Presentation Abstract

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Field of Expertise
Educational

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Drivers, Relationship with Learning, and Change in Affective Sign: An Evidence-Based Transactional Analysis Contribution in Educational Contexts

Abstract
The development of evidence-based Transactional Analysis (TA) requires contributions capable of connecting empirical data, theoretical constructs, and intentional educational practices. Within this perspective, the present contribution is situated in educational TA and focuses on drivers as process indicators of the learner's relationship with learning. The paper presents a multi-phase research programme. A first line of research, conducted in advanced training contexts (N ≈ 1000), enabled the development and refinement of a driver assessment device (standardized questionnaire and observational grid), supporting the interpretation of drivers as adaptive configurations activated in response to cognitively demanding and evaluative situations. Building on these foundations, the research was integrated into the SAPIE – Singapore EIS Math project, directed by Roberto Trinchero, involving primary school students (N = 923). In this context, Transactional Analysis contributed through the introduction of the driver assessment device as a lens for analysing the affective-relational conditions of mathematical learning. Descriptive analyses highlight recurrent configurations—particularly the centrality of the Be Strong driver and the widespread presence of mixed profiles—together with significant intra-group variability, positioning drivers as field indicators of the learning experience. Based on these findings, an intentional educational intervention phase was designed, grounded in teacher training through a foundational course (TA 101) and cycles of integrated training sessions (5 to 10 meetings), focused on the use of permissions and the economy of strokes. The working hypothesis—currently under advanced analysis—is that such interventions can foster a change in the affective sign, making the learning experience more sustainable even in cognitively demanding situations. Descriptive analyses

highlight recurrent configurations—particularly the centrality of the Be Strong driver and the widespread presence of mixed profiles—together with significant intra-group variability, positioning drivers as field indicators of the learning experience. The analysis of the identified profiles allows a more refined understanding of the affective-relational conditions in which cognitive and metacognitive processes develop, providing a basis for exploring their possible relationships with mathematical learning outcomes, also in light of the evidence of effectiveness already documente

Professional Picture

