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I teach Early Childhood Education and Research Methods in Education at the University of Verona. My interest in CHAT starts with the study of epistemologies and methods connecting professionals and researchers in knowledge construction oriented to transformation.

I mostly share my engagement in CHAT with my colleague Diego Di Masi from University of Turin within P.I.P.P.I. (Program of Intervention for Preventing Institutionalization), an Italian national program promoting a participatory, eco-systemic approach in child and family vulnerability. After 10 years of implementation and research, the program has produced [National Guidelines](#) and is now recognized as an essential social performance level in Italy.

Within the advanced module of P.I.P.P.I. we implemented Change Lab as a method for accompanying professionals, families and other social actors in transformative journeys based on situated analysis of the welfare system in many areas of Italy. Along this path, we experienced the potential of CHAT in better understanding motives and contradictions within networks involving different activity systems, and in fostering interprofessional collaboration and participation of children, families and citizens in transforming traditional praxis in social-educational work.

So far, our scientific contributions in this field are limited to Italian language (a paper and a book introducing CHAT for professionals working in child and family welfare – Di Masi, Sità, Serbati, 2019; Sità, Di Masi, Petrella, 2023), and a few conference presentations (see references).

More recently, I have become interested in the role of cultural-historical perspective in conceptualizing gender and sexuality education, especially in ECEC and in comprehensive

sexuality education (CSE) approaches (Sità, Trivelli, under review). The ideas discussed in Engeström's book "Concept formation in the wild" are a fundamental inspiration for analyzing how complex objects of human experience (such gender and sexuality) become "formal" educational objects and how the integration of these deeply social, political and debated areas in education can radically transform ECEC and school settings.

Presentations and publications

Alga M.L., Sità C. (2024), *Linking Transformative Learning and Collective Agency: A Participatory Research on Internship in Education*, conference presentation at ITLC - *Getting Transformation into Good Trouble: Making new spaces of possibility with community and in practice*. XV BIENNIAL INTERNATIONAL TRANSFORMATIVE LEARNING CONFERENCE, Siena, October 2024

Di Masi D., Serbati S., Sità C. (2019), *La Collaborazione Tra Ricerca e Pratiche Professionali per l'innovazione Sociale: I Laboratori Territoriali Nella Prospettiva Della Teoria Dell'Attività*, in "Studium educationis"
open access: <https://ojs.pensamultimedia.it/index.php/studium/article/view/3246/3121>

Sità C., Di Masi D. (2022), *Using a transformative approach in working with child and family vulnerability*, presentation at ISCAR Nordic-Baltic Conference, Helsinki

Sità, C. Di Masi D., Petrella A. (2023), *Le città visibili. La ricerca trasformativa nei Laboratori Territoriali*, Padova University Press
open access: <https://www.padovauniversitypress.it/it/publications/9788869383694>

Sità C., Alga M.L. (2024), *Internship as a collective learning journey: a Change Lab involving students, faculties, professionals*, conference presentation at "Beyond Inclusion. Towards Transformative Education", Turin, April 2024

Sità C., Di Masi D. (2024), *From "emergency room" to "ecological transition": responsive collaboration in child protection*, conference presentation in ISCAR Conference, Rotterdam, 2024

Sità C., Trivelli C. (under review), *From "what we teach" to "how we learn". Bridging the gap between school-based sexuality education and learning cultures*.