

**Luigina Mortari, Ph.D**

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QUALIFICATIONS

Degree in Education, University of Verona, Italy;

Degree in Philosophy, University of Verona, Italy;

PhD in Educational Sciences, University of Padua, Italy;

Master in Training and Research in Organizations, University of Milano, Italy (1995).

ACADEMIC AND SCIENTIFIC DUTIES AND RESPONSABILITIES

- 2019-Present: Director of the Teaching and Learning Center of the University of Verona.
- 2018-2021: Member of the Board of Directors of the University of Verona.
- 2014-2020: Member of the Controlling Body of the Ph.D Course in Human Sciences.
- 2009-Present: Director CRED (Center of Educational and Didactic Research), University of Verona.
- 2018-Present: Director MELETE (Center of Politics for care).
- 2005-Present: Full Professor in Philosophy of Education, Methodology of Research and Epistemology of Qualitative Inquiry, University of Verona.
- 1996-Present: Advisory Board Member: Encyclopaidea – Journal of Phenomenology and Education.
- 2010-18: Chair of the Department of Human Sciences (formerly Philosophy, Education and Psychology), University of Verona.
- 2010-13: Delegate to the Rector for the Centre for Disabled Students at the University of Verona.
- 2009-12: Coordinator of the Team for Teaching Assessment, Faculty of Sciences of Education, University of Verona.
- 2009-10: Chair of the Department of Sciences of Education, University of Verona.
- 2007: Member of the National Committee for designing the “New School Framework” – Ministry of Education, Universities and Research.

- 2006: Consultant for the Ministry of Ministry of Education, Universities and Research on Youth Participation.
- 2002-04: Member of the Evaluation Group for assessing research, teaching, administration and financial assistance for students.
- 2000-04: Associate Professor in Epistemology of Qualitative Research, University of Verona.
- 1996-2000: Researcher in Education, University of Verona.

SUPERVISION OF DOCTORAL STUDENTS

Responsible for the successful supervision of ten (8) candidates to Awards of PhD at University of Verona and of 11 Research Fellowships.

Presently Responsible for the supervision of 3 Doctorates of Human Sciences and 3 Research Fellowships.

ACCADEMIC COURSES

Full Professor of Philosophy of Education and Epistemology of Qualitative Research, at the Department of Human Sciences and the School of Medicine and Surgery.

RESEARCH ASSOCIATION

She is member of the following international research associations:

- a) A.E.R.A. (American Educational Research Association)
- b) E.A.R.L.I. (European Association Research in Learning and Instruction);
- c) A.T.E.E. (European Association for Teacher Education);
- d) S.P.E.P. (Study in Phenomenological and Existential Philosophy)
- e) N.A.A.E.E. (North American Association for Environmental Education;
- f) Canadian Society for Educational Research.

RESEARCH PROJETS AND PUBLICATION

She is author and co-author of more then 150 national and international publications. Some of her main research projects and publications are listed below.

RESEARCH AREAS

Her main research areas are the philosophy of care and education to ethic of care, the ethic of care in healthcare, emotion and education, the role of epistemology in qualitative research, with a specific focus on phenomenology,

teacher training and reflective practice. Her main recent international publications on these themes are:

Philosophy of care and education to ethic of care

- Mortari, L. (2022). *The practice of self-care*. Cambridge PUB, London.
- Mortari, L. (2022). *The philosophy of care*. Springer, Berlin.
- Mortari, L. (2022). *Cuidarse*. Ediciones Encuentro, Madrid.
- Mortari, L. (2021). *La politica della cura*. Raffaello Cortina, Milano.
- Mortari, L. (2019). *La sabiduria del corazon. Pensar las emociones, sentir las emociones*. Barcelona: Octaedro.
- Mortari, L. (2019). *Filosofia del cuidado*. Santiago de Chile (Chile): Universidad del Desarrollo Press.
- Mortari, L. (2019). *Prendre soin de soi. L'art d'exister entre intériorité et ouverture au monde*. Paris: L'Harmattan.
- Mortari, L. (2018). *Philosophie du soin*. L'Harmattan, Paris.
- Mortari, L. (2018). *Filosofia do cuidado*. São Paulo/SP(Brazil): Paulus.
- Burroughs, M. and Mortari, L. (2017). Melarete and peeche: preface to an international philosophy with children collaboration. *Childhood & Philosophy*, 13(26), 69-86.
- Mortari, L., Ubbiali, M., and Valbusa, F. (2017). "Children's ethical thinking: the "MelArete" project". *The Turkish Online Journal of Educational Technology*, Special Issue for INTE 2017, pp. 529-539.
- Mortari, L. (2016). For a pedagogy of care. *Philosophy Study*, 6(8).
- Mortari, L. (2016). *Die Sorge um sich*. Würzburg: Königshausen & Neumann GmbH.
- Mortari, L. (2015). The Practice of Self-Understanding. *Thaumazein*, 3, pp. 471-522.
- Mortari, L. and Mazzoni, V. (2012). *Discovering Virtues with Children. An Experience for an Ethical curriculum*, in D. Alt, R. Reingold(Eds), *Changes in Teacher's Moral Role*, Sense Publisher: Netherland, pp. 107-120.
- Mortari, L. and Harcourt, D. (2012). 'Living' ethical dilemmas for researchers when researching with children. *International Journal of Early Years Education*, 20(3), 234-243.
- Mortari, L. and Mazzoni, V. (2009). *The voice of children on their experience of wellbeing*, in W.C. Turgeon (Ed.), *Creativity and the child: Interdisciplinary Perspectives*, Inter-Disciplinary Press, pp. 181-192.

The ethic of care in healthcare

- Salvini, M.C. and Mortari, L. (2017). The Necessary Reconciliation between Evidence Based Medicine and Narrative Medicine. *International Journal of Humanities and Social Science*, 7(5), 170-180.

- Caronia, L. and Mortari, L. (2015). The Agency of Things: How spaces and artifacts organize the moral order of an Intensive Care. *Social Semiotics*, 25(4), pp. 401-422.
- Mortari, L. and Silva, R. (2015). Discursive practices and decision-making in ICUs – A Phenomenological research in ICUs, *International Journal of Language and Linguistics*, 2(3), pp. 26-42.
- Mortari, L. and Saiani, L. (2014) (Eds). *Gestures and thoughts of caring*. New York-Boston: McGraw-Hill Education.
- Canzan F., Heilemann M.S., Saiani L., Mortari L., and Ambrosi E. (2014). Visible and Invisible Caring in Nursing from the Perspectives of Patients and Nurses. *The Gerontological Context. Scandinavian Journal of Caring Sciences*. pp. 732-740.
- Pino, M. and Mortari, L. (2012). Problem formulation in mental health residential treatment: A single case analysis. *Ricerche di pedagogia e didattica - Journal of Theories and Research in Education*, 7, 1-24.
- Pino, M. and Mortari, L. (2013). Beyond neutrality: Professionals' responses to clients' indirect complaints in a Therapeutic, Community for people with a diagnosis of mental illness, *Communication and Medicine*, 10 (3), pp. 213-224.

Emotion and education

- Mortari, L. (2020). *Educazione ecologica*. Bari Laterza.
- Mortari, L. (2018). *Le savoir du cœur. Penser les émotions, ressentir les pensées*. Paris: L'Harmattan.
- Mortari, L. (2015). Emotion and education. Reflecting on the emotional experience and education. *European Educational Research Journal* (ISSN 2165-8714), 4 (4) pp. 157-176.
- Kim, D., Hyun, J.H., Lee, J., Bertolani, J., Mortari, L., and Carey, J. (2015). Eccomi Pronto: Implementation of a social-emotional development curriculum in a South Korean elementary school. *The International Journal of Emotional Education*, 7(2), pp. 2-14.
- Mortari, L. and Valbusa, F. (2013). Affective responses and Personal Flourishing, *Phenomenology and Mind*, 5, pp. 87-97.
- Mortari, L. (2011). Thinking silently in the woods: listening to children speaking about emotion. *European Early Childhood Education Research Journal*, 19 (3) pp. 345-356.

The role of epistemology in qualitative research

- Mortari, L. and Silva, R. (2018). Words Faithful to the Phenomenon: A Discursive Analysis Method to Investigate Decision-Making Processes in the Intensive Care Unit. *International Journal of Qualitative Methods*, 17(1), 1-14.
- Mortari, L. and Silva, R. (2017). Analyzing How Discursive Practices Affect Physicians' Decision-Making Processes: A Phenomenological-Based Qualitative Study in Critical Care Contexts. *INQUIRY. The Journal of Health Care Organization, Provision, and Financing*, 54, 1 –8.

Mortari, L. (2015). Reflectivity in Research Practice: An Overview of Different Perspectives. *International Journal of Qualitative Methods*, 15(5), pp. 1-9 (online).

Mortari, L. (2014). Writing Reflections: A Phenomenological Approach. *International Journal of University Teaching and Faculty Development*, 4(4), (online).

Tarozzi, M. and Mortari, L. (Eds.) (2010). *Phenomenology and Human Science Research Today*. Bucharest: Zeta Books.

Mortari, L. (2007). The ethic of delicacy in phenomenological research. *International Journal of Qualitative Studies on Health and Well-Being*, 3(1), pp. 3-17.

Mortari, L. (2006). A Thoughtful Reflection on the Life of the Mind, *Encyclopaideia*, 20, pp. 75-118.

Teacher training and reflective practice

Mortari, L., Silva, R., Girelli, C., and Ubbiali, M. (2017). Rethinking Apprenticeship in Pre-Service Teachers' Training, *Journal of Education and Human Development*, 6(2). ISSN: 2334-296X (Print), 2334-2978 (Online). DOI: 10.15640/jehd.v6n2a1.

Mortari L. and Ubbiali M. (2017). Community Service Learning: An Ethical Proposal for Teacher Education. *TOJET: The Turkish Online Journal Of Educational Technology, Special Issue for INTE 2017-October 2017*, 571-581.

Cadei, L, Mortari, L., Simeone, D., and Sità, C. (2015). *L'engagement et le désengagement professionnel des éducateurs en structures d'accueil*. in F. Meharan, A. Jorro, J.M. De Ketele, *Mutation éducatives et engagement professionnnel*. Louvain la Neuve: De Boeck, pp. 37-52.

Mortari, L. and Montù, V. (2014). Empirical research in early childhood settings: possible gains for teachers' expertise. *International Journal of Academic Research in Education and Review*, 2(8), pp. 165-169.

Mortari, L. (2013). Writing Reflections: A Phenomenological Approach. *International Journal of University Teaching and Faculty Development*, 4(4), (on paper and online), pp. 205-221.

Mortari, L. (2013). *Aprender de la Experiencia*. Medellin: Vieco S.A.S.

Mortari, L. (2012). Learning thoughtful reflection in teacher education. *Teachers and Teaching*, 18(5), pp. 525-545.

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