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Nota di contenuto	Front Matter / Giulia Ortoleva , Mireille Bétrancourt and Stephen Billett -- Writing for Professional Development: An Introduction / Mireille Bétrancourt , Giulia Ortoleva and Stephen Billett -- Learning through Writing: Mimetic Processes in Action / Stephen Billett -- Transforming Practice through Reflective Writing: A Discursive Approach / Sabine Vanhulle , Anne Perréard Vité , Kristine Balslev and Dominika Dobrowolska -- Writing as a Body-Mind Performance Learning Activity for Educational Development of Wholetheme Professional Artistry / Asghar Iran-Nejad -- Writing to Learn from Experience: Unguided Reflection as Meaning Making Practices for Teachers / Luísa Álvares Pereira , Íris Susana Pires Pereira and Inês Cardoso -- Writing Reflective Learning Journals: Promoting the Use of Learning Strategies and Supporting the Development of Professional Skills / Laetitia Mauroux , Jessica Dehler Zufferey , Elisa Rodondi , Alberto Cattaneo , Elisa Motta and Jean-Luc Gurtner -- Students' Experiences of Reflective Writing as a Tool for Learning in Physiotherapy Education / Merja Kurunsaari , Päivi Tynjälä and Arja Piirainen -- Developing the Language of Midwifery through Continuity of Care Experiences / Pauline Glover and Linda Sweet -- Using Writing to Support Student Professional Development during Periods of Practical Training: A Case Study / Kirk Patrick Haig Sullivan and Peter E. Czigler -- Individual and Collaborative Writing-to-Learn Activities in Vocational Education: An Overview of

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Sommario/riassunto

In their edited volume *Writing for Professional Development* , Giulia Ortoleva, Mireille Bétrancourt and Stephen Billett provide a range of contributions in which empirical research, instructional models and educational practice are used to explore and illuminate how the task and process of writing can be used as tools for professional development. Throughout the volume, two main perspectives are considered: learning to write professionally and writing to learn the profession, both for initial occupational preparation and ongoing development within them. The contributions consider a range of fields of professional practice, across sectors of education, starting from the premises that the role of writing as evolved in all occupational domains, becoming a key activity in most workplaces. Contributors are: Cecile M. Badenhorst, Elena Boldrini, Esther Breuer, Inês Cardoso, Alberto Cattaneo, Peter Czigler, Jessica Dehler, Pauline Glover, Terri Grant, Jean-Luc Gurtner, Jacqueline Hesson, Ashgar Iran-Nejad, Rhonda Joy, Ann Kelly, Merja Kurunsaari, Xumei Li, Laetitia Mauroux, Heather McLeod, Elisa Motta, Astrid Neumann, Julian Newman, Sigrid Newman, Sharon Penney, Luísa Alvares Pereira, Sarah Pickett, Iris Susana Pires Pereira, Anna Perréard Vité, Arja Piirainen, Elisa Redondi, Sabine Vanhulle, Ray Smith, Kirk P. H. Sullivan, Linda Sweet, Paivi Tynjälä, Dorothy Vaandering, Rebecca Woodard, and Gabrielle Young.
