



Luigina Mortari, Ph.D

Chief of Caring Education Research Center (CERC)
Chief of Center for Educational Research and Instruction
(CRED),
University of Verona.

Phone: +390458028138

E-Mail: luigina.mortari@univr.it

Address: Lungadige Porta Vittoria, 17. 37135 Verona, Italy.

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

2018-Present: Director and founder of MELETE (Center of Ethics for care).

2015-Present: Director and founder of The Interdepartmental Research Center "CERC (Caring Education Research Center)" – Department of Human Sciences and Department of Diagnostic and Public Health.

2009-Present: Director CRED (Center of Educational and Didactic Research), University of Verona.

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.

2019-2023: 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.

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 17 candidates to Awards of PhD at University of Verona and of 19 Research Fellowships.

Presently Responsible for the supervision of 5 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. & Valbusa, F. (2024). The MelArete Project to Foster Ethical Development: from theory to practice (pp. 337-346). In M. Carmo (Ed.), *Education Applications & Developments IX*, Lisboa (Portugal): inScience Press.
- Mortari, L. (2024). *La política del cuidado. Tomarse la vida en serio*. Madrid: Ediciones Encuentro. ISBN: 978-84-1339-202-8 pp. 234
- Mortari L., Ubbiali M., and Bombieri R. (2023). Dialoguing on friendship as political virtue: an experience of citizenship education for primary school children. In M. Carmo (ed.), *Education and New Developments 2023* (pp. 57-61). Lisboa: Science Press.
- Mortari, L. & Valbusa, F. (2023). The encouragement of ethical thinking and caring in children (pp. 151-161). In E. Guarcello and A. Longo, *School Children as Agents of Change*. London: Routledge
- 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. (2022). Spiritual Care: The Spiritual Side of a Culture of Care. In M I. van Nistelrooij, M. Sander-Staudt, M. Hamington (Eds.). *Care Ethics, Religion, and Spiritual Traditions* (pp. 121-156). Leuven – Paris – Bristol, CT: Peeters.
- Mortari, L. (2021). Care: The Primacy of Being. In M. Hamington and M. Flowers (Eds.). *Care Ethics in the Age of Precarity* (pp. 144-172). Minneapolis: University of Minnesota Press.
- Mortari, L. (2021). *La política della cura*. Raffaello Cortina, Milano.
- Mortari, L. (2020). The concept of care from a philosophical perspective. In Centro de Humanidades Médicas Facultad de Medicina Clínica Alemana Universidad del Desarrollo (Ed.), *La Cura del Cuerpo: Diálogos sobre Corporalidad y la vivencia del cuerpo enfermo*. Santiago (Chile): Universidad del Desarrollo. ISBN:978-956-374-043-1. pp. 354-375
- Mortari, L. (2019). *La sabiduría del corazón. Pensar las emociones, sentir las emociones*. Barcelona: Octaedro.
- Mortari, L. (2019). *Filosofía 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 peech: 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, 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, 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, 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, 181-192.

The ethic of care in healthcare

- Poggianella, S., Ambrosi, E. e Mortari, L. (2023). Woman's experience of continuity of midwiferycare in North-Eastern Italy: A qualitative study. *European Journal of Midwifery*, 7.
- Canzan, F., Mezzalira, E.; Solato, G., Mortari, L., Brugnolli, A., Saiani, L., Debiasi, M.; Ambrosi, E. (2021) Nurses' Views on the Use of Physical Restraints in Intensive Care: A Qualitative Study. *International Journal of Environmental Research and Public Health*, 18(18), 9646, pp. 1-11.
- Benaglio, C., Maturana, A., Mortari, L. and Riquelme, A. (2021). Profesionalismo y auto cuidado de los residentes, ¿cómo debemos enfocar su formación? *Revista Chilena de Pediatría*, 92(4), pp. 503-510.
- Brugnolli, A., Canzan, F., Mortari, Saiani, L., Ambrosi, E., and Debiasi, M. (2020). The Effectiveness of Educational Training or Multicomponent Programs to Prevent the Use of Physical Restraints in Nursing Home Settings: A Systematic Review and Meta-Analysis of Experimental Studies. *International Journal of Environmental Research and Public Health*, 17(18), 6738, pp. 1-27.
- 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), 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), 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*, 28(4), 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), 213-224.

Emotion and education

- Mortari, L. & Valbusa, F. (2024). Caring, emotion, optimization. In M. Brinkmann, M. Weber-Spanknebel, and J. Tüerstig (Eds.) *Realities. Phenomenological and Pedagogical Perspectives*. Wiesbaden: Springer VS (in press).
- Mortari, L. (2023). *The Wisdom of the Heart. Thinking Emotions, Feeling Thoughts*. Bucharest: Zeta books. ISBN: 978-606-697-165-2 (paperback)- ISBN: 978-606-697-166-9 (electronic) pp. 186
- Bombieri, R., Mortari, L., and Valbusa, F. (2022). Emotional education within service learning experiences in primary school. In Amador Morera, F.J.; Cano Ramírez, A. y J. García Guitiérrez (Eds.). *Service-Learning in association with the SDGs. Proceedings 10th National and 4th International Conference of Service-Learning in Higher Education ApS(U)10 (7-9 de julio de 2021)*, pp. 506-511. Red Española de Aprendizaje-Servicio Universitario, Asociación de Aprendizaje-Servicio Universitario, Universidad de Las Palmas de Gran Canaria, Universidad de La Laguna y Universidad Nacional de Educación a Distancia. Creatividad Canaria, España. ISBN 978-84-09-42157-2
- Mortari, L. and Bombieri, R. (2021). Emotional labour: a psychoanalytic contribution to training and professional development of teachers. *EDULEARN20 Proceedings*. EDULEARN 2020, 12th International Conference on Education and New Learning Technologies – online discussion, pp. 7728-7734.
- Denham, S.A., Mortari, L., and Silva, R. (2021). Preschool teachers' emotion socialization and child social-emotional behavior in two countries. *Early Education and Development*, 12(1), pp. 1-26.

- Mortari L., and Bombieri R. (2020). The emotional and relational dimension in the teaching and learning processes at the time of Covid-19. *ICERI 2020 Proceedings*, pp. 6615-6622.
- Mortari, L. (2020). *Educazione ecologica*. Bari Laterza.
- Mortari, L. (2018). *Le savoir du cœur. Penser les émotions, ressentir les pensées*. Paris: L'Harmattan.
- Burroughs, M. D., Valbusa, F., Arda Tuncdemir, T. B., and Mortari, L. (2018). MeArete and PEECh: two educational approaches to develop ethical and emotional competences. *RicercaAzione*, 10 (2), pp. 117-134.
- Mortari, L. (2018). *Affective self-understanding: a means to the care for the self*. In S. Bourgault and E. Pulcini (Eds.). *Emotions and care. An interdisciplinary perspective*. Leuven (B): Peeters Pub (pp.167-190).
- Mortari, L. (2015). Emotion and education. Reflecting on the emotional experience and education. *European Educational Research Journal* (ISSN 2165-8714), 4(4), 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), 2-14.
- Mortari, L. and Valbusa, F. (2013). Affective responses and Personal Flourishing, *Phenomenology and Mind*, 5, 87-97.
- Mortari, L. (2011). Thinking silently in the woods: listening to children speaking about emotion. *European Early Childhood Education Research Journal*, 19 (3), 345-356.

The role of epistemology in qualitative research

- Mortari, L.; Valbusa, F.; Ubbiali, M.; Bombieri, R. (2023). The Empirical Phenomenological Method: Theoretical Foundation and Research Applications. *Social Sciences*, 12(7), 413 (pp. 1-22)
- Mortari, L. (2023). *Fenomenologia empirica*. Genova: Il Melangolo.
- 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), 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), 3-17.
- Mortari, L. (2006). A Thoughtful Reflection on the Life of the Mind, *Encyclopaideia*, 20, 75-118.

Teacher training and reflective practice

- Mortari, L., Bevilacqua, A., Silva, R. (2023). Project-Based Learning Experience Through a Double Interaction Between Virtuality and Reality. In D. Guralnick, M. E. Auer, A. Poce (Eds.), *Innovative Approaches to Technology-Enhanced Learning for the Workplace and Higher Education: Proceedings of 'The Learning Ideas Conference' 2022*. Cham, Switzerland: Springer. (pp. 258-269). ISBN 978-3-031-21568-1
- Mortari, L., Bevilacqua, A., Silva, R. (2023). Promoting Flourishing in Hard Times: Theoretical Reflections on Ethics of Care in Distance Learning. In D. Guralnick, M. E. Auer, A. Poce (Eds.), *Innovative Approaches to Technology-Enhanced Learning for the Workplace and Higher Education: Proceedings of 'The Learning Ideas Conference' 2022*. Cham, Switzerland: Springer. (pp. 248-257). ISBN 978-3-031-21568-1
- Mortari, L., Silva, R. (2023). Service learning in Italy: a bridge between academia and society. In D. Acquaro, O J. Bradbury (Ed.), *International Perspectives on School-University Partnerships*. Springer (pp. 151-169). DOI: 10.1007/978-981-99-0807-3
- Mortari, L., Bevilacqua, A. & Silva, R. (2022). How to Improve Teaching and Learning Strategies through Educational Research: An Experience of Peer Observation in Legal Education, World Academy of Science, Engineering and Technology. *International Journal of Educational and Pedagogical Sciences*, 16(11), 722-728.
- Denham, S.A., Mortari, L., Silva, R. (2021). Preschool teachers' emotion socialization and child social-emotional behavior in two countries. *Early Education and Development*, 12(1), 1-26.
- Mortari, L., Bevilacqua, A., Silva, R., Borzellino, G. (2021). An application of team-based learning in medical education in the age of covid-19: a digital experience. *Italian Journal of Educational Technology*, 29(3), 1-19.
- Mortari, L., Silva, R., Bevilacqua, A. (2021), How Service Learning can be a way to promote civic responsibility. In *Proceedings of the 2nd International Conference of the Journal Scuola Democratica "Reinventing Education", VOL. 3, Pandemic and Post-Pandemic Space and Time*, 390-405.
- 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 professionnel*. Louvain la Neuve: De Boeck, 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), 165-169.
- Mortari, L. (2013). Writing Reflections: A Phenomenological Approach. *International Journal of University Teaching and Faculty Development*, 4(4), (on paper and online), 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), 525-545.

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