A sustained publication arc

- Books published from 1986 through 2026 show continuous pedagogical reflection.
- Works move from classroom practice toward broader educational and human formation.

Value for scholars and practitioners

- The bibliography traces how his ideas evolved alongside research and teaching.
- Taken together, the texts function as a roadmap of his educational thinking.

Why His Career Matters



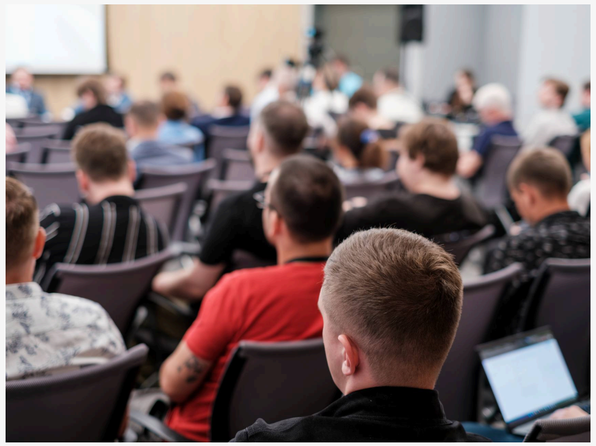
An integrated educator profile

- He bridges pedagogy, educational assessment, and psychological support work.
- This combination keeps learning focused on the whole person.



From expertise to public impact

- He turned research into training for schools, families, and institutions.
- Leadership roles show how scholarship can shape real systems.



A lasting invitation to educators

- Connect teaching, inquiry, and values in everyday practice.
- Build professional communities that learn together across contexts.

BOOKS

- Professione docente (programma interdisciplinare di formazione a distanza), 60 unità multimediali (Italiana Audiovisivi, Verona 1986)
- Commento ai Programmi didattici della scuola elementare, 4 voll. (Provincia di Verona-Provveditorato agli studi di Verona 1987)
- Gioco per imparare (Armando, Roma 1987)
- Costruire l'apprendimento (Brescia 2000)
- Prosocialità e altruismo (Trento, 2001)
- Educare all'altruismo (Trento 2002)
- Imparare a pensare (Università di Verona 2003)
- Comunicare per amare (Roma 2006)
- Educare. La sfida e il coraggio (Roma 2010)
- Essere educatori. Coraggio di una presenza (Roma 2014)
- A pensare si impara. Percorsi sperimentali (Verona 2018)
- Come un raggio di sole. Le radici e le ali (Verona-Roma 2021)
- Riflessi di una ricerca. Valori, metodi, risultati nella scuola Raggio di sole (Ljubljana 2022)
- Perché insegno? Perché ci credo (Roma 2024)
- Educare viene prima (Roma 2026)
- Oggi è il futuro. Giovani e professioni educative (Roma 2026, in stampa)
- Best Pratices Education (in stampa, Roma 2027).

