

CURRICULUM VITAE

PAULA ASCORRA

Psychologist

Doctorate in Psychology, University of Chile

Full Professor

Department of Humanities, University of Foggia

1. Education

PhD. Psychology, 2003

University of Chile, Santiago

Degree in Psychology, 1992

Pontifical Catholic University of Chile, Santiago

Gestalt Diploma, 2007

Anchimalèn Institute of Chile, Santiago

2. Awards

Postgraduate scholarship. Pontifical Catholic University of Valparaiso, 1998-2003.

Outstanding Research Excellence Award, Pontifical Catholic University of Valparaiso, 2018.

Book Fund Award, Ministries of Culture and Arts, 2019.

Outstanding Book Award, Pontifical Catholic University of Valparaiso, 2019, 2021.

3. Research Activities (last 5 years)

3.1. ATE 230072

Social Sciences Climate Pluriverses Ring: Decolonial Perspective of Geohumanities.

Designing alternative territories in the context of climate change.

Director

2023-2027

"Climate Pluriverses" aims to contribute to the development of timely, situated and creative responses that respect the biocultural and socio-historical practices of specific communities in relation to climate change.

The central proposal is the co-creation of 'climate multiverses' to counter the monoculture of nature present in the universalising discourses of climate action, promoting the construction of transformative practices that help explore other forms of relationships between climate and nature in a context of socio-ecological crisis.

3.2. FONIDE 19000074

School violence and school cohabitation: Analysis of trends over time, association with mental health and effects on educational trajectories

Co-researcher.

2023-2024

This research will analyse existing data in Chile that allow us to observe trends over time and the effect of contexts on school violence and coexistence between the years 2013-2022 and complaints of school bullying, ill-treatment and discrimination received by SUPEREDUC from 2014 to 2023. The proposed longitudinal study allows for a more complex analysis than simply focusing on student characteristics (Cassinerio & Lane-Garon, 2006), as it allows for an understanding of what is happening in the context, which is changing and evolving. Therefore, the questions that will guide this research are: what are the trends over time, nationally, on school coexistence and violence, and their relationship to mental health (well-being)? Are there different trajectories over time for different dimensions or contexts? Consequently, are there different groups of schools in the education system that may differ in these contextual characteristics?

3.3. SCIE ANID CIE Programme N° 160009

National Research and Development Agency of Chile

Centre for Education Excellence

Principal investigator

2022-2026

Chile has set the goal of progressing towards the right to inclusive and quality education and has adhered to the United Nations 2030 Agenda for Sustainable Development. However, 10 years before the deadline, education policies still present critical issues that make it difficult to achieve the set goals. Considering inclusive education as a necessary public value to improve people's quality of life, we address the main problems by proposing ways to promote lifelong learning opportunities for all.

The centre aims to conduct research that allows for the convergence of different disciplines with the objective of working towards inclusive and quality education in Chile. We conduct cutting-edge research, train specialised human capital and contribute to the improvement of educational policies and practices.

3.4. Fondecyt 1230581.

Culture of democratic school coexistence in public and elite educational institutions.

Principal Researcher (PR)

2023-2026

This study aims to understand and compare policies and practices that foster or hinder a culture of democratic school coexistence embodied in public and elite educational institutions with high and low heterogeneity within the school.

The construct of 'conviviality' indicates the practice of encountering diverse others and the development, from this situated position, of bodily training that leads us to converse, deliberate and reflect symmetrically on our similarities and differences, and even subvert them (Amin, 2002). Unfortunately, the Chilean educational system is highly segregated (OCDE 2011, 2018), which means that students, on the one hand, learn to live among similarities and, on the other hand, learn to naturalise and accept inequality. In terms of living among peers, the literature reports that high homogeneity limits the exercise of practices and skills conducive to a culture of democratic coexistence (Amin, 2002). In terms of acceptance of inequality, it limits the representation of diverse voices in the exercise of power and influence, and thus democracy (UNDP, 2017).

3.5. Fondecyt 1191883

Relationship between school coexistence and citizenship education: a mixed study.

Principal investigator (PR)

2019-2022

This study developed the objective of understanding how the relationship between school coexistence and education for citizenship and democracy is experienced in schools.

School coexistence and education for citizenship and democracy interact with each other and develop transversally at school. In other words, knowing how to live together with others and knowing how to participate are learned in the context of classroom activities, school rituals, recreational activities and the relationship between the school and the neighbourhood. In Chile, by contrast, school coexistence and citizenship education are understood separately in schools. Schools are required by law to design, implement and evaluate one plan for school coexistence and another for participation and citizenship education. From the legal basis, no connection between the two areas is established. This type of educational policy design overburdens teachers, who have to develop and implement different plans, and prevents synergies between the areas for the development of students' personal and social skills.

3.6. Fondecyt 1161338

Recognising and enhancing inclusive practices in rural education

Co-Researcher

2016-2019

The aim of the research was to improve inclusive cultures and institutional policies in rural schools in Chile by recognising and understanding their practices inside and outside the classroom. A qualitative approach and a multiple-study research design were used. Through participatory workshops with teachers and group meta-analysis, results were organised at the school, regional and public policy levels. Participants emphasise the contextualisation of practices, the crucial role of school leaders and the need for sector-specific public policies. It is concluded that teachers cannot be held responsible for solving the problems of high social segregation in the classroom and that rural education has specificities that have not been taken into account by the regional level or urban-centric public policies.

4. Educational Activity 2023-2024

Psychology of groups and intervention in school communities - Prof.ssa Ascorra Costa
LM-51 (6 cfu - 36 hours)

Social Psychology - Prof. Ascorra Costa LM-41 (2 cfu - 25 hours)

Social Psychology (Mod. II - Laboratory) - Prof.ssa Ascorra Costa L-24 (6 cfu - 60 hrs)