

Scuola
democratica

First
International
Conference

University of Cagliari, 6-7-8 June 2019

education and post-democracy



An **international opportunity** to discuss empirical and theoretical works from a variety of disciplines and fields about **education and postdemocracy**.

9 streams, 70 tracks, symposia, workshops and keynote lectures by C. Crouch, A. Cavalli, F. Dubet, D. Lange, A. Lareau, L. Sciolla.

More than 500 relators on... politics, civiness and citizenship; diversity, inclusion, integration; neoliberalism; teaching, learning and situated practices; evaluation and assessment; digitalization and technology; education to/for/and work; professionals and governance...

www.scuolademocratica-conference.net



Edited by Letizia Zampino & Ludovica Rubini

DEAR COLLEAGUES, DEAR FRIENDS,

It is with great pleasure that we welcomed you to Cagliari and to the 1st International Conference of the Journal «**Scuola Democratica**» and it is with as much pleasure that we collect all the submitted abstracts in the following pages.

The Conference' scientific programme has been developed by a team comprising members of the Scientific Committee and the Organizing Committee. We would like to thank the **University of Cagliari**, **CIRD** (Centro Interuniversitario per la Ricerca Didattica) and **il Mulino** for the huge support in setting up an exciting and comprehensive programme that brought together internationally focussed researchers and experts in the various fields of education as well as the numerous Convenors who were the effective pivots of the Conference.

We all met in Cagliari with a common aim: to gather new knowledge, skills and tools to join the conversation and bring studies and researches towards a more integrated set of alliances by promoting a trans- and inter-disciplinary discussions on urgent topics; fostering debates among experts and professionals; diffusing research findings all over international scientific networks and practitioners' mainstreams; launching further strategies and networking alliances on local, national and international scale; providing a new space for debate and evidences to educational policies.

The city of Cagliari offered an outstanding setting for the international conference. We hope that you enjoyed meeting as a memorable and enriching experience we will do our best to enrich and ameliorate in the forthcoming second edition.

>The Organizing Committee

TABLE OF CONTENTS

| | |
|--|-----------|
| A.1. CHARACTER SKILLS FOR DEMOCRATIC LIFE..... | 27 |
| 167 BEYOND ACHIEVEMENT. A COMPARATIVE LOOK INTO 15-YEAR-OLDS' SCHOOL ENGAGEMENT, EFFORT AND PERSEVERANCE IN THE EUROPEAN UNION | 27 |
| Davide Azzolini Ilaria Lievore | 27 |
| 264 COMPETENCES AND SKILLS FOR YOUTH PARTICIPATION AND CITIZENSHIP: THE CONTRIBUTION OF ERASMUS+/YOUTH IN ACTION .. | 27 |
| Maurizio Merico Maria Carmela Catone Nadia Crescenzo..... | 27 |
| 285 CHARACTER SKILLS AND DEMOCRATIC VIRTUES. MEANINGS AND VISIONS EMERGING FROM THE NARRATIVES OF IMMIGRANT STUDENTS..... | 28 |
| Paolo Barabanti Mariagrazia Santagati | 28 |
| 301 CHARACTER SKILLS FOR YOUNG CITIZENS: A LOOK ON PRACTICES THROUGH A CASE STUDY | 29 |
| Rita Bertozzi Tatiana Saruis | 29 |
| 388 NONVIOLENCE AND PEACE: KEY SKILLS IN PLURALIST AND DEMOCRATIC SOCIETIES..... | 30 |
| Davide Girardi Valerio Belotti | 30 |
| 458 "THE THROWING STONES WORKSHOP IS CANCELLED": CHARACTER SKILLS FOR RADICAL ACTIVISM | 31 |
| Ilaria Pitti Sharlene Swartz | 31 |
| 506 AFRICAN AND EUROPEAN YOUTH ON THE MOVE - IMPACT OF SOCIAL MOVEMENTS AND ASSOCIATIONS FOR DEMOCRATIC CITIZENSHIP BUILDING | 32 |
| Nina-Kathrin Wienkoop | 32 |
| 551 DIGITAL SKILLS FOR A DEMOCRATIC CULTURE..... | 32 |
| Monia Anzivino Marco Caiani Emanuela Dal Zotto | 32 |
| 362 THE UNIVERSITY BETWEEN PROFIT AND DEMOCRACY EDUCATION: FINDINGS OF AN EMPIRICAL RESEARCH | 33 |
| Lorenzo Barbanera | 33 |
| A.2. TRAINING FOR DEMOCRACY IN POPULIST TIME..... | 35 |
| 117 WHAT IS GLOBAL POPULISM? AND WHAT ARE THE CHALLENGES FOR DEMOCRACY?..... | 35 |
| Manuel Anselmi | 35 |
| 276 POLITICAL BEHAVIOR AND ABSTENTION OF RUSSIAN YOUTH IN THE CONTEXT OF MODERN EDUCATIONAL POLICY | 35 |
| Nataliya Velikaya | 35 |
| 402 CITIZENSHIP EDUCATION AND THE RISE OF POPULISM IN EUROPE. A SECONDARY DATA ANALYSIS..... | 36 |
| Luca Massidda | 36 |
| 441 STEREOTYPES AND OPINIONS, ATTITUDES AND EXPERIENCES OF MIGRATORY PHENOMENA IN THE POLITICAL CULTURE OF ITALIAN ADOLESCENTS AND TEENAGERS: A CASE STUDY | 37 |
| Michele Negri Flaminia Saccà | 37 |
| 465 EDUCATING FOR COMPLEXITY: FROM EDGAR MORIN TO NEW POPULISMS..... | 38 |
| Claudio D'Angelo | 38 |
| 473 SECONDARY SCHOOL STUDENTS AND HATE SPEECH BETWEEN ONLINE AND OFFLINE | 39 |
| Alessandro Bozzetti Nicola De Luigi | 39 |
| 581 HOW DO THE INNER AREAS VOTE? VOTING BEHAVIOUR AMONG POVERTY, LACK OF SERVICES AND LOW EDUCATION IN THE SARDINIAN CASE | 40 |
| Antonello Podda | 40 |
| A.3. DEMOCRATISING HIGHER EDUCATION: EUROPEAN SOCIETIES AND FRAGILE CITIZENS(HIP)..... | 41 |
| 77 BREAKING THE BARRIERS? UNEQUAL PATHWAYS TO ACCESS TO HIGHER EDUCATION IN CATALONIA | 41 |
| Alejandro Montes | 41 |
| 115 CAN HIGHER EDUCATION BE TRANSFORMATIVE FOR REFUGEES IN TIMES OF DISPLACEMENT, DESPAIR AND CRISIS?..... | 41 |
| Melis Cin | 41 |

| | | |
|-----|--|----|
| 315 | THE NARROWING OF HIGHER EDUCATION AS A SOCIAL GOOD AND THE FRAGILE CONSTRUCTION OF THE EMPLOYED GRADUATE CITIZEN | 42 |
| | Kirsty Finn | 42 |
| 412 | UNIVERSITY EXPERIENCE AS AN OPPORTUNITY FOR SOCIAL EMANCIPATION AND IDENTITY DEFINITION? THE RESULTS OF A SURVEY ON YOUNG PEOPLE IN A REGION OF SOUTHERN ITALY | 43 |
| | Sabina Licursi Stefania Chimenti | 43 |
| 687 | ACTIVE CITIZENSHIP INCREASES THE EMPLOYABILITY? | 44 |
| | Federica De Luca Sergio Ferri | 44 |
| 128 | FINANCIAL LITERACY, CIVIC ENGAGEMENT, AND POLICY OUTCOMES | 45 |
| | Anna Lo Prete | 45 |

A.4. | FINANCIAL AND ECONOMIC LITERACY: ACTORS AND VULNERABLE GROUPS 45

| | | |
|-----|---|----|
| 219 | FINANCIAL EXCLUSION IN ITALY: DRIVERS AND TREND OF THE PHENOMENON BETWEEN 2012 AND 2016 | 46 |
| | Lucia Schiona Alessandro Messina | 46 |
| 254 | FINANCIAL LITERACY AND FINANCIAL EXPERIENCE OF ITALIAN ADOLESCENTS: LEARNING BY DOING? | 46 |
| | Sergio Longobardi Margherita Maria Pagliuca Andrea Regoli | 46 |
| 360 | GENDER DIFFERENCES IN CREDIT LITERACY AND DEBT BEHAVIOUR OF THE UK MILLENNIALS | 47 |
| | Galina Andreeva | 47 |
| 404 | CAKE ECONOMICS: EVALUATING A FINANCIAL EDUCATION PROJECT TO PROMOTE ALTRUISM AMONG 8-10Y OLD CHILDREN | 48 |
| | Emanuela Emilia Rinaldi | 48 |
| 466 | FINANCIAL LITERACY AND INCOME SUPPORT TO POOR FAMILIES | 49 |
| | Sandro Busso Antonella Meo Valentina Moiso | 49 |
| 478 | FROM TEACHING TO TRAINING: A PSYCHOLOGICAL PERSPECTIVE OF FINANCIAL LITERACY AT SCHOOL | 49 |
| | Annalisa Valle Teresa Rinaldi Elisabetta Lombardi | 49 |
| 558 | THE MAKING OF A MARKET ORIENTED UNDERSTANDING OF FINANCIAL LITERACY | 50 |
| | Marcus Wolf | 50 |

A.5. | HOMO POLITICUS: A "CITIZENSHIP COMPETENCE"? ROOTS AND CHALLENGES OF AN OPEN QUESTION 52

| | | |
|-----|---|----|
| 166 | MULTICULTURAL AND LINGUISTIC CITIZENSHIP COMPETENCES AND THEIR CHALLENGES: THE CASE OF RECOGNITION AND INTEGRATION OF HERITAGE LANGUAGES IN EDUCATION SYSTEMS | 52 |
| | Janet Duke | 52 |
| 199 | COMMUNITY, EDUCATING COMMUNITY AND COOPERATIVE SKILLS | 52 |
| | Amelia Broccoli | 52 |
| 206 | "VERBAL QUALITY" IN VIEW OF A DEMOCRATIC SOCIETY | 53 |
| | Claudia Spina | 53 |
| 215 | "IT INTERFERES WRONGLY, AND IN THE WRONG PLACE" (J. S. MILL, ON LIBERTY). HUMAN FREEDOM AND EDUCATION IN LIBERALISM AND LITERARY REPRESENTATION | 54 |
| | Laura Madella | 54 |
| 355 | AGAINST ANY ORDER (NOT JUST THE LIBERAL ONE). FOR A REDISCOVERY OF THE EVALUTATIVE CONCEPTION OF THE HISTORICAL SCIENCES | 55 |
| | Luca Tedesco | 55 |
| 369 | THE TRANSITION FROM ARISTOTLE'S "ΦΥΣΕΙ ΖΩΩΝ ΠΟΛΙΤΙΚΟΝ" TO HOMO POLITICUS BY COMPETENCE. EVIDENCE FROM THE FIELD | 56 |
| | Victoria Konidari | 56 |
| 468 | BILDUNG AND DEMOCRACY IN CONTEMPORARY WORLD | 57 |
| | Cosimo Di Bari | 57 |
| 622 | POLITICAL SKILLS AND POLITICAL INCOMPETENCE. PIERRE BOURDIEU AND THE LINK BETWEEN EDUCATION AND POLITICS | 58 |
| | Emanuela Susca | 58 |
| 660 | « INDEPENDANTS QUE POSSIBLE DE TOUTE AUTORITE POLITIQUE » ? THE PARADOXES OF CONDORCET'S REPORT ON PUBLIC EDUCATION | 59 |
| | Luana Salvarani | 59 |
| 676 | THE COSMOPOLITAN COMPETENT CITIZEN OF THE INDICAZIONI NAZIONALI PER IL CURRICOLO (2012). FOR AN ARCHEOLOGY OF HOMO CIVICUS IN CONTEMPORARY ITALIAN EDUCATIONAL POLITICS | 59 |
| | Daniel Boccacci | 59 |

A.6. | CITIZENSHIP BEYOND CRISIS: EXPERIENCES OF DEMOCRACY OF THINKING IN THE EDUCATIONAL CURRICULA..... 61

| | | |
|-----|---|----|
| 150 | A COMMUNITY OF PHILOSOPHICAL INQUIRY: AN EXPERIENCE BETWEEN PHILOSOPHY FOR CHILDREN AND PHILOSOPHY FOR CITIZEN | 61 |
| | Fabio Mulas Claudia Atzori | 61 |
| 269 | BEYOND THE TECHNOCRATIC DISFIGURATION OF DEMOCRACY? PHILOSOPHICAL INQUIRY AND EDUCATION FOR A ‘THOUGHTFUL’ PARTICIPATION..... | 62 |
| | Stefano Oliverio | 62 |
| 284 | PROMOTING A COSMOPOLITAN CITIZENSHIP THROUGH PHILOSOPHICAL INQUIRY..... | 63 |
| | Maura Striano | 63 |
| 306 | PHILOSOPHY FOR CHILDREN BETWEEN SOCIAL SKILLS AND EDUCATION FOR DEMOCRATIC CITIZENSHIP..... | 63 |
| | Federico Zamengo Nicolò Valenzano | 63 |

A.7. | A NEW DEMOCRATIC SCHOOL TO LIMIT THE POST-DEMOCRACY’S POWER..... 65

| | | |
|-----|---|----|
| 152 | DEMOCRATIC SCHOOLS IN SPAIN..... | 65 |
| | Rafael Feito | 65 |
| 158 | PUBLIC GOVERNANCE IN SMART CITIES: EDUCATIONAL ISSUES IN A CONTINUOUSLY PLANNING SOCIETY..... | 65 |
| | Marco Ferrari | 65 |
| 186 | A NEW DEMOCRATIC SCHOOL TO LIMIT THE POST DEMOCRACY’S POWER..... | 66 |
| | Simona Perfetti | 66 |
| 228 | DIGITAL SCHOOL AND LIFE PROJECT. THE CENTRAL QUESTION FOR A NEW DEMOCRATIC SCHOOL..... | 67 |
| | Alessio Fabiano..... | 67 |
| 257 | SOCIAL MEDIA, EDUCATION AND DEMOCRACY, TOWARDS NEW BALANCES?..... | 68 |
| | Rosario Ponziano | 68 |
| 374 | STARTING FROM MARGINALITY: A NEW CHALLENGE FOR DEMOCRACIES..... | 70 |
| | Marco Manca | 70 |
| 538 | RETHINKING THE RELATIONSHIP BETWEEN SCHOOL AND FAMILY: A CHALLENGE FOR A NEW DEMOCRATIC SCHOOL..... | 70 |
| | Barbara Giullari Alessandro Tolomelli Fulvia Antonelli | 70 |

A.8. | GLOBAL CITIZENSHIP COMPETENCIES AND SUSTAINABLE DEVELOPMENT EDUCATION.....72

| | | |
|-----|--|----|
| 198 | TEACHERS TRAINING ON GLOBAL CITIZENSHIP AND SUSTAINABLE DEVELOPMENT EDUCATION: TEACHERS’ DIFFICULTIES AND PERCEPTIONS. FOCUS ON “GET UP AND GOALS”! PROJECT..... | 72 |
| | Gabriella Calvano | 72 |
| 221 | DEVELOPING GLOBAL CITIZENSHIP COMPETENCES THROUGH AN INTERCULTURAL SCHOOL PROJECT “CONECTING WORLDS”..... | 73 |
| | Areta Sobieraj Begoña Carmona Honorato | 73 |
| 249 | INTERCULTURA ASSESSMENT PROTOCOL: ASSESSING AND ENHANCING INTERCULTURAL COMPETENCE OF INTERNATIONAL STUDENT MOBILITY IN SECONDARY SCHOOL..... | 73 |
| | Mattia Baiutti | 73 |
| 259 | WORK-BASED LEARNING, GLOBAL SOCIETY AND THE SCHOOL AS ENGAGED IN POLITICAL-ETHICAL SOCIALIZATION..... | 74 |
| | Luisa Aiello | 74 |
| 338 | ITALIAN SCHOOLS AND SUSTAINABLE DEVELOPMENT. A NETWORK APPROACH: THE ITALIAN CASE STUDY..... | 75 |
| | Gloria Fiorani Chiara Di Gerio Loris Vergolini | 75 |
| 380 | THE AFS-INTERCULTURA EDUCATIONAL PROJECT: PUPIL EXCHANGES TO DEVELOP INTERCULTURAL COMPETENCE GLOBAL CITIZENSHIP..... | 76 |
| | Andrea Franzoi | 76 |
| 591 | EDUCATION IN NATURE: BUILDING A FUTURE..... | 77 |
| | Maja Antonietti Fabrizio Bertolino Monica Guerra | 77 |
| 618 | CIVIC AND CITIZENSHIP EDUCATION AND SUSTAINABLE DEVELOPMENT IN THE TEACHER TRAINING..... | 78 |
| | Olga Bombardelli | 78 |
| 653 | DEVELOPING GLOBAL CITIZENSHIP AT SCHOOL: FORMAL AND INFORMAL LEARNING EXPERIENCES IN A GLOBAL-ITALIAN PROJECT.... | 79 |
| | Giovanna Barzanò Lorenzo Raffio Claudia Regazzini Rossana Quarta | 79 |
| 695 | GLOBAL CITIZENSHIP AND EDUCATION FOR SUSTAINABLE DEVELOPMENT AS A STUMBLING BLOCK IN ITALIAN TEACHERS TRAINING.. | 80 |
| | Maria Chiara Pettenati | 80 |

| | |
|--|-----------|
| A.9. TEACHING TO TEACH SOCIAL AND CIVIC COMPETENCES IN ITALY | 82 |
| 125 TEACHING FOR TOMORROW: TEACHER EDUCATION FOR AN UNCERTAIN FUTURE | 82 |
| Simon N. Leonard Bruce White Denise Macgregor | 82 |
| 302 INCLUSIVE APPROACH AND AUTHENTIC ASSESSMENT: THE ARCA MODEL | 82 |
| Davide Capperucci Ilaria Salvadori | 82 |
| 331 CIVIC AND CITIZENSHIP EDUCATION IN ITALY: RESULTS FROM IEA-ICCS 2016 ON CCE CONCEPTUALIZATION AND DELIVERY AT GRADE 8 84 | |
| Bruno Losito Valeria Damiani Valerio Ghezzi | 84 |
| 343 PROMOTING KEY COMPETENCES RELATED TO THE SENSE OF INITIATIVE THROUGH THE DEVELOPMENT OF GROWTH MINDSET | 85 |
| ElenaLuppi Aurora Ricci | 85 |
| 405 HOW TO TEACH TO THINK CRITICALLY: THE TEACHER'S ROLE IN PROMOTING DIALOGICAL SKILLS DURING CLASSROOM DEBATES ON SOCIAL VIVID MATTERS] | 86 |
| Luisa Zecca Claudia Fredella | 86 |
| 498 TEACHING AND ASSESSING STUDENTS' NON COGNITIVE SKILLS INSIDE CURRICULAR ACTIVITIES IN MIDDLE SCHOOL: INSIGHTS FORM AN ACTION-RESEARCH IN PROVINCE OF TRENTO..... | 87 |
| Francesco Pisanu Maurizio Gentile | 87 |
| 582 EDUCATION IN THE CITY: YOUNG CHILDREN, PUBLIC SPACES AND PARTICIPATION..... | 88 |
| Andrea Pintus Roberta Cardarello Maja Antonietti | 88 |
| A.10. ETHICAL-POLITICAL SOCIALIZATION..... | 89 |
| 503 SOCIAL CAPITAL, ASSOCIATIVE PARTICIPATION AND DEMOCRACY. THE VOTERS' PROFILE. | 89 |
| Maria Dentale Stefania Chimenti | 89 |
| 545 THE NON-PARTY SCHOOL PROGRAM: THE DENIAL OF THE SCHOOL INSTITUTION AS AN AGENT OF POLITICAL SOCIALIZATION. | 90 |
| Aline Almeida | 90 |
| 637 SCHOOLING IN ITALIAN CONSTITUTION, CONSTITUTION WITHIN SCHOOLS. THE PROJECTS AIMING AT DEMOCRATIC PRACTICE AND THEORY PROMOTION | 91 |
| Paola Marsocci..... | 91 |
| 640 EDUCATION TRAJECTORIES AND TOLERANT ATTITUDES. SOME RESULTS FROM EUROPEAN SOCIAL SURVEY | 91 |
| Giuseppe Ricotta Orazio Giancola | 91 |
| 104 THE DEMOCRATIC REVOLUTION IS BETTER THAN THE TECHNOLOGICAL REVOLUTION | 92 |
| Aali Hacene | 92 |
| A.11. ECONOMIC AND FINANCIAL LITERACY AND ECONOMICAL CITIZENSHIP | 94 |
| 182 ECONOMIC AND FINANCIAL EDUCATION FOR A GLOBAL AND SUSTAINABLE CITIZENSHIP AND LIFELONG LEARNING | 94 |
| Gabriella Aleandri | 94 |
| 426 FORMATION AND IMPLEMENTATION SPECIFICS OF FINANCIAL PRACTICES IN MODERN RUSSIAN SOCIETY..... | 94 |
| Olga Kitaitseva | 94 |
| 427 FINANCIAL EDUCATION AT SCHOOL: AN INTERNATIONAL COMPARISON FROM THE OECD PISA SURVEY | 95 |
| Carlo Di Chiacchio Sabrina Greco | 95 |
| 475 ECONOMIC CITIZENSHIP: A NEW CHALLENGE FOR THE ITALIAN SCHOOL | 96 |
| Luca Refrigeri | 96 |
| 627 FINANCIAL EDUCATION AT SCHOOL: CITIZENSHIP AND WELLBEING BUILDING | 97 |
| Michele Aglieri Monica Parricchi Paola Iannello | 97 |
| A.13. LOCAL CASE STUDIES IN A GLOBAL EDUCATIONAL WORLD | 99 |
| 103 ' SEE IT,SAY IT, SORTED'. THE 'PREVENT DUTY' ITS IMPACT ON ENGLISH SECONDARY SCHOOLS IN 'AN AGE OF ANGER'..... | 99 |
| Adam Peter Lang | 99 |
| 363 MERITOCRACY, JUSTICE AND DEMOCRACY: REFLECTING ON THE COUNTER-CURRENT PATHS IN STATE SCHOOL | 100 |
| José Augusto Palhares Leonor L. Torres | 100 |
| 341 LEARNING TO LEARN: A QUALI-QUANTITATIVE COMPARATIVE ANALYSIS OF CURRICOLA AND EDUCATION SYSTEMS FOR MANDATORY EDUCATION IN ITALY AND LATIN AMERICA | 100 |
| Salvatore Patera | 100 |

| | | |
|--|---|------------|
| 398 | BUILDING A SEMI-STRUCTURED INTERVIEW AIMED TO APPROACH TEACHER REPRESENTATIONS ON LEARNING TO LEARN IN DIFFERENT CULTURAL CONTEXTS..... | 101 |
| | Daniela Torti | 101 |
| 400 | PATHWAY, GUIDANCE, ACADEMIC ORIENTATION, MENTOR, SECONDARY SCHOOL..... | 102 |
| | David Doncel Gia Lin | 102 |
| 685 | WHEN REPETITION GAINS THE STRENGTH OF A PEDAGOGY: AN ETHNOGRAPHIC STUDY IN THE BRAZILIAN AND FRENCH CONTEXT 103 | |
| | Raquel Gomes | 103 |
| B.1. TEACHERS AND EDUCATIONAL INEQUALITY | | 105 |
| 122 | DO THE CPIA'S EDUCATIONAL PROGRAMS AND TEACHING REPRODUCE SOCIAL INEQUALITY?..... | 105 |
| | Igor Deiana | 105 |
| 192 | EQUALLY PERFORMING, UNFAIRLY EVALUATED: DOES SOCIAL AND MIGRATION BACKGROUND INFLUENCE TEACHERS' DECISIONS ON GRADE REPETITION?..... | 105 |
| | Guido Salza Dalit Contini | 105 |
| 270 | DO HIGH SCHOOL TEACHERS GRADE FEMALES MORE GENEROUSLY? A MULTILEVEL REGRESSION ANALYSIS ON STUDENTS-TEACHERS MATCHED DATA..... | 106 |
| | Ilaria Lievore Moris Triventi | 106 |
| 321 | OBSERVING AND ACTING ON INEQUALITY IN AN AFTERSCHOOL SERVICE..... | 107 |
| | Giada Gentile | 107 |
| 382 | SCHOOL GUIDANCE AND SCHOOL CHOICE OF STUDENTS AGED 11 TO 14. RESEARCH DESIGN | 108 |
| | Giuliana Parente | 108 |
| 418 | TEACHERS' COUNSELLING AND SOCIAL INEQUALITIES IN TRACK CHOICE..... | 109 |
| | Carlo Barone Gianluca Argentin Gianna Barbieri..... | 109 |
| 530 | PUSH- AND PULL-OUT PHENOMENA IN ITALIAN SCHOOLS: A RISK FOR EQUALITY?..... | 109 |
| | Rosa Bellacicco..... | 109 |
| 584 | TEACHER TRAINING AND WORKING CONDITIONS: WHAT IMPACTS ON EDUCATIONAL ATTAINMENTS INEQUALITIES IN MADAGASCAR? 110 | |
| | Antonia Verger | 110 |
| 585 | SOCIO-DEMOGRAPHIC CHARACTERISTICS OF TEACHERS AND IMPACT ON THE ACHIEVEMENT OF THEIRS STUDENTS. EVIDENCE FROM ITALY 111 | |
| | Giovanni Abbiati Gianluca Argentin Tiziano Gerosa | 111 |
| B.2. TACKLING INTOLERANCE AND PROMOTING CITIZENSHIP AT SCHOOL: THE STATE OF THE ART OF ACTION RESEARCH AND PROGRAM EVALUATION | | 113 |
| 286 | THROUGH THE LENS OF THE BIOGRAPHICAL EVALUATION. SUGGESTIONS FROM THE EDUCATIONAL EXPERIENCE OF SUCCESSFUL IMMIGRANT STUDENTS..... | 113 |
| | Mariagrazia Santagati Rita Bertozzi | 113 |
| 303 | CROSS-COHORT CHANGES IN INDICATORS OF TOLERANCE AMONG ITALIAN YOUTH | 114 |
| | Maria Magdalena Isac Laura Palmerio Elisa Caponera | 114 |
| 477 | SELMA (SOCIAL AND EMOTIONAL LEARNING FOR MUTUAL AWARENESS) – EMPOWERING YOUNG PEOPLE AND EDUCATORS TO HACK ONLINE HATE..... | 115 |
| | Viola Pinzi | 115 |
| 520 | FACING HATE SPEECH: THE THREE CIRCLES APPROACH TO EDUCATION IN CIFA'S PROJECT #IORISPETTO..... | 116 |
| | Emanuele Russo | 116 |
| 654 | VIDEOCONFERENCE DIALOGUE AS A COLLECTIVE PARTICIPATORY PRACTICE FOR LEARNING ABOUT TOLERANCE AND RESPECT..... | 116 |
| | Lorenzo Raffio..... | 116 |
| B.3. RESIDENTIAL AND SCHOLASTIC SEGREGATION: MECHANISMS OF INCLUSION AND EXCLUSION..... | | 117 |
| 159 | SCHOOL SEGREGATION AND HOME-SCHOOL PROXIMITY AMONG IMMIGRANT-ORIGIN YOUTHS: A CASE STUDY IN BOLOGNA, ITALY 117 | |
| | Federica Santangelo Giancarlo Gasperoni Debora Mantovani | 117 |
| 267 | LIKE WITH LIKE OR TAKE A HIKE? FRIENDSHIP NETWORKS IN ITALIAN SCHOOLS..... | 118 |

| | |
|---|------------|
| Jonathan Pratschke Giovanni Abbiati | 118 |
| 353 SEGREGATED BY CHOICE: SPECIAL SCHOOLS AND STUDENTS WITH DISABILITIES | 119 |
| Alessandra M. Straniero | 119 |
| 354 ETHNIC CONCENTRATION AND DIVERSITY IN PRIMARY AND LOWER SECONDARY ITALIAN SCHOOLS | 120 |
| Emanuele Fedeli..... | 120 |
| 417 SCHOOL SEGREGATION IN MILAN: THE "WHITE FLIGHT" DYNAMIC..... | 121 |
| Marta Cordini Andrea Parma Costanzo Ranci | 121 |
| 529 SCHOLASTIC PATHS AND TERRITORIAL INEQUALITIES: WHAT THE SCHOOL CAN DO? | 121 |
| Gianluca De Angelis..... | 121 |
| 574 WHAT I WILL DO WHEN I GROW UP: ASPIRATIONS AND FUTURE PROSPECTS FOR IMMIGRANT IMMEDIATE DESCENDENTS STUDENTS 122 | |
| Giuseppe Gargiulo Alessio Buonomo Giustina Orientale Caputo | 122 |
| 580 DIVIDED WE STAND? IMMIGRANTS' AND NATIVES' DECISION-MAKING PROCESSES AT FIRST TRACKING IN ITALY..... | 123 |
| Camilla Borgna Dalit Contini | 123 |
| 646 CATCHMENT AREAS AND SCHOOL SEGREGATION IN BARCELONA: A COUNTERFACTUAL ANALYSIS]..... | 124 |
| Xavier Bonal | 124 |
| B.4. IS IT STILL THE SAME SCHOOL? DIVERSITY MANAGEMENT AND THE OBLIVION OF DIFFERENCES..... | 126 |
| 511 THE ROLE OF « HOME CULTURE » IN THE PARTNERSHIPS BETWEEN FAMILIES AND SCHOOL. CROSSED ANALYSIS OF TWO DEVICES OF INTERCULTURAL MEDIATION | 126 |
| Severine Chauvel | 126 |
| 578 HOSTIS - HOSPES, CONNECTING PEOPLE FOR A EUROPE OF DIVERSITY: A MULTIPLE CASE STUDY APPROACH ON SCHOOL LEADERS' AND TEACHERS' PERCEPTIONS OF INTERCULTURAL EDUCATION | 126 |
| Giambattista Bufalino Gabriella D' Aprile Maria Tomarchio | 126 |
| 609 INCLUSION WITHOUT HOSPITALITY? RETHINKING WAYS OF FORGING SCHOOL SOCIAL INTERVENTION | 127 |
| Bruno Dionísio | 127 |
| 657 BEYOND INTEGRATION: STUDENTS OF FOREIGN ORIGINS IN A MULTILocal SPACE..... | 128 |
| Elisabetta Perone | 128 |
| B.5. FEMICIDE, GENDER INEQUALITY AND EDUCATION..... | 130 |
| 88 GENDER (IN)EQUALITY AND MIGRATION: THE NEW PARADIGM OF CIVIC INTEGRATION | 130 |
| Angela Taraborrelli | 130 |
| 99 STEREOTYPE, LANGUAGE AND EDUCATION: THE ROLE OF LINGUISTIC CONSTRUCTION IN THE EDUCATIONAL RELATION | 130 |
| Stefania Cavagnoli | 130 |
| 107 PREVENTING FEMICIDES..... | 131 |
| Marina Calloni | 131 |
| 190 FEMICIDE, A CULTURAL TRADITION?..... | 131 |
| Claudia Gina Hassan | 131 |
| 207 FEMICIDE IN VISUAL ARTS | 132 |
| Rossana Buono | 132 |
| 250 IS TEACHING AND EDUCATING WITH A GENDER SENSITIVE APPROACH STILL A CHALLENGE FOR EDUCATIONAL CONTEXTS? PROBLEMS AND SUGGESTION FROM THE FIELD | 132 |
| Lisa Brambilla Giulia Maria Cavaletto | 132 |
| 485 THE GENDER ISSUE IN MIGRANTS REPRESENTATION: A CASE STUDY ON ITALIAN SCHOOL TEXTBOOKS AND EUROPEAN ONLINE NEWSPAPERS | 133 |
| Valentina Tudisca Adriana Valente | 133 |
| 698 VIOLENCE AGAINST WOMEN IN THE AGE OF DIGITAL REPRODUCTION..... | 134 |
| Maria Giovanna Musso | 134 |
| B.6. DE-COLONIZING, DE-TERRITORIALIZING AND CREOLIZING: A PEDAGOGICAL CHALLENGE TO POST-DEMOCRACY | 136 |
| 241 DIA-LOGUE OF CULTURES: READING "THE IN BETWEEN" | 136 |
| Flavia Stara | 136 |
| 381 CHALLENGING INTERCULTURE: FROM DECOLONIZATION OF DIFFERENCES TO EXPERIENCES OF EDUCATIONAL CREOLIZATION..... | 136 |

| | |
|--|------------|
| Rosita Deluigi | 136 |
| 408 BEING-OTHER-TOGETHER. DE-TERRITORIALIZE THE SELF FOR A TRANSCULTURAL FUTURE. | 137 |
| Stefano Casulli | 137 |
| 483 ANALYSIS OF MULTICULTURALISM THROUGH OFFICIAL STATISTICAL INFORMATION..... | 138 |
| Angela Maria Digrandi Pasquale Cimmino | 138 |
| 537 A PEDAGOGY OF THE FORGOTTEN ONES TO REBUILD THE SOCIAL DIMENSION OF DEMOCRACY | 139 |
| Giancarlo Costabile | 139 |
| 576 “COMING OUT OF PROBLEMS ALONE IS GREED. TOGETHER IT IS POLITICS.” AN APPROXIMATION TO THE POLITICAL PEDAGOGICAL PROCESS OF THE MOLACNATS | 139 |
| Camilla Bellatalla | 139 |
| B.7. INTERCULTURAL EDUCATION, CITIZENSHIP AND DEMOCRACY | 141 |
| 136 THE CHALLENGE OF THE MULTI CULTURAL TEACHER | 141 |
| Giulia Maria Cavaletto Roberta Ricucci | 141 |
| 188 [INTERCULTURAL PEDAGOGY: A METHODOLOGY FOR CONTEMPORARY SOCIETY | 141 |
| Giovanbattista Trebisacce | 141 |
| 239 COMMUNITIES OF MIGRANTS, ACTIVE CITIZENSHIP IN PUBLIC SPACES AND POTENTIAL EFFECTS OF REFRAMING IN THE INTERGENERATIONAL TRANSMISSION OF FAITH | 142 |
| Maddalena Colombo Barbara Pizzetti | 142 |
| 535 SECOND GENERATION MIGRANTS AND ACTIVE CITIZENSHIP: INTERCULTURAL EDUCATION, POST-COLONIAL STUDIES AND PARTICIPATIVE PROCESSES FROM A GENDER PERSPECTIVE..... | 143 |
| Erika Bernacchi Tiziana Chiappelli | 143 |
| 539 THE PSYCHOMOTOR APPROACH AND NON-VERBAL LANGUAGE FOR INTERCULTURAL DIALOGUE | 144 |
| Laura Pomari | 144 |
| 586 MIGRANTS SOULS – PEDAGOGY OF THE BORDER. DANCEMOVEMENTTHERAPY FOR INTERCULTURAL EDUCATION..... | 145 |
| Fernando Battista | 145 |
| 607 THE ARTISTIC LABORATORIES AS AN OPPORTUNITY FOR INTEGRATION AND LEARNING..... | 146 |
| Francesca Audino | 146 |
| 690 PROMOTING COMMUNICATION, CULTURAL DIVERSITY AND SOLIDARITY INSIDE ORGANIZATIONS. THE EDUCATIONAL EUROPEAN PROJECT CODES..... | 147 |
| Gaia Peruzzi Raffaele Lombardi | 147 |
| B.8. INTERCULTURAL EDUCATION AND ANTIRACISM..... | 149 |
| 180 WHAT DOES “INTERCULTURAL PROJECTS” MEANS? THE ANTIRACISM COMMITMENT OF INTERCULTURAL EDUCATION IN MULTI- ETHNIC AND MONO-ETHNIC PRIMARY CLASSROOMS..... | 149 |
| Margherita Cardellini | 149 |
| 220 RACISMS OF THE PAST TO UNDERSTAND RACISMS OF THE PRESENT. THE IMPORTANCE TO PROMOTE THE INTERCULTURAL AND ANTIRACIST COMMITMENT. | 150 |
| Stefania Lorenzini | 150 |
| 261 WHEN ADOPTION BECOMES A COMPLICATION: FIRST EVIDENCE REGARDING THE DISCRIMINATION SUFFERED BY YOUNG ADOPTEES IN ITALY DUE TO PHENOTYPIC DIFFERENCES AND/OR BECAUSE OF THEIR ADOPTIVE IDENTITY | 151 |
| Monya Ferritti Anna Guerrieri | 151 |
| 290 INTERCULTURAL FOR LIFE, ANTIRACISM FOR SAFETY | 151 |
| Anna Aluffi Pentini | 151 |
| 333 THE SOCIAL REPRESENTATION OF THE GYPSY WOMAN IN ITALY AND BRAZIL IN A NON-GYPSY SAMPLE: THE ANCHORING PROCESS TO THE EMOTIONAL REACTION AROUSED BY THE OBJECT OF REPRESENTATION AND TO THE VALUES SYSTEM OF RESPONDENTS | 152 |
| Giannino Melotti | 152 |
| 390 MEDIA AND INTERCULTURAL LITERACY EDUCATION. FINDINGS FROM AN EUROPEAN PROJECT | 153 |
| Maria Ranieri Francesco Fabbro Andrea Nardi | 153 |
| 497 MULTICULTURALISM, RACISM, AND HUMAN RIGHTS: WHAT IS HAPPENING IN EUROPEAN SCHOOLS? | 154 |
| Fabio Berti Andrea Valzania Ilaria Pitti | 154 |
| 523 SECOND GENERATION MIGRANTS BETWEEN RACISM AND INTERCULTURALISM: FOCUS ON PARTICIPATIVE PROCESSES FROM A GENDER DIMENSION..... | 155 |

| | |
|---|------------|
| Tiziana Chiappelli | 155 |
| 597 FORMAZIONE, PROGETTUALITÀ ED INTERVENTI INTERCULTURALI NELLA SCUOLA SICILIANA. PROCESSI, PRODOTTI E VALUTAZIONE D'IMPATTO DEL MASTER IN ORGANIZZAZIONE E GESTIONE DELLE ISTITUZIONI SCOLASTICHE IN CONTESTI MULTICULTURALI PRESSO L'UNIVERSITÀ DI CATANIA. | 156 |
| Giuseppe Pillera | 156 |
| 328 SOCIAL ISOLATION AND BULLYING AMONG ITALIAN STUDENT WITH IMMIGRANT BACKGROUND: IMPROVING PROTECTIVE FACTORS THROUGH ART-BASED METHODOLOGY..... | 157 |
| Cristiana Cardinali Francesco Maria Melchiori | 157 |
| B.9 EDUCATION FOR INTEGRATION: MIGRATIONS, RECEPTION AND INTEGRATION AS FACTORS OF DEVELOPMENT AND SOCIAL TRANSFORMATION | 159 |
| 124 REFUGEE INTEGRATION IN THE SWISS AND ITALIAN LABOUR MARKETS: CHALLENGES, GOVERNANCE AND FUTURE PERSPECTIVES.. | 159 |
| Antje Barabasch Silvia Zanazzi | 159 |
| 126 EDUCATION AND IDENTITY IN THE NEW MUSLIM GENERATIONS IN ROME..... | 159 |
| Katiuscia Carnà | 159 |
| 240 RECEPTION AND INTEGRATION OF MODERN ACTION: A SOCIOLOGICAL PERSPECTIVE..... | 160 |
| Fabiola Balestrieri | 160 |
| 263 GIVE YOU A VOICE AND TAKE A PLACE: JOURNALISTIC EXPERIENCE OF ASYLUM SEEKERS IN SWITZERLAND | 161 |
| Alexandra Felder | 161 |
| 351 "I'M ITALIAN AND I'M OTHER": CITIZENSHIP IN THE MAKING AMONG SECOND GENERATION HIGH SCHOOL STUDENTS IN ROME .. | 162 |
| Maria Grazia Galantino Francesca Farruggia | 162 |
| 444 HOPE - PREPARING A BETTER FUTURE TOGETHER - LEARNING FROM VOLUNTARY ACTIVITY WITH THE GROUPS OF REFUGEES..... | 163 |
| Izabela Wagner | 163 |
| B.10 THE MODERNISATION PROCESSES AND THE DEVELOPMENT OF COMPETENCE IN ADULTHOOD | 165 |
| 160 TRAINING FOR THE FUTURE: THE (LOST) CONNECTIONS BETWEEN SCHOOL AND WORLD OF WORK | 165 |
| Manuela Palma | 165 |
| 532 "SOLEDAD:COMÛN" A NEW MODEL OF SOCIAL-LINK IN MODERN CONTEMPORANEITY | 165 |
| Jole Orsenigo | 165 |
| 573 ADULTS AND NEW FORMS OF JOB: BETWEEN INCLUSION, EXCLUSION AND AGENCY | 166 |
| Laura Selmo | 166 |
| 593 EDUCATING PARENTS TO BUILD DEMOCRACY..... | 167 |
| Maria Elena Scotti | 167 |
| B.11. EDUCATE WITHIN DIVERSITIES: TEACHING INTERVENTION ANTICIPATED BY EMOTIONAL CARING | 168 |
| 123 EDUCATION AND HELP RELATIONSHIP | 168 |
| Maria Anna Formisano | 168 |
| 213 AID RELATIONSHIP: THE PLACE OF EMOTIONS | 169 |
| Rosa Iaquinta | 169 |
| 246 EDUCATION,PERSON, SUFFERING: THE POSSIBILITIES OF EDUCATION | 170 |
| Tiziana Iaquinta | 170 |
| 332 THE INCLUSION OF CHILDREN WITH DISABILITY IN ECEC | 170 |
| Giovanna Pirisino Filippo Dettori | 170 |
| 366 BETWEEN GRADE RETENTION AND SOCIAL PROMOTION: INCLUSIVE STRATEGIES, CARING ATTITUDE AND A GIFT OF TIME..... | 171 |
| Maria Guida | 171 |
| 501 LEARNING FROM EMPATHY: VIOLENCE AND VULNERABILITY IN SUSAN SONTAG | 172 |
| Daniele Garritano | 172 |
| 630 HOW TO DEAL WITH THE UNPREDICTABILITY IN THE SCHOOL? CLINICAL INTERVENTIONS WITH DISABLED STUDENTS WITH SEVERE IMPAIRMENT IN EMOTIONAL REGULATION..... | 173 |
| Agostino Carbone | 173 |
| B.12. RELIGIOUS EDUCATION AND ITS ALTERNATIVES FACING MULTICULTURALISM AT SCHOOLS IN CONTEMPORARY SOCIETY: A TRANSDISCIPLINARY PERSPECTIVE | 174 |

| | | |
|---|--|------------|
| 655 | GLOBAL CITIZENSHIP EDUCATION AND IDENTITY: THE PARADIGMATIC CASE OF THE ARMENIAN CULTURE AND ITS DIDACTIC HINTS | 174 |
| | Carla Gaiba | 174 |
| 681 | WORDS OF (IN)TOLERANCE. DISCUSSING RELIGIOUSLY MOTIVATED CONTROVERSIES AND HATE SPEECH WITH ITALIAN ADOLESCENCES | 174 |
| | Valeria Fabretti | 174 |
| 151 | RELIGIOUS EDUCATION AND ITS ALTERNATIVES FACING MULTICULTURALISM AT SCHOOLS IN CONTEMPORARY SOCIETY: A | |
| | TRANSDISCIPLINARY PERSPECTIVE | 175 |
| | Matteo Villa Marta Villa | 175 |
| 587 | TEACHERS, DO NOT LEAVE THE KIDS ALONE. THE ALTERNATIVES TO CATHOLIC RELIGIOUS EDUCATION IN ITALY (AND WHY THEY | |
| | ACTUALLY DON'T WORK) | 176 |
| | Luca Bossi | 176 |
| B.13. SOCIO-CULTURAL MINORITIES, MULTI-CULTURAL CITIZENSHIP AND ETHNOGRAPHY AT SCHOOL | | 178 |
| 144 | UNVEILING ANTI-GYPSYISM IN ITALIAN SCHOOLS | 178 |
| | Stefania Pontrandolfo | 178 |
| 406 | FROM CHENGDU TO ROME. SUPPORTING CHINESE DESIGN STUDENTS TO INTERACT WITH THE CITY AND PROPOSE IMPROVEMENTS | 178 |
| | Pietro Valentini | 178 |
| 442 | LOOKING AT ITALIAN SCHOOLS THROUGH THE ROMANI LENS: BOSNIAN ROMA BETWEEN SCHOOL AND CAMPI NOMADI IN ROME | 180 |
| | Marco Solimene | 180 |
| 448 | PROTECTION OF HISTORICAL LINGUISTIC MINORITIES IN ITALIAN SCHOOL: (DIS)JUNCTIONS OF LANGUAGE IDEOLOGIES | 180 |
| | Giorgia Decarli | 180 |
| 515 | CHILDREN'S VIEWS ON INCLUSION. THE ISOTIS INTERNATIONAL PARTICIPATORY RESEARCH WITH AND FOR CHILDREN. | 181 |
| | Alice Sophie Sarcinelli Giulia Gabriella Pastori Valentina Pagani | 181 |
| 617 | BETWEEN IN/OUTSIDE SCHOOL: THE SCHOOL DROPOUT EXPERIENCES FOR THE YOUNG MIGRANTS | 182 |
| | Giovanna Guerzoni | 182 |
| B.14. PROCESSES AND MECHANISMS OF GENDER INEQUALITIES REPRODUCTION IN SCHOOL AND TRAINING PATHS: STEREOTYPES, CONSEQUENCES AND RECENT TRENDS | | 184 |
| 111 | SOCIOLOGICAL APPROACH OF THE INFLUENCE OF GENDER STEREOTYPES IN SPORT EDUCATION | 184 |
| | Sara Rozenwajn Acheroy | 184 |
| 155 | BEYOND GENDER STEREOTYPES IN EDUCATION. AN INTERSECTIONALITY APPROACH IN THE ANALYSIS OF WOMEN FORMATIVE | |
| | TRAJECTORIES | 184 |
| | Marco Dionisio Terribili Letizia Zampino | 185 |
| 357 | GENDER DIFFERENCES IN ACADEMIC PERFORMANCE: A COMPARISON WITH PSYCHOLOGY UNIVERSITY STUDENTS | 186 |
| | Mariagrazia Monaci Luca Scacchi Giorgio De Gaudenzi | 186 |
| 562 | GENDER GAP IN CHOICE OF DEGREE SUBJECT AND UNIVERSITY AMONG SARDINIAN STUDENTS: EVIDENCE FROM THE COHORT 2014 | 187 |
| | Gabriella Melis Mariano Porcu Isabella Sulis | 187 |
| 691 | GENDER AND EDUCATION, SLOW PROGRESS: PARADOXES, CONTROVERSIES AND MISSED SOLUTIONS | 188 |
| | Domenico Carbone Fatima Farina | 188 |
| B.15. SCHOOLS FACING CHALLENGES OF INCLUSION AND SOCIAL JUSTICE: THE CASE OF HOMO-TRANSPHOBIA AND GENDER-BIASED DISCRIMINATION | | 190 |
| 118 | SAFE SCHOOLS PROGRAMS | 190 |
| | Valentina Camporeale | 190 |
| 347 | REGIONAL RESEARCH ON HOMOPHOBIC BULLYING (RACISM, GENDER VIOLENCE), IN UMBRIAN LOWER AND UPPER SECONDARY | |
| | SCHOOLS: A COMPLEX STORY | 190 |
| | Irene Dora Maria Scierri Federico Batini | 191 |
| 469 | ADDRESSING HOMOPHOBIA AND SEXISM IN THE CLASSROOM: SUPPORTING INCLUSIVE TEACHING IN HIGHER EDUCATION | 191 |
| | Marina Franchi Alessandro Castellini | 191 |
| 493 | ALLA RICERCA DI PAROLE. INSEGNANTI E FAMIGLIE OMOGENITORIALI DAVANTI ALLA SFIDA DELL'INCLUSIONE. | 192 |
| | Giulia Selmi Federica De Cordova Chiara Sità | 192 |

B.16 | SERVICE LEARNING AS AN EDUCATION FOR SOLIDARITY 194

| | | |
|-----|--|-----|
| 262 | EXPERIENCES IN SERVICE-LEARNING FROM A COMMUNITY PSYCHOLOGY POINT OF VIEW..... | 194 |
| | Patrizia Meringolo | 194 |
| 275 | SERVICE LEARNING IN THE SCHOOL OF PSYCHOLOGY, UNIVERSITY OF FLORENCE, AND GONZAGA UNIVERSITY IN FLORENCE: SELF-EVALUATION OF THE PARTICIPANTS' EXPERIENCE..... | 194 |
| | Silia Passeri Mattia Mazzaresse | 194 |
| 310 | PROMOTING ACTIVE CITIZENS IN SCHOOL COMMUNITIES: THE IMPORTANCE OF WELL-TRAINED TEACHERS ON SERVICE LEARNING | 195 |
| | Cristina Cecchini Elisa Guidi | 195 |
| 386 | SERVICE LEARNING AS EDUCATION FOR SOLIDARITY - AN EDUCATIONAL ALTERNATIVE; AN EXPERIENCE AT SOME HIGH SCHOOLS | 196 |
| | Gabriele Marini | 196 |
| 481 | SERVICE-LEARNING APPROACH TO CITIZENSHIP EDUCATION AND PROFESSIONAL LEARNING: THE ROMUNICARE PROJECT | 197 |
| | Sandro Turcio Marialuisa Villani | 197 |
| 516 | SERVICE LEARNING AT THE SECONDARY SCHOOL: A CASE STUDY | 198 |
| | Lorenza Orlandini Stefania Chipa Chiara Giunti | 198 |
| 572 | SCUOLA-LAVORO E SOLIDARIETÀ: A PEDAGOGICAL ALTERNATIVE IN THE RELATIONSHIP BETWEEN EDUCATION AND WORLD OF LABOUR | 199 |
| | Patrizia Lotti Francesca Betti | 199 |

B.17. | INTERVENTIONS FOR SCHOOLS AT THE EDGE: SMALLER SCHOOLS BETWEEN INNOVATION AND INCLUSION..... 200

| | | |
|-----|---|-----|
| 185 | INTERVENING INTO VULNERABLE SCHOOL SCENARIOS: THE CASE OF PORTUGUESE PRIORITY INTERVENTION EDUCATIONAL AREAS | 200 |
| | João Feijão | 200 |
| 244 | OUTER SUBURBS: SMALL SCHOOLS IN THE IN SOME ITALIAN SOUTH REGIONS FROM ITALIAN UNIFICATION TO THE GIOLITTIAN AGE | 200 |
| | Fabio Pruneri | 200 |
| 368 | DISTRIBUTION, EFFICIENCY AND CHOICE: SOCIAL JUSTICE AND SMALL SCHOOLS IN RURAL AREAS IN MARKET ORIENTED EDUCATION SYSTEMS. | 201 |
| | Silvie Rita Kucerova Cath Gristy Jan Smid | 201 |
| 391 | SMALL RURAL SCHOOL MANIFESTO | 202 |
| | Manuela Repetto Giuseppina Cannella Giuseppina Rita Jose Mangione | 202 |
| 526 | INNOVATIVE APPROACHES TO EDUCATION IN ITALIAN INNER AREAS. PRACTICES AND POLICY SOLUTIONS OF THE ITALIAN STRATEGY FOR INNER AREAS | 203 |
| | Daniela Luisi | 203 |
| 672 | SMALL SCHOOLS IN ITALY: A FIRST FORMAL ATTEMPT AT A DEFINITION AND IDENTIFICATION OF THEIR MAIN CHARACTERISTICS ... | 204 |
| | Stefania Chipa Rudi Bartolini Francesca De Santis | 204 |
| 279 | THE MONTESSORI APPROACH TO EARLY CHILDHOOD EDUCATION: BENEFITS AND CHALLENGES OF MIXED-AGE CLASSROOMS AS AN ESSENTIAL MONTESSORI SCHOOLS FEATURE..... | 205 |
| | Ilaria Navarra | 205 |
| 298 | SMALL SCHOOLS AS PIONEERS OF INNOVATIVE DIDACTIC SOLUTION: A LITERATURE REVIEW OF THE FEATURES OF THE MULTI-GRADE TEACHING | 205 |
| | Anna Frizzarin | 206 |
| 318 | COMMUNITY PARTICIPATION FOR SCHOOL IMPROVEMENT: FUORICLASSE IN MOVIMENTO AND THE CASE STUDY OF AJETA AND SAN NICOLA ARCELLA (CALABRIA, ITALY)..... | 206 |
| | Carlotta Bellomi Rosa Mazzone | 206 |
| 326 | MULTILINGUISM WITH LADIN AND CLIL METHODOLOGY..... | 207 |
| | Bruno Chiozzi Daniela Sartor | 207 |

B.18. | EMPOWERABLE SCHOOLS: PATHS FOR INNOVATION 209

| | | |
|-----|---|-----|
| 387 | ENVIRONMENTAL EDUCATION AND ACTIVE CITIZENSHIP IN SMALLER SCHOOLS TO PROMOTE INNOVATION AND INCLUSION | 209 |
| | Stefania Russo | 209 |
| 437 | DIGITAL & PRACTICE: WHEN TRAINING GENERATES MOTIVATION TO TEACH AND LEARN..... | 209 |
| | Luisa Patrizia Milo Maurizio Salucci | 209 |

| | | |
|--|--|------------|
| 242 | FREE-FOR-ALL SCHOOL | 210 |
| | Alfina Berte' | 210 |
| 424 | TUTORING AT SCUOLA – CITTA' PESTALOZZI AS A CONTINUED PRACTICE, ACROSS HISTORIC HERITAGE AND CONTEMPORARY INNOVATION | 211 |
| | Raimonda Maria Morani Valentina Giovannini Francesca Caprino | 211 |
| 553 | "MEMORIE MAGISTRALI": THE INNOVATION OF THE PAST AT THE SERVICE OF THE SCHOOL OF THE FUTURE | 212 |
| | Pamela Giorgi Francesca Davida Pizzigoni | 212 |
| C.1. (SPECIAL SESSION) GEO-POLITICS OF EDUCATIONAL POLICIES AND NEOLIBERAL WORLDWIDE HEGEMONY: FOR A CRITICAL SPACE IN THE SOCIOLOGY OF EDUCATION OF SOUTHERN EUROPE AND LATIN AMERICA..... | | 213 |
| 224 | ANOTHER UNIVERSITY IS POSSIBLE: TOWARDS AN IDEA OF ACADEMIC "PLEASANT DE-GROWTH" | 213 |
| | Emanuela Spanò Davide Borrelli | 213 |
| 247 | HOW IS THE RHETORIC OF "EXCELLENCE" IN EDUCATION SPREAD IN EUROPE? THE EXAMPLES OF HIGHER EDUCATION AND "PARCOURS D'EXCELLENCE" IN FRANCE | 214 |
| | Magali Ballatore Ariane Richard-Bosse | 214 |
| 345 | HOW TO TAKE INTO ACCOUNT THE CULTURAL ASPECT IN THE ANALYSIS OF INTERVIEWS OF AN INTERNATIONAL STUDY ON LEARNING TO LEARN..... | 215 |
| | Hugo Armando Brito Rivera | 215 |
| 367 | IS LEARNING TO LEARN A NEOLIBERAL CONCEPT? AN INTERNATIONAL NON-EUROCENTRIC SYSTEMATIC REVIEW. | 216 |
| | Cristina Stringher Francesca Scrocca | 216 |
| 371 | SCHOOLS AND CHOICES: HIERARCHIES OF EXCELLENCE IN THE "VOICE" OF PARENTS | 216 |
| | Virgínio Sá | 216 |
| 419 | EDUCACION Y MOVILIDAD SOCIAL INTERGENERACIONAL EN ESPAÑA | 217 |
| | Leopoldo Cabrera | 217 |
| 467 | COMPARATIVE STUDIES IN EDUCATION AND POWER IMBALANCES: THE CASE OF SOUTHERN EUROPE | 218 |
| | Donatella Palomba Carlo Cappa | 218 |
| 521 | SOCIO-SPATIAL INEQUALITIES IN POSTCOMPULSORY EDUCATION IN MADRID: THE DIFFERENTIATION OF EDUCATIONAL PROVISION IN A SOUTHERN EUROPEAN URBAN SETTING..... | 219 |
| | Javier Rujas | 219 |
| 550 | PARA UMA ABORDAGEM CRÍTICA DA SOCIOLOGIA DA EDUCAÇÃO EM PORTUGAL..... | 220 |
| | Leonor Lima Torres Bruno Dionísio Mariana Gaio Alves | 220 |
| 665 | STARTING OVER FROM THE SOUTHERN. ANALYSIS OF A NEW MODEL OF TERRITORIAL EDUCATION AND DEVELOPMENT | 221 |
| | Raffaele Lombardi | 221 |
| C.2. LIFELONG EDUCATION IN TIMES OF ECONOMIC 'INTEGRATED SURVEILLANCE' | | 223 |
| 119 | THREE PROPOSALS IN ADULT EDUCATION TO IMPROVE EMPLOYABILITY | 223 |
| | Eduardo Blanco-Gómez | 223 |
| 210 | RETHINKING ADULT EDUCATION: ACTORS AND DYNAMICS OF LIFELONG LEARNING POLICIES..... | 223 |
| | Giuseppe Luca De Luca Picio | 223 |
| 209 | CRITICAL OR INSTRUMENTAL SCHOOLING? ANTONIO GRAMSCI'S EDUCATIONAL PROPOSAL | 224 |
| | Vanessa Lamattina | 224 |
| 411 | YOUTH GUARANTEE: NATIONAL ENACTMENTS AND EFFECTS ON EUROPE'S LIFELONG LEARNING MARKETS | 225 |
| | Marcella Milana Sandra Vatrella | 225 |
| C.3. YOUTH EDUCATIONAL TRANSITIONS: CHALLENGING OR REINFORCING THE NEOLIBERAL RHETORIC ON INDIVIDUALISM, ASPIRATION AND CHOICE? | | 227 |
| 82 | FROM THE KNOWLEDGE SOCIETY TO THE COMPETENCE SOCIETY. SOME REMARKS ON THE EUROPEAN EDUCATIONAL POLICIES..... | 227 |
| | Elena Gremigni | 227 |
| 98 | OPTION BLOCKS THAT BLOCK OPTIONS: EXPLORING INEQUALITIES IN GCSE AND A LEVEL OPTIONS IN ENGLAND | 228 |
| | Jessie Abrahams | 228 |
| 105 | DEMOCRATIZATION OR MASSIFICATION OF HIGHER EDUCATION? A COMPARISON BETWEEN FRANCE AND ITALY | 228 |
| | Ciro Cangiano | 228 |
| 130 | HIGHER EDUCATION STUDENTS IN THE UK: A FUTURE OF POSSIBILITIES OR A LONELY ROAD? | 229 |

| | |
|--|-----|
| Carlos Azevedo | 229 |
| 133 AN ANALYSIS OF THE SOCIAL PHENOMENON OF “YOUTH PRECARIAT” IN TAIWAN | 230 |
| Ying-Jie Jheng | 230 |
| 296 FROM STRUCTURATION TO ACTIVATION. INSTITUTIONAL CHANGE IN EDUCATION INSTITUTIONS. | 231 |
| Luca Raffini Andrea Pirni | 231 |
| 325 TWO PARALLEL WORDS: FUNCTIONS, KNOWLEDGE ATTRIBUTIONS AND EXPECTED HABITUS OF POST16 ACADEMIC AND VOCATIONAL ROUTES 232 | |
| Aina Tarabini Judith Jacovkis | 232 |
| 395 LEGITIMATE EDUCATIONAL INEQUALITIES. CONCEPTIONS AND EXPECTATION OF MIDDLE CLASSES IN GERMANY AND CHILE ABOUT EDUCATIONAL JUSTICE..... | 233 |
| Susann Hanspach | 233 |
| 432 MIXING BOURDIEU’S CONCEPTS AND BUSINESS’ COMMONSENSE VIEWS IN THE RHETORIC OF WIDENING PARTICIPATION INTO SELECTIVE HIGHER EDUCATION INSTITUTION IN FRANCE | 233 |
| Marta Dos Santos Aina Tarabina | 233 |
| 494 OPEN DOOR EVENTS AS KEY DEVICES TO MAINTAIN OR TRANSFORM STATUS: A QUALITATIVE RESEARCH IN SECONDARY SCHOOLS IN BARCELONA..... | 234 |
| Marta Curran Alba Castejón Martí Manzano | 234 |

C.4. | NEOLIBERALISM AND EDUCATION..... 236

| | |
|---|-----|
| 80 POST-BUREAUCRATIE ET CHANGEMENT DE REFERENTIEL DANS LES SYSTEMES SCOLAIRES: QUELLE LEGITIMITE POSSIBLE POUR LES DIRECTEURS ET LES CHEFS D’ETABLISSEMENT? | 236 |
| Cécile Roaux | 236 |
| 193 CHANGING THE POINT OF VIEW ABOUT THE ROLE OF LARGE SCALE ASSESSMENT: HOW EUROPEAN COUNTRIES MANAGE EVALUATION IN DECENTRALIZATION PROCESSES | 236 |
| Consuela Torelli Brunella Fiore Donatella Poliandri Michela Freddano | 237 |
| 447 MANAGING ENROLMENT OF NEW STUDENTS OR ACTING AS AN HYPERMODERN INSTITUTION | 237 |
| Christelle Manifet | 237 |
| 615 DEPOLITICIZING EDUCATION IN ITALY: FURTHER OPTIONS TO CRAFT YOUR OWN FORMATIVE PATH(S) | 238 |
| Giorgio Giovanelli Leonardo Piromalli | 238 |
| 632 RE-THINKING EDUCATIONAL LEADERSHIP IN NEOLIBERAL TIMES: WHAT CAN ANTONIO GRAMSCI TELL US? | 239 |
| Howard Stevenson | 239 |

C.5. | EDUCATION, RESILIENCE, DEMOCRACY..... 241

| | |
|---|-----|
| 238 THE RE-ENCHANTMENT AND CARE POLICIES IN THE DIGITAL SOCIETY. RE-THINKING RESILIENCE, STARTING FROM B. STIEGLER’S PHILOSOPHY] | 241 |
| Cristina Coccimiglio | 241 |
| 272 EDUCATING COMMUNITY AND RESILIENCE, A WAY TO INTEGRATE YOUNG DISADVANTAGED MIGRANTS..... | 241 |
| Elena Ragazzi Valentina Lamonica Lisa Sella | 241 |
| 452 KNOWLEDGE DRIVEN SHARED SUSTAINABLE STRATEGIES FOR THE MEDITERRANEAN SEA, A CASE OF RESILIENCE IN A COLLECTIVE EDUCATIONAL PROCESS | 242 |
| Monica Cariola | 242 |
| 484 ‘RICILIENCE’: THE RESILIENCE OF RICE. A DOCUMENTARY FILM TELLS THE CASE OF SOCIAL LEARNING THAT IS TRANSFORMING THE ITALIAN RICE SYSTEM..... | 243 |
| | 243 |
| 488 BUILDING COMMUNITIES AND THE CHALLENGE OF SUSTAINABILITY IN MOUNTAIN AREAS | 244 |
| Giovanni Borgarello Giorgio Salza | 244 |
| 490 EXPLORING THE RELATIONSHIP BETWEEN THE FOCUS ON ACADEMIC ACHIEVEMENT IN UK EDUCATION POLICY AND ADOLESCENTS’ MENTAL HEALTH IN LONDON SCHOOLS..... | 245 |
| Danilo Di Emidio | 245 |
| 611 RESILARIO..... | 246 |
| Paola Iotti | 246 |

D.1. | THE TRAINING OF TEACHERS FOR A DEMOCRATIC EDUCATION OF THE CITIZEN..... 247

| | | |
|--|---|------------|
| 129 | TRAINING OF TEACHERS FOR A DEMOCRATIC EDUCATION OF PUPILS IN SCHOOLS | 247 |
| | Ahmet Derecik Menze Lorena | 247 |
| 184 | RETHINKING INTERCULTURAL EDUCATION FOR A DEMOCRATIC SCHOOL. REFLECTIONS OF AN EMPIRICAL RESEARCH | 247 |
| | Lisa Stillo Massimiliano Fiorucci | 247 |
| 200 | EDUCATIONAL CONSULTING: AN INCLUSIVE RESOURCE FOR SCHOOL UNIVERSE | 248 |
| | Livia Serlupi Crescenzi | 248 |
| 234 | EDUCATE THE THOUGHT. THE RELATIONSHIP THEORY AND PRAXIS WITHIN THE PARADIGM OF PROFESSIONAL REFLEXIVITY | 249 |
| | Maria-Chiara Micheline | 249 |
| 236 | RESEARCH(AND)TRAINING FOR THE TEACHERS OF DEMOCRACY..... | 250 |
| | Pascal Perillo | 250 |
| 273 | THE FRAME AND THE HORIZON. PEDAGOGICAL THOUGHT AND THE TRAINING OF TEACHERS BETWEEN SUBORDINATENESS AND EMANCIPATION..... | 251 |
| | Luca Odini | 251 |
| 292 | THE SKILLS-ORIENTED APPROACH IN TEACHERS FORMATION..... | 252 |
| | Silvia Fioretti | 252 |
| 358 | MEL LITERACY EDUCATION. A BASIC CURRICULUM FOR TEACHERS' TRAINING IN LITERACY INSTRUCTION OF YOUNG CHILDREN . | 253 |
| | Tiziana Mascia | 253 |
| 556 | WILL THEY BE DEMOCRATIC TEACHERS? VISIONS OF THE TEACHING PROFESSION AND SOCIO-POLITICAL PROFILE OF THE STUDENTS STARTING THE DEGREE COURSE OF PRIMARY TEACHER EDUCATION | 254 |
| | Andrea Ciani Dario Tuorto | 254 |
| 370 | CONSCIENTIZATION AND COMPLEXITY AS A KEY TO READING FOR CONTEMPORARY SCHOOL. CRITICAL ISSUES AND CONSCIENTIOUS INTAKES | 255 |
| | Enrico Bocciolesi | 255 |
| 443 | THE PEDAGOGICAL-POLITICAL INCOMMUNICABILITY IN THE TEACHERS AND EDUCATORS TRAINING: PERSPECTIVES AND STRATEGIES | 256 |
| | Giuseppe Annacontini | 256 |
| 457 | LEARNING TO TEACH IN A COMMUNITY OF TEACHERS: PERSPECTIVES FROM PRACTICE. | 257 |
| | Gretchen Butera | 257 |
| 514 | TEACHING CITIZENSHIP AND HUMAN RIGHTS IN TODAY'S EUROPE: A STUDY OF SECONDARY SCHOOL TEACHERS IN FRANCE | 258 |
| | Barbara Santibanez | 258 |
| D.2. UNIVERSITY TEACHING AS A PRACTICE OF KNOWLEDGE DEMOCRATIZATION | | 259 |
| 600 | THE FINALITIES OF THE EUROPEAN HIGHER EDUCATION POLICIES IN THE AREA OF KNOWLEDGE-BASED ECONOMY..... | 259 |
| | Abdellatif Atif | 259 |
| 101 | INTERCULTURAL LEARNING (DEVELOPMENT OF COMPETENCIES) BY STUDENTS OF THE FACULTY OF EDUCATION. USING THE EXAMPLE OF INTERCULTURAL ATTITUDES AND LEARNING PROCESSES IN TEACHER TRAINING IN ITALY..... | 260 |
| | Doris Kofler | 260 |
| 78 | CULTIVATING THE SELF AND PERFORMING GENDER ON SOFT SKILLS PROGRAMS | 260 |
| | Alison Fixsen Damien Ridge Alan Porter | 260 |
| 656 | TOWARDS A COMMUNICATION MODEL FOR UNIVERSITY EDUCATION..... | 261 |
| | Barbara Mazza Renato Fontana Elena Valentini | 261 |
| 663 | EDUCATIONAL MODELS AND INNOVATIVE TEACHING PRACTICES IN THE UNIVERSITY EXPERIENCE | 262 |
| | Floriana Falcinelli Cristina Sofia Milena Cassella | 262 |
| 297 | NEW GENERATION AND THE CHANGE OF ACADEMIC WORK | 263 |
| | Andrea Pirni Luca Raffini | 263 |
| 677 | CHALLENGES IN HIGHER EDUCATION. TEACHING INNOVATION BETWEEN EXPERIMENTATION AND STANDARDIZATION..... | 264 |
| | Gioia Pompili Assunta Viteritti | 264 |
| D.3. TEACHING AT SCHOOL: EPISTEMOLOGIES, METHODS AND TOOLS | | 266 |
| 342 | RETHINKING AND INTERPRETING WORK-BASED LEARNING INTERNSHIP. STUDENT'S PERSPECTIVE AND PERCEPTIONS..... | 266 |
| | Cinzia Zadra | 266 |
| 243 | NARRATIVE GUIDANCE AS A TOOL TO EMPOWER STUDENT'S RESILIENCE..... | 266 |
| | Federico Batini Marco Bartolucci | 266 |

| | | |
|---|--|------------|
| 383 | INNOVATIVE PEDAGOGICAL APPROACH TO LEARNING ENVIRONMENT (IPALE): A QUALITATIVE CASE STUDY | 267 |
| | Roberto Melchiori Francesco Maria Melchiori | 267 |
| 462 | EXPLORING THE EPISTEMOLOGY OF THE IMPLICIT CURRICULUM..... | 268 |
| | Matteo Bianchini Valeria Angelini Valentina Giovannini | 268 |
| 500 | DEBATE IN PRIMARY SCHOOL: AN EXPERIENCE TO DEVELOP SOFT SKILLS | 269 |
| | Noemi Russo Luca Refrigeri | 269 |
| D.4. LEARNING AS A SITUATED AND SOCIO-MATERIAL INTERACTION AND THE USE OF IMAGING TECHNOLOGIES | | 271 |
| 112 | REFLECTING ON CLASSROOM ACTIVITIES AS MULTIMODALLY CO-CONSTRUCTED IN SPATIAL 'REALITY' | 271 |
| | Béatrice Arend | 271 |
| 183 | OBJECTS THAT MATTER: THE HYBRID AND DISTRIBUTED AGENCY IN PARENT-ASSISTED HOMEWORK INTERACTIONS | 271 |
| | Letizia Caronia | 271 |
| 449 | LEARNING TO SLEEP | 274 |
| | Larissa Schindler | 274 |
| 472 | LEARNING AS A SITUATED AND SOCIO-MATERIAL INTERACTION AND THE USE OF IMAGING TECHNOLOGIES | 274 |
| | Tiziana Tesaro | 274 |
| 592 | LEARNING SAFETY AT SCHOOL: THE 'ERGOPRACTICE' EXPERIENCE..... | 275 |
| | Silvia Doria Sonia R. Marino | 275 |
| D.4. LEARNING AS A SITUATED AND SOCIO-MATERIAL INTERACTION AND THE USE OF IMAGING TECHNOLOGIES | | 276 |
| 689 | OBSERVING LIKE AN EXPERT: USE OF EXPERT ANNOTATIONS ON FASHION DESIGNER APPRENTICES' GAZE AND VERBALIZATIONS... .. | 276 |
| | Alessia Eletta Coppi Alberto Cattaneo Pierre Dillenbourg | 276 |
| D.5. INFORMAL LEARNING AS A SITE OF ENCOUNTER, SELF-CONSTRUCTION AND RESISTANCE..... | | 278 |
| 113 | TEACHING HEBREW AS A POLITICAL ACT: "ULPANS" FOR AFRICAN ASYLUM SEEKERS IN ISRAEL..... | 278 |
| | Yael Gaulan Yuli Hatzofe | 278 |
| 137 | THE TIME BANKING PROJECT – “LA BANCA DEL TEMPO”: A LIFE-SKILL AND METACOGNITIVE COMPETENCE CONSTRUCTION TOOL TO PREVENT YOUTH DISTRESS | 278 |
| | Francesca Schir | 278 |
| 149 | SELF-TAUGHT IMPROVISERS: JAM SESSIONS AS RESISTANCE TO THE FORMAL JAZZ CURRICULUM | 279 |
| | Anselmo Roberto Paolone | 279 |
| 420 | EDUCATION AND SOCIAL AND COMMUNITY THEATRE FOR AWARENESS AND BEHAVIOR CHANGE IN TWO CIFA’S DEVELOPMENT PROJECTS IN ETHIOPIA | 280 |
| | Maria Alessandra Verrienti | 280 |
| 445 | THE INSTAGRAM LAB: HOW WORKING-CLASS AND MIDDLE-CLASS YOUTH LEARN ABOUT THEIR CLASS POSITION? | 281 |
| | Inbar Michelzon Drori | 281 |
| 479 | ALTERNATIVE SCHOOL CHOICES: TOWARDS A NEW MODEL OF INSTRUCTION ? | 282 |
| | Pauline Probœuf | 282 |
| 610 | THE BIRTH OF NAPPY MOVEMENT IN ITALY: LEARNING HOW TO LOVE AFRO HAIR | 283 |
| | Marta Mezzanzanica | 283 |
| 666 | NEGOTIATING MULTIPLE IDENTITIES: BRITISH-BORN BANGLADESHI WOMEN’S CONSTRUCTIONS OF ‘BEING MUSLIM’ | 284 |
| | Berenice Scandone Vanessa Macchia | 284 |
| D.6. RESEARCH AND PARTICIPATORY TEACHING IN UNIVERSITY PRACTICES..... | | 285 |
| 76 | THEATRE AS METAPHOR AND PERFORMATIVE LEARNING IN THE ACADEMIC SCENE..... | 285 |
| | Francesco Cappa | 285 |
| 85 | THE KEYWORDS OF ACCREDITATION, FROM MINISTRY TO UNIVERSITIES..... | 286 |
| | Andrea Lombardinilo | 286 |
| 179 | A NEW TOOL TO TEACH ITALIAN AS A SECOND LANGUAGE..... | 287 |
| | Valentina Dorato | 287 |
| 189 | SHARED PLANNING OF TEACHING MATERIALS BETWEEN EDUCATION AND DESIGN | 287 |
| | Beate Weyland | 287 |
| 482 | UNIVERSITY KNOWLEDGE AND DEMOCRATIC CULTURES: METHODS AND PRACTICES OF AN INNOVATIVE MODEL | 288 |

| | |
|---|------------|
| Fiorella Vinci | 288 |
| 567 TEACHER’S SKILLS. A CASE STUDY ON SELF-ASSESSMENT | 289 |
| Florindo Palladino Anna Paoletta Luca Refrigeri | 289 |
| 678 MIGRANT JOURNEYS, URBAN ENCOUNTERS: PARTICIPATORY TEACHING OF ANTHROPOLOGY IN THE AGE OF POST-DEMOCRACY | 290 |
| Francesco Vietti | 290 |
| D.8. CONVERGENCE BETWEEN FORMAL AND INFORMAL LEARNING | 292 |
| 116 FORMAL AND INFORMAL AT UNIVERSITY: A COOPERATIVE LEARNING PROJECT ON VALORIZATION OF MINING SARDINIAN HERITAGE | 292 |
| Emiliano Ilardi Elisabetta Gola | 292 |
| 145 THE INFORMAL AS AN EVOLUTION OF THE ACTIVISM. POSSIBLE SCENARIOS OF CONVERGENCE BETWEEN FORMAL AND INFORMAL | 293 |
| LEARNING PRACTICES | 293 |
| Alessio Ceccherelli | 293 |
| 212 FROM PRACTICE TO LEARNING: COMPUTER SCIENCE THE OTHER WAY ROUND..... | 293 |
| Stefano Federici Andrea Zuncheddu Claudia Medas | 293 |
| 248 IN SEARCH OF EXPERIMENTAL HYBRID LEARNING PATHS | 294 |
| Donatella Capaldi | 294 |
| 278 UP2UNIVERSITY: A EUROPEAN PROJECT TO INTEGRATE FORMAL AND INFORMAL LEARNING IN SECONDARY SCHOOLS | 295 |
| Nadia Sansone Gabriella Paolini | 295 |
| 595 ATOMS&CO INTERNATIONAL PROJECT. BUILDING A DEVICE FOR THE ALLIANCE OF FAMILIES-SCHOOLS-LOCAL COMMUNITY TO | 296 |
| COPE THE EARLY SCHOOL LEAVING | 296 |
| Alessandro Tolomelli | 296 |
| 662 BRP AND SCHOOL DEVELOPMENT - A NEW CONVERGENCE BETWEEN FORMAL AND NON-FORMAL LEARNING IN LUXEMBURG..... | 297 |
| Sandra Biewers Grimm | 297 |
| D.9. TRANSFORMING SCHOOLS BETWEEN PEDAGOGY AND ARCHITECTURE: A DEMOCRATIC LABORATORY | 299 |
| 176 COLLABORATIVE DESIGN IN A DEMOCRATIC WAY: TEACHERS AND STUDENTS DESIGN TOGETHER THEIR SCHOOL ACCORDING TO | 299 |
| PESTALOZZI’S PEDAGOGICAL PERSPECTIVE | 299 |
| Mariagrazia Francesca Marcarini Chiara Filios Arnaldo Arnaldi | 299 |
| 187 PAD-LAB: PLANNING SCHOOLS TOGETHER BETWEEN PEDAGOGY, ARCHITECTURE AND DESIGN | 300 |
| Beate Weyland Kuno Prey | 300 |
| 252 ALL OUT OF CLASS: WHERE, HOW, WHY | 300 |
| Terence Leone | 300 |
| 255 PROFESSIONAL UNDERPINNING FOR LEARNING SPACE DEVELOPMENT: PULS + A STRATEGIC PARTNERSHIP FOR INNOVATION AND | 301 |
| THE EXCHANGE OF GOOD PRACTICES | 301 |
| Petra Regina Moog Beate Weyland | 301 |
| 329 A “DO IT YOURSELF” SCHOOL | 302 |
| Massimo Belardinelli | 302 |
| 352 PEDAGOGY AND ARCHITECTURE OF EDUCATIONAL SPACES | 303 |
| Francesca Astori | 303 |
| 415 FROM THE PEDAGOGICAL CONTENTS TO THE ARCHITECTURAL PROJECT | 304 |
| Francesca Repetto Andrea Gavosto | 304 |
| 480 CULTURE AND REGENERATION OF SPACES. THE ROLE OF POLICIES..... | 304 |
| Luca Bizzarri | 304 |
| 508 THE SCHOOL AS A SPACE FOR TEAMS – ARCHITECTURE, DEMOCRACY AND MULTI-BODY SORTITION..... | 305 |
| Christian Kuehn | 305 |
| 590 DESIGNING DEMOCRATIC DEVICES FOR LEARNING | 306 |
| Massimo Faiferri Samanta Bartocci Fabrizio Pusceddu | 306 |
| 697 WELLBEING AT SCHOOL: BETWEEN RESEARCH AND ACTION STARTING FROM THE SPACE | 307 |
| Monica Parricchi | 307 |
| D. 10. SCHOOL SPACES: ACCOUNTABILITY, LEADERSHIP AND PARTICIPATION..... | 309 |
| 211 TEACHERS AND STUDENTS VOICE IN A PARTICIPATORY SCHOOL DESIGN | 309 |

| | |
|---|------------|
| Grète Brukštutė | 309 |
| 439 ENHANCING THE DIALOGUE BETWEEN THEORY AND PRACTICE IN INCLUSIVE EDUCATION: PROCESSES OF SELF-EVALUATION AND SELF-IMPROVEMENT IN SCHOOLS | 309 |
| Silvia Dell'Anna Dario Ianes Heidrun Demo | 309 |
| 668 THE MISERY AND SPLENDOUR OF THE REPUTATIONAL EVALUATION - TEACHER CREDIBILITY BETWEEN REPUTATIONAL EVALUATION AND FUNCTIONAL ILLITERACY OF CITIZENS | 310 |
| Rita Tegen | 310 |
| 557 PROXIMITY AND SHARED GOVERNANCE? : FORMAL EDUCATIONAL STRUCTURES AND THE YG PROGRAM IN PORTUGAL | 311 |
| Maria Manuel Vieira Tatiana Ferreira Lia Pappámikail | 311 |
| D.II. TEACHING IN OTHER WORDS..... | 313 |
| 233 PAVING THE WAY FOR A SUCCESSFUL MONTESSORI SCHOOLS IN THE PUBLIC SECTOR..... | 313 |
| Barbara Caprara | 313 |
| 253 LOUD READING AS A DIDACTIC TOOL TO EMPOWER READING TEXT COMPREHENSION..... | 313 |
| Marco Bartolucci Federico Batini Giulia Toti | 313 |
| 287 "MATHEMART – TEACHING MATHEMATICS IN THE THEATRE WORKSHOP": THE TEACHERS TRAINING..... | 314 |
| Maurizio Bertolini | 314 |
| 317 REPRODUCING OR REDUCING INEQUALITY: EDUCATIONAL DECISION MAKING AT THE NEXUS OF MILIEU AND EDUCATIONAL FIELD..... | 315 |
| Maria Keil | 315 |
| 456 SHADOW EDUCATION: A CRITICAL LOOK AT THE ITALIAN CONTEXT | 316 |
| Anna Pross | 316 |
| 547 INITIAL TRAINING OF PRIMARY SCHOOL TEACHERS. EXPERIMENTATION OF A NEW TRAINEESHIP MODEL | 317 |
| Anna Paoletta Florindo Palladino Luca Refrigeri | 317 |
| E.I. EVIDENCE INFORMED POLICIES IN EDUCATION: OPPORTUNITIES AND RISKS DERIVING FROM THE WIDE-SPREADING OF RESULTS COMING FROM IMPACT EVALUATION | 319 |
| 289 NEW INTERMEDIATE ACTORS IN THE GOVERNANCE OF EDUCATION IN PORTUGAL: TRANSLATING EVIDENCE FOR ALL | 319 |
| Catarina Gonçalves Luís Miguel Carvalho Sofia Viseu | 319 |
| 322 EVIDENCE-BASED REFORM IN EDUCATION: INTERNATIONAL POLICIES, PRACTICES AND CHALLENGES | 319 |
| Marta Pellegrini Antonella Marchetti | 319 |
| 336 EVIDENCE INFORMED POLICIES IN EDUCATION: OPPORTUNITIES AND RISKS DERIVING FROM THE WIDE-SPREADING OF RESULTS COMING FROM IMPACT EVALUATION..... | 320 |
| Vergolini Loris Alberto Martini Barbara Romano | 320 |
| 393 DIGITAL WELL-BEING: VALIDATION OF A DIGITAL MEDIA EDUCATION MODEL IN HIGH SCHOOLS..... | 321 |
| Tiziano Gerosa Marco Gui | 321 |
| 474 ARE TEACHERS' RELATIONAL SKILLS A KEY LEVERAGE FOR THEIR EFFECTIVENESS? RESULTS FROM A LARGE SCALE RANDOMIZED CONTROLLED TRIAL | 322 |
| Gianluca Argentin Giulia Assirelli Tiziano Gerosa | 322 |
| 509 INNOVATING SCHOOL-FAMILY DIALOGUE: CHALLENGES AND OPPORTUNITIES FROM AN RCT IN ITALIAN LOWER SECONDARY SCHOOLS | 323 |
| Lisa Zaquini Gianpaolo Barbetta Francesca Maci Gianluca Argentin | 323 |
| 548 THE LABOUR MARKET RETURNS TO HIGHER EDUCATION IN ITALY. EVIDENCE FROM A NATURAL EXPERIMENT..... | 324 |
| Joan Madia | 324 |
| E.2. INCLUSIVE EDUCATION: WHAT CHALLENGES FOR THE EVALUATION OF EDUCATIONAL SYSTEMS? | 326 |
| 348 QUALITY INCLUSIVE EDUCATION ACCORDING TO EMBODIED COGNITIVE SCIENCE. MULTIDIMENSIONAL ANALYSIS TO CREATION/INTEGRATION OF INDICATORS FOR THE EVALUATION OF EDUCATIONAL SYSTEM | 326 |
| Filippo Gomez Paloma Cristiana D'Anna Paola Damiani | 326 |
| 438 EVALUATION OF INCLUSIVE SCHOOL SYSTEMS: CRITICAL ISSUES AND CHALLENGES IN RESEARCH..... | 327 |
| Dario Ianes Silvia Dell'Anna | 327 |
| 446 INCLUSIVE EDUCATION AND CORE CAPABILITIES: SCHOOL EVALUATION'S CHALLENGES TO OVERCOME EDUCATIONAL INEQUALITIES | 328 |
| Mattia Baglieri Valeria Pandolfini | 328 |

| | | |
|---|--|------------|
| 568 | SCHOOL CANTEEN AS A PLACE OF INCLUSIVE EDUCATION: AN INCLUSION INDICATOR FOR SCHOOL SELF-EVALUATION?..... | 329 |
| | Michela Freddano Beba Molinari | 329 |
| 602 | RE-THINKING EVALUATION OF THE EDUCATIONAL SYSTEM THROUGH A CRITICAL ANALYSIS OF THE MODEL OF PEI – PIANO EDUCATIVO INDIVIDUALIZZATO..... | 330 |
| | Veronica Berni | 330 |
| 638 | INCLUSIVE EDUCATION: A THEORETICAL FRAMEWORK TO EVALUATE THE QUALITY OF INCLUSION | 331 |
| | Letizia Giampietro Sara Romiti Donatella Poliandri | 331 |
| E.3. [SPECIAL SESSION] FOR A UP TO DATE EVALUATION NOTION | | 333 |
| 334 | WHAT DOES SELF-EVALUATION MEAN FOR ITALIAN SCHOOLS? A COMPARISON BETWEEN PRINCIPALS AND EVALUATION TEAM MEMBERS..... | 333 |
| | Graziana Epifani Stefania Sette Elisabetta Prantera | 333 |
| 416 | EVALUATING THE ITALIAN SCHOOL SYSTEM: CHALLENGES BETWEEN LEARNING AND ACCOUNTABILITY PURPOSES..... | 334 |
| | Valeria Pandolfini Mauro Palumbo | 334 |
| 540 | RE-DEFINING LEARNING AND ACCOUNTABILITY THROUGH EVALUATION. THE CASE OF ITALIAN HIGHER EDUCATION SYSTEM. | 335 |
| | Rosaria Lumino Emiliano Grimaldi Dora Gambardella | 335 |
| 570 | REGENERATING THE CONCEPT OF ASSESSMENT FOR LEARNING AT UNIVERSITY | 335 |
| | Loredana La Vecchia | 335 |
| 679 | THE CONTRIBUTION ANALYSIS TO THE IMPACT EVALUATION OF THE SCHOOL EVALUATION | 336 |
| | Donatella Poliandri Michela Freddano Beba Molinari | 336 |
| E.4. LARGE SCALE ASSESSMENT SURVEYS BETWEEN RESEARCH USES AND POLICY EVALUATION..... | | 338 |
| 165 | ITALIAN’S NATIONAL SCHOOL DATA IN THE “BIG DATA” REVOLUTION: AN ANALYSIS ON THE USE OF THIS TOOL IN EDUCATION AND BEYOND 338 | |
| | Rita Marzoli Veronica Riccardi | 338 |
| 204 | THE COMPLEX CHAINS OF EDUCATION INEQUALITIES IN ITALY. UNDERSTANDING INTERPLAYS BETWEEN ASRIPTIVE AND SCHOOL TRACKS FACTORS..... | 338 |
| | Orazio Giancola Luca Salmieri | 338 |
| 471 | BENCHMARKING ITALIAN SCHOOL SYSTEM USING ARCHETYPAL HISTOGRAMS FOR INVALSI TEST | 339 |
| | Francesco Santelli Francesco Palumbo Clelia Cascella | 339 |
| 489 | LOW SKILLS AMONG YOUNG ADULTS IN SPAIN AND ITALY? | 341 |
| | Ruggero Cefalo Rosario Scandurra | 341 |
| 626 | LARGE SCALE ASSESSMENT SURVEYS BETWEEN RESEARCH USES AND POLICY EVALUATION | 342 |
| | Stefania Capecchi Rita Cimmino Milos Kankaras | 342 |
| 644 | TEACHERS’ WELL-BEING AT WORK. EVIDENCE FROM LARGE SCALE ASSESSMENT SURVEYS..... | 342 |
| | Barbara Barbieri Isabella Sulis Mariano Porcu | 342 |
| F.1. FORMAL, INFORMAL AND SOCIAL LEGITIMATION: INNOVATIVE CAPACITY OF EDUCATIONAL AGENCIES IN THE DIGITAL ERA..... | | 344 |
| 197 | “PEER” SUBJECTIVATION AND THE FORMATION OF DIGITAL COMPETENCES. | 344 |
| | Roberto Serpieri Simona Tirocchi | 344 |
| 265 | (Ri)DISCOVER NON-FORMAL EDUCATION. THE CONTRIBUTION OF EUROPEAN YOUTH POLICY | 344 |
| | Nadia Crescenzo | 344 |
| 282 | WHICH MODEL OF DIGITAL WELL-BEING IS POSSIBLE FOR ITALIAN FAMILIES? VIRTUOUS EXAMPLES OF PARENTING SUPPORT IN CANADA AND SWITZERLAND..... | 345 |
| | Rosanna Labalestra | 345 |
| 403 | INCIVILITY AND BULLYING: A "COMPLICATED" RELATIONSHIP. MODELS AND TRAJECTORIES OF RESEARCH..... | 346 |
| | Rossella Rega Alessandro Lovari | 346 |
| 492 | CAPABILITY APPROACH AND CRITICAL THINKING TO FACE A DIGITAL ORIENTED FUTURE | 347 |
| | Giuditta Alessandrini Maria Caterina De Blasis | 347 |
| 560 | MEDIA EDUCATION FROM YOUTH’S POINT OF VIEW: EXPECTATION, STEREOTYPES, NEEDS | 348 |
| | Cosimo Marco Scarcelli | 348 |
| 589 | PLEASE REVIEW ME! INFORMAL LEARNING STRATEGIES DEVELOPED BY TEENAGERS IN THEIR CONNECTED LIVES..... | 349 |

| | |
|---|-----|
| Gabriella Taddeo Lisa Zaquini | 349 |
| 628 ROBOTICS AND AUDIO-VISUAL MEDIA: A TECHNOLOGICAL DIALOG OF LANGUAGES | 349 |
| Lorenzo Denicolai Renato Grimaldi Sivia Palmieri | 349 |
| 664 TRAINING AND EDUCATION WITH ROBOTS IN HEALTHCARE AND MORAL ISSUES..... | 351 |
| Maurizio Balistreri | 351 |
| 671 THE ROLE OF FAMILY AND SCHOOL IN THE DIGITAL MEDIA SOCIALIZATION: AN EMPIRICAL RESEARCH ABOUT TEENAGERS. | 351 |
| Rosanna Marino Rossella Garuti | 351 |

F.02. | SCIENCE AND TECHNOLOGY IN POST-DEMOCRATIC SOCIETIES..... 353

| | |
|---|-----|
| 464 THE INTEGRATING ICT PROCESS IN THE TEACHING-LEARNING CONTEXTS: A COMPARATIVE PERSPECTIVE | 353 |
| Emanuela Proietti Stefania Capogna Maria Chiara De Angelis | 353 |
| 693 NIMBO: «NOT IN MY BODY»..... | 353 |
| Giuseppe Tiplado | 353 |
| 191 RETHINKING HUMAN BODY BETWEEN LA Y AND EXPERT KNOWLEDGE SUGGESTED BY SELF-TRACKING TECHNOLOGIES..... | 354 |
| Letizia Zampino | 354 |
| 222 THE MIRROR OF THY-SELF. EXPLORING THE DIFFERENT RELATIONS OF THE QUANTIFIED-SELF..... | 355 |
| Veronica Moretti Barbara Morsello | 355 |
| 299 TINKERING DEMOCRACY: HOW TO ENHANCE NEW SOCIAL PRACTICES THROUGH MAKER CULTURE | 356 |
| Emanuele Toscano | 356 |
| 309 DIGITAL MEDITATION AS A “FUNCTIONAL DECELERATION” STRATEGY: A PERSPECTIVE FROM IVY LEAGUE STUDENTS..... | 357 |
| Antonio Maturo Veronica Moretti | 357 |
| 599 VALUES OF SAFETY, MONEY-SAVING AND CONVENIENCE AROUSED BY CONNECTED CARS EXPERTS | 357 |
| Meihsin Lin | 358 |
| 631 CONTRAST THE SPREAD OF FAKE NEWS THROUGH UNIVERSITY TEACHING BASED ON CRITICAL THINKING..... | 359 |
| Valeria Di Martino Giuseppe Carmelo Pillera | 359 |
| 673 BRIDGING THE GAP BETWEEN THE PHYSICAL AND CONCEPTUAL EXPLORATION OF SOCIO-TECHNICAL ISSUES: CRITICAL APPROACHES TO TECHNICAL PRACTICES AND THE “CRITICAL MAKING” APPROACH | 360 |
| Sergio Minniti | 360 |

F.3. | RESEARCHING DIGITIZATION IN EDUCATION..... 361

| | |
|---|-----|
| 132 SMARTPHONE Pervasiveness in Youth Daily Life as a New Form of Digital Inequality..... | 361 |
| Marco Gui Tiziano Gerosa | 361 |
| 139 TOWARDS DIGITAL SCHOOL. THE NATIONAL SURVEY ON DIGITAL SKILLS OF TEACHERS | 361 |
| Ida Cortoni | 361 |
| 142 ASSEMBLING DIGITAL PLATFORMS IN EDUCATION POLICY. A COMPARATIVE ANALYSIS OF ‘SCUOLA IN CHIARO’ AND ‘EDUSCOPIO’ 362 | 362 |
| Paolo Landri Sandra Vatrella | 362 |
| 148 MEDIA DEVICES AND ZERO TO SIX: FOR AN EVIDENCE-BASED PRESCHOOL MEDIA EDUCATION. | 363 |
| Alice Di Leva | 363 |
| 178 THE DIGITALIZATION OF SCHOOL. SUBJECTS, NETWORKS AND IDEAS FOR A NEW EDUCATION POLITICS | 363 |
| Daniilo Taglietti Emanuela Spanò Alessia Forciniti | 363 |
| 225 POLLICINA: A MULTIMEDIA NAVIGATOR FOR CULTURAL HERITAGE. INNOVATIVE LEARNING PROCESS IN A DIGITALIZED SCHOOL. | 364 |
| Maurizio Mesenzani | 364 |
| 295 DIGITAL DEVICES IN THE GOVERNING OF EDUCATION: AN EMPIRIC CASE STUDY IN THE FIELD OF CAREER GUIDANCE | 365 |
| Antonietta De Feo Marco Romito Catarina Gonçalves | 365 |
| 300 PLATFORM EDUCATION AND DEMOCRACY: A TENTATIVE MAPPING AND A RESEARCH AGENDA..... | 366 |
| Leonardo Piromalli Assunta Viteritti | 366 |
| 423 EXPLORING PRACTICES, PROBLEMS AND CULTURAL CHALLENGES OF ITALIAN TEACHERS IN THE DIGITAL ERA | 367 |
| Stefania Capogna Maria Chiara De Angelis Flaminia Musella | 367 |
| 504 SERVICE DESIGN FOR ITALIAN SCHOOLS: FOSTERING CHANGES IN THE ORGANISATIONAL LIFE OF SCHOOLS COMMUNITY | 369 |
| Alessandro Pollini..... | 369 |
| 512 INTERACTIVE PATHWAY FOR AN INCLUSIVE MATHEMATICS EDUCATION | 369 |
| Marina Marchisio Alice Barana Stefano Boffo | 369 |

| | | |
|-----|---|-----|
| 604 | SOCIAL DETERMINANTS OF REPRESENTATIONS OF HIGHER EDUCATION: AN ANALYSIS OF KEYWORDS USED BY HIGH SCHOOLS STUDENTS ON THEIR SEARCH ON THE INTERNET | 370 |
| | Marion Valarcher | 370 |
| 645 | ONLINE ACTIVITIES: FROM SOCIAL INEQUALITY TO DIGITAL INEQUALITY AND COMEBACK | 371 |
| | Rita Fornari | 371 |
| 670 | THE SHIFT FROM PBA TO CBA IN ITALIAN NATIONAL ASSESSMENT: THE INVALSI CASE. | 372 |
| | Marialuisa Villani | 372 |

F.4. | TOOLS AND METHODS FOR LABORATORY TEACHING 374

| | | |
|-----|---|-----|
| 168 | HOW ROBOTICS CHANGES TEACHING..... | 374 |
| | Angela Gatti | 374 |
| 291 | SOCIAL4SCHOOL: EDUCATING ON AWARENESS IN ONLINE SOCIAL NETWORKS | 374 |
| | Simona Tirocchi Livio Bioglio Valentina Di Noi | 374 |
| 346 | INTEGRATING DIGITAL CREATIVITY IN EDUCATION: TOOLS, GAME AND APPROACH FROM THE DoCENT PROJECT | 375 |
| | Luigia Simona Sica Michela Ponticorvo Raffaele Di Fuccio | 375 |
| 453 | SOCIAL SKILLS AND 3D PRINTER IN THE KINDERGARTEN | 376 |
| | Alessia Rosa Manuela Repetto | 376 |
| 461 | A RAINBOW CONNECTING EUROPE | 377 |
| | Paola Attanasi Liliana Pilon | 377 |
| 470 | IN3DIRE AND SUGARCAD: A COMPLETE 3D DESIGN AND PRINT SOLUTION OPTIMIZED FOR EDUCATION..... | 378 |
| | Alessandro Ferrini Luca Bassani | 378 |
| 499 | EDUCATIONAL ESCAPE ROOM | 378 |
| | Anna Rita Vizzari | 378 |
| 502 | A LIVING LAB TO CONTRAST CYBERBULLYING: A SIMULATION APPROACH THROUGH INSTANT MESSAGING SYSTEM (WHATSAPP).. | 379 |
| | Enrico Maria Piras Cristina Calvi Ludovica Rubini | 380 |
| 517 | CODING LESSONS IN A VIRTUAL WORLD | 380 |
| | Andrea Benassi | 380 |
| 533 | ACTIVE LEARNING TOOLS FOR TEACHING MARINE ROBOTICS, IOT AND CONTROL STRATEGIES SINCE THE PRIMARY SCHOOL | 381 |
| | David Scaradozzi Laura Screpanti Lorenzo Cesaretti | 381 |
| 569 | NEW WRITING FORMS FOR THE DIGITAL SCHOOL | 382 |
| | Alberto Parola Lorenzo Denicolai Maria-Teresa Sagri | 382 |

G.1. | CHALLENGING DISCOURSES OF MERIT AND CHOICE: STUDENTS' EXPERIENCES AND POLICY DEVELOPMENT IN CONTEMPORARY HIGHER EDUCATION 384

| | | |
|-----|--|-----|
| 143 | DROPOUT AND PERFORMANCE IN HIGHER EDUCATION: NEW INSIGHTS ON INEQUALITIES THROUGH THE UNITO MICRO-DATA ON FAMILIES CULTURAL CAPITAL AND WEALTH | 384 |
| | Andrea Scagni | 384 |
| 280 | PATTERNS AND INEQUALITIES IN HIGHER EDUCATION DECISION-MAKING WITHIN THE ITALIAN CONTEXT..... | 384 |
| | Marco Romito | 384 |
| 330 | WELFARISM, NEOLIBERALISM AND DIS/ABLED STUDENTS SUBJECTIVITIES IN THE POST-DEMOCRATIC ITALIAN HIGHER EDUCATION. 385 | |
| | Francesca Peruzzo | 385 |
| 577 | TOO FEW UNIVERSITY GRADUATES. INCLUSIVENESS AND EFFECTIVENESS OF THE ITALIAN HIGHER EDUCATION SYSTEM..... | 387 |
| | Dalit Contini Guido Salza | 387 |
| 594 | INSTITUTIONAL CULTURES AND THE EXPERIENCES OF NON-TRADITIONAL STUDENTS AT AN "ELITE" UNIVERSITY IN THE UK..... | 388 |
| | Maddy Winnard | 388 |
| 410 | VOCATIONAL IDENTITY PROGRESS AND SCHOOL WORK ALTERNATION: WHEN EXPERIENCES BECOME RESOURCES..... | 389 |
| | Tiziana Di Palma Giancarlo Ragozini Luigia Simona Sica | 389 |

G.3. | THE SCHOOL-WORK ALTERNANCE POLICY AFTER THE "GOOD SCHOOL" 391

| | | |
|-----|---|-----|
| 434 | THE WORDS OF THE SCHOOL-WORK ALTERNANCE. EVALUATION AND ANALYSIS OF THE ROLE OF THE UNIVERSITIES..... | 391 |
| | Alessandra Rimano Ludovica Rossotti | 391 |
| 491 | STUDENTS LIVING AND PROMOTING LOCAL HERITAGE IN A UNESCO SITE. | 391 |

| | |
|---|------------|
| Franca Zuccoli Alessandra De Nicola | 391 |
| 496 LEARNER’S AGENCY FOR AN ACTIVE CITIZENSHIP. REDESIGNING EFFECTIVE LEARNING CURRICULA IN THE SCHOOL –WORK ALTERNANCE. | 392 |
| Valerio Massimo Marcone | 392 |
| 667 PROFESSIONAL TRAINING PRACTICES IN COMPANIES: THE CASE OF ARGENTINA..... | 393 |
| Pablo Eduardo Neder Magaly Saenz San Martin | 393 |
| 675 SCHOOL WORK ALTERNANCE: PROPOSALS AND PATHS FOR YOUNG PEOPLE WITH DISABILITIES | 394 |
| Daniela Pavoncello Giulio Iannis | 394 |
| G.4. FOR A NEW PARADIGM OF UNIVERSITY TO WORK TRANSITIONS: NEW ORIENTATION PRACTICES FOR SOCIO-ECONOMIC AND LABOR TRANSFORMATION..... | 396 |
| 138 WHAT HAPPENS NEXT? THE TRANSITION TO EMPLOYMENT FOR GRADUATES WITH DISABILITIES AT THE UNIVERSITY OF TURIN ... | 396 |
| Tania Parisi Rosa Bellacicco | 396 |
| 266 DOES TIME TO DEGREE AFFECT GRADUATES’ LABOUR MARKET OUTCOMES?..... | 397 |
| Giorgia Casalone | 397 |
| 271 ANALIZING YOUNG PEOPLE’S TRANSITIONS BY EMPLOYING SHADOWING: SCHOOL AND WAITING FOR WORK..... | 397 |
| Serena Quarta | 397 |
| 277 UNIVERSITY TO WORK TRANSITION: A STUDY ON THE NEW ORIENTATION AND PLACEMENT SERVICES | 398 |
| Piera Rella Ludovica Rossotti Alessandra Fasano | 398 |
| G.5. EDUCATION AND TRAINING SYSTEMS TODAY, BETWEEN ECONOMIC LOGICS AND SOCIALIZATION | 400 |
| 230 WELL BEGUN IS HALF DONE. YOUTH TRANSITIONS FROM VOCATIONAL TRAINING TO THE LABOUR MARKET: EVIDENCE FROM PIEDMONT, AN ITALIAN CASE STUDY | 400 |
| Valentina Lamonica | 400 |
| 281 THE TERRITORIAL NETWORK OF LIFELONG LEARNING IN CAMPANIA..... | 401 |
| Raffaele Sibilio Fortini Lucia Giuseppe Luca De Luca Picione | 401 |
| 283 THE SCHOOL-FAMILY RELATIONSHIP BETWEEN PROCESSES OF SIMPLIFICATION AND REQUEST FOR COMPETENCES..... | 401 |
| Angelo Falzarano | 401 |
| 399 CREDITS RECOGNITION FOR ADULT EDUCATION. AN ORGANIZATIONAL PROPOSAL | 402 |
| Paola Buonanno Emilio Porcaro | 402 |
| G.5. EDUCATION AND TRAINING SYSTEMS TODAY, BETWEEN ECONOMIC LOGICS AND SOCIALIZATION | 403 |
| 413 STUDENTRY: AN EMPIRICAL RESEARCH ON THE TRANSITION FROM SECONDARY SCHOOL TO UNIVERSITY | 403 |
| Maria Carmela Catone Paolo Diana | 403 |
| 455 VOCATIONAL LEARNING ABROAD: THE CASE OF GERMAN VET MOBILITIES..... | 404 |
| Tabea Schlimbach Karen Hemming Valentina Cuzzocrea | 404 |
| 495 YOUTH LABOUR MARKET INTEGRATION: EVOLUTION AND DRIVERS IN EUROPEAN REGIONS..... | 405 |
| Rosario Scandurra Ruggero Cefalo | 405 |
| 543 THE EDUCATION QUESTION IN ITALY BETWEEN THE EUROPEAN CHALLENGES AND THE REGIONAL DUALISM..... | 405 |
| Giovanna Filosa Roberto Angotti Simona Carolla | 405 |
| G.6. TRAINING EDUCATIONAL PROFESSIONALS: THE CHALLENGE OF UNIVERSITY TRAINEESHIP..... | 407 |
| 157 THE CHALLENGE OF TRAINING ABOUT THE “SECOND LEVEL” OF EDUCATION: DEVELOPING AND IMPLEMENTING AN EXPERIMENTAL UNIVERSITY TRAINEESHIP | 407 |
| Maria Benedetta Gambacorti-Passerini Andrea Galimberti | 407 |
| 163 A UNIVERSITY TRAINEESHIP EXPERIENCE FOR EDUCATORS. THE CASE OF THE BACHELOR DEGREE IN EDUCATIONAL SCIENCES, UNIVERSITY OF MILANO – BICOCCA. | 407 |
| Francesca Oggionni Cristina Palmieri | 408 |
| 397 LA FORMAZIONE SUL CAMPO TRA ASSOCIAZIONISMO, UNIVERSITÀ E ALTERNANZA SCUOLA LAVORO..... | 408 |
| Silvia Guetta | 408 |
| 436 THE SUPERVISION OF SOCIO-EDUCATIONAL PRACTITIONERS: AN INTEGRATED MODEL..... | 409 |
| Fabio Olivieri | 409 |
| 555 PERSONALIZING TRAINING: A TAILOR IN THE ACADEMY | 410 |

| | |
|---|------------|
| Elisabetta Madriz Andrea Ciani | 410 |
| 563 ROLE AND SKILLS OF THE TRAINEESHIP COACH (TUTOR) IN SOCIAL PEDAGOGUES EDUCATION | 410 |
| Silvio Premoli | 410 |
| H.2. (SPECIAL SESSION) THE CHANGING OF ACADEMIC PROFESSION IN THE CONTEMPORARY UNIVERSITY | 412 |
| 195 THE RELEVANCE OF TEACHING ACTIVITY IN THE CHANGING UNIVERSITY | 412 |
| Roberto Moscati | 412 |
| 223 THE LOST PARADISE: CAREER ASPIRATIONS AND WORKING CONDITIONS OF ADJUNCT PROFESSORS IN ITALY (1980-2018) | 412 |
| Barbara Grüning Gianluca De Angelis | 412 |
| 226 GAINING A BETTER UNDERSTANDING OF UNIVERSITY PUBLIC ENGAGEMENT..... | 413 |
| Michele Rostan | 413 |
| 227 THE MIGRATION OF ITALIAN RESEARCHERS: A CONSOLIDATED TREND? | 414 |
| Stefano Boffo Francesco Gagliardi | 414 |
| 235 PRECARIETY, LACK OF BELONGINGNESS AND BOREDOM: BEGINNING A CAREER IN POLISH ACADEMIA | 414 |
| Mariusz Finkielstein | 414 |
| 307 THE EXTRA-ACADEMIC ACTIVITIES OF UNIVERSITY PROFESSORS: AUTHORISATION, INCOMPATIBILITY AND LIABILITY | 415 |
| Luca Galli | 415 |
| 311 THE FEUDALISM RELATIONSHIP IN ITALIAN UNIVERSITY: IS SUNSET COMING ON? | 416 |
| Alfredo Marra | 416 |
| 401 HOW HARD IS BECOMING AN ACADEMIC IN ITALY ? | 417 |
| Daniele Checchi Tindaro Cicero | 417 |
| 422 ACADEMIC CAREERS IN A RAPIDLY CHANGING WORLD: BIOGRAPHIES OF ACADEMICS WHO STAYED OR LEFT BELARUS AFTER THE YEAR 1991 | 418 |
| Svetlana Poleschuk | 418 |
| 606 NEW TEMPORAL REGIMES IN ITALIAN ACADEMIC GOVERNANCE | 419 |
| Ilenia Picardi Maria Carmela Agodi | 419 |
| 612 EDITORIAL MEMBERSHIP: SCIENTIFIC, INSTITUTIONAL OR SOCIAL CAPITAL? A NETWORK ANALYSIS OF THE AFFILIATION OF ITALIAN SOCIOLOGISTS TO JOURNALS' EDITORIAL BOARDS. | 420 |
| Marco Serino Maria Carmela Agodi | 420 |
| H.4. TOOLS, MODELS AND METHODOLOGICAL PERSPECTIVES FOR SCHOOL IMPROVEMENT AND INNOVATION | 421 |
| 425 POLES OF INTEGRATION. A CASE OF STUDY IN THE ROMAN SUBURBS | 421 |
| Enrico Marani Rosanna Labalestra Carla Ghezzi Giorgio Quintiliani | 421 |
| 605 UNMET EXPECTATIONS AND ADJUSTED INNOVATION: THE ENACTMENT OF LAW 107/2015 IN SCHOOLS. | 421 |
| Giulia Montefiore | 421 |
| 624 TOWARDS THE CONSTRUCTION OF A PROFESSIONAL PROFILE OF THE EXPERT TEACHER..... | 422 |
| Ilaria Salvadori | 422 |
| 699 SCHOOL CHANGE AND INNOVATION: STRATEGIC PLANNING AS A LEVER FOR SCHOOL IMPROVEMENT | 424 |
| Francesca Storai Sara Mori | 424 |
| 378 NARRATIVES AGAINST NARRATIVES. A GROUNDED AND NARRATIVE-BASED ANALYSIS OF DISCRIMINATIONS | 425 |
| Matteo Botto | 425 |
| 459 THE MEASUREMENT OF POLITICAL IDEOLOGIES AND ITS IMPLICATIONS FOR EDUCATION. HOW CAN A LIBERALISM-CONSERVATISM INDEX SAY SOMETHING ABOUT REGRESSIVE FORMS OF POST-DEMOCRACY? | 425 |
| Andrea Marchesi | 425 |
| H.5. TEACHER PROFESSIONALISM, TEACHER QUALITY AND SCHOOL IMPROVEMENT IN INTERNATIONAL CONTEXTS..... | 427 |
| 305 THE RESEARCH-BASED PROFESSIONALISM IN THE INITIAL TEACHER EDUCATION: A NORDIC PERSPECTIVE | 427 |
| Beatrice Cucco | 427 |
| 313 TEACHER PROFESSIONALISM, TEACHER QUALITY AND SCHOOL IMPROVEMENT IN INTERNATIONAL CONTEXTS..... | 427 |
| Monica Mincu | 427 |
| 316 THE GOVERNANCE OF A SCHOOL NETWORK AND IMPLICATIONS FOR INITIAL TEACHER EDUCATION | 428 |
| Peter Davies Monica Mincu | 429 |

| | | |
|-----|---|-----|
| 350 | SCUOLINSIEME/SCHOOL TOGETHER: A CASE STUDY OF SCHOOL IMPROVEMENT OF THE FONDAZIONE PER LA SCUOLA OF THE COMPAGNIA DI SAN PAOLO..... | 429 |
| | Claudia Mandrile | 429 |
| 389 | A COHESIVE ASSESSMENT SYSTEM? THE TEACHERS' POINT OF VIEW | 430 |
| | Serafina Pastore Michela Freddano | 430 |
| 505 | TEACHER OPINIONS ABOUT SELF EFFICACY AND TEACHER TRAININGS: CASE OF PRIMARY SCHOOL TEACHERS WITH REFUGEE STUDENTS IN ROME..... | 431 |
| | Ceyda Şensin Oksana Stashina | 431 |
| 552 | EMOTIONAL INTELLIGENCE AND CREATIVITY AT SCHOOL..... | 432 |
| | Camilla Brandao De Souza | 432 |

I.2. | POST-DEMOCRACY AND THE FIELD OF ARTS AND MUSIC EDUCATION..... 434

| | | |
|-----|---|-----|
| 162 | MUSIC EDUCATION AND MIDDLE-CLASS IDENTITIES: EXAMINING THE CONTINGENT COMMITMENT OF THE MIDDLE-CLASSES TO THE COMMON GOOD | 434 |
| | Anna Bull | 434 |
| 201 | ARTISTIC DREAMS. A QUALITATIVE STUDY ON STUDENTS AT ITALIAN SECONDARY ART SCHOOLS. | 434 |
| | Anna Uboldi | 434 |
| 335 | "ONE FOR THE MONEY"? THE DIGITIZATION AND "DISK CRISIS" IMPACT ON THE INCOMES OF "ORDINARY MUSICIANS": THE CASE OF SWITZERLAND | 435 |
| | Pierre Bataille Perrenoud Marc | 435 |
| 365 | ART EDUCATION: A BULWARK AGAINST THE POST-DEMOCRATIC TRENDS OF MODERN STATES? CRITICAL APPROACH | 436 |
| | Marie-Pierre Chopin Jérémy Sinigaglia | 436 |
| 525 | THE MUSICAL AND CHOREUTIC HIGH SCHOOL IN ITALY: STATUS AND PERSPECTIVES | 437 |
| | Anna Scalfaro Nicola Badolato | 437 |
| 527 | TO SUCCEED OTHERWISE: STUDY OF NEW MODES OF PUNK DEMOCRATIC TRANSMISSIONS ON THE SIDELINES OF INSTITUTIONS ... | 438 |
| | Manuel Roux Luc Robène Solveig Serre | 438 |
| 633 | MUSIC EDUCATION AND DEMOCRATIC EDUCATION | 439 |
| | Carla Cuomo | 439 |
| 642 | MUSIC AS A TOOL, ARTS AS A DOMAIN: NON-FORMAL LEARNING TO REFRAME THE CONCEPTUALIZATION OF SOCIAL EQUITY IN THE ERA OF GLOBALIZATION, IN A POST-DEMOCRACY POLITICAL CLIMATE | 440 |
| | Simona Quaglia | 440 |
| 649 | DZPLAYING AND HUMANISTIC TRANSFORMATIVE MUSIC THERAPY IN AN EDUCATIONAL PERSPECTIVE ORIENTED TOWARDS EMPOWERMENT | 441 |
| | Sergio Meloni | 441 |
| 669 | ABSTRACT TITLE DO WOMEN HATE JAZZ? PRELIMINARY RESULTS FROM AN EMPIRICAL STUDY ON FEMALE PLAYING IN BRASS BANDS 441 | |
| | Clementina Casula | 442 |

I.3. | [SPECIAL SESSION] EDUCATION, CULTURAL HERITAGES AND THE MEDITERRANEAN SPACE: HISTORY AND CREATIVE PROCESSES OF INTERGENERATIONAL TRANSMISSION..... 443

| | | |
|-----|---|-----|
| 100 | IS IT REALLY UP TO US? DiCULTHer NETWORK AND ITS IMPLICATIONS IN DEVELOPING CULTURAL HERITAGE LEARNING | 443 |
| | Letizia Bindi | 443 |
| 114 | LAND ART AS A TOOL FOR HERITAGIZATION IN THE ECOHERITAGE MODEL..... | 443 |
| | Carmen Gómez Redondo | 443 |
| 308 | BETWEEN SIMILARITIES AND CULTURAL DIVERSITIES: INTERCULTURAL EDUCATION MEETS INTANGIBLE CULTURAL HERITAGE. THE EXAMPLE OF TRADITIONAL GAMES. | 444 |
| | Francesca Berti Valentina Lapicciarella Zingari | 444 |
| 319 | EDUCATION IS HERITAGIZATION. ANTHROPOLOGICAL REFLECTIONS FROM SOME ETHNOGRAPHICAL CASES | 445 |
| | Katia Ballacchino | 445 |
| 651 | IL CALCIO, LA STORIA, IL PATRIMONIO E L'EDUCAZIONE A TRAVERSO LA "JEUNESSE SPORTIVE BONIFACIENNE" | 446 |
| | Didier Rey | 446 |

I.5. | FOR AN INTEGRATED SCHOOL: TERRITORY-INSTITUTES, PROJECTS AND TRAININGS TO BUILD AN EDUCATIVE COMMUNITY OF THE THIRD MILLENNIUM 448

| | | |
|-----|--|-----|
| 106 | SCHOOL AND TERRITORY JOINED THANKS TO THE PROJECT ARCEOAMBIENTE: TWENTY YEARS OF FIELD OBSERVATION | 448 |
| | Domenico Nisi | 448 |
| 109 | “WALKING TO THE DISCOVERY OF...”: ETHNOGRAPHIC RESEARCH ABOUT AN EXPERIMENTAL PROJECT SCHOOL-CITIZEN TERRITORY IN NORTH ITALY SOME AREAS | 448 |
| | Marta Villa | 448 |
| 131 | DISCOVERING THE DISCOVERY -IN THE FOOTSTEPS OF THE 19TH CENTURY EXPLORERS-..... | 449 |
| | Bruno Robol | 449 |
| 181 | FROM PROTAGONIST CHILD TO CONSCIOUS ADULT..... | 450 |
| | Roberta Robol | 450 |
| 203 | THE SCHOOL AT THE HEART OF TERRITORIAL NETWORK. THE GOOD EXAMPLE OF THE INSTITUTE SAN MARTINO DI LUPARI (PD).. | 450 |
| | Andrea Bernardi | 450 |
| 375 | THE QUAMMELOT PROJECT AND THE EUROPEAN SCHOOL OF THE FUTURE..... | 451 |
| | Anna Di Giusto | 451 |
| 409 | EDUCATIONAL COMMUNITY AND COMMON RESPONSIBILITY TO FOSTER CHILDREN’S FUTURE. | 451 |
| | Maddalena Sottocorno | 451 |
| 564 | THE SCUOLA VIVA PROGRAM. AN EXAMPLE OF AN INTEGRATED SCHOOL | 452 |
| | Amalia Caputo Lucia Fortini | 452 |

I.6. | THE DEBATE: STRATEGY FOR TRAINING IN DEMOCRACY 454

| | | |
|-----|---|-----|
| 161 | THE ART OF FINDING ARGUMENTS IN THE DIGITAL ERA..... | 454 |
| | Letizia Mingardo | 454 |
| 214 | FUTURE PHYSICIANS, CURRENT CITIZENS. A PROPOSAL FOR THE USE OF THE DEBATE WITHIN THE MEDICAL SCHOOLS..... | 454 |
| | Marco Mazzocca | 455 |
| 229 | DEMOCRACY IS COMPLEXITY: RETHINKING EDUCATION TO INHABIT THE FUTURE..... | 455 |
| | Piero Dominici | 455 |
| 312 | DEVELOPING SKILLS FOR THE FUTURE THROUGH THE ART OF DEBATE..... | 458 |
| | Chiara Tamanini | 458 |
| 428 | DEBATE AND CONTRADICTION: NEW STRATEGIES FOR FORMING DEMOCRACY | 459 |
| | Paolo Sommaggio | 459 |

I.7. | LEARNING FUTURES 460

| | | |
|-----|---|-----|
| 127 | FUT-LABS IN THE CLASSROOM | 460 |
| | Roberto Poli | 460 |
| 140 | SOFT SKILLS DEVELOPMENT AND STUDENTS’ FUTURE EXPECTATIONS. A STUDY ON ITALIAN UPPER-SECONDARY STUDENTS..... | 460 |
| | Emiliane Rubat Du Mérac Pietro Lucisano Giuseppina Rita Jose Mangione | 460 |
| 175 | ‘IF I COMPARED THEM TO MYSELF AT THEIR AGE...’: DISCOURSES OF YOUTH FUTURES AND THE GENERATIONAL BIAS..... | 461 |
| | Valentina Cuzzocrea | 461 |
| 237 | FUTURES CLINQUES AS AN INNOVATIVE PROCESS FOR LEARNING SYSTEMATIC FUTURES THINKING..... | 462 |
| | Sofi Kurki Sirkka Heinonen | 462 |
| 251 | FRAMING YOUNG PEOPLE’S FUTURES: TEACHER’S NARRATIVES OF YOUTH FUTURITY..... | 463 |
| | Giuliana Mandich | 463 |
| 450 | WATCH THIS LIMINAL SPACE: THE FUTURE OF POSSIBILITY AND THE POSSIBILITY OF THE FUTURE IN EDUCATION | 463 |
| | Chryssa Sgouridou Christopher Turner | 463 |
| 621 | OUR CHILDREN’S FUTURE IS A COMPETITION TO BE WON. PARENTS, EDUCATION AND THE NARRATIVE OF SUCCESS | 464 |
| | Caterina Satta | 464 |
| 686 | “My 2035 IN THE VALLEY”: A PILOT EDUCATIONAL PROJECT FOCUSING INDIVIDUAL AND SOCIAL FUTURES USING TOOLS FROM SYSTEMS THINKING AND FROM FUTURES STUDIES..... | 465 |
| | Rocco Scolozzi Chiara Emanuelli Matilde Meazzi Paola Morizzo Paolo Anderle Irene Tessaro | 465 |

I.8. | FROM DATA COLLECTION TO THE CONSTRUCTION OF A RETICULAR COLLECTIVE INTELLIGENCE 467

| | | |
|-----|---|------------|
| 507 | BRINGING SCIENCE INTO SCHOOLS: ENVISIONING THE STUDENTS' KNOWLEDGE CO-PRODUCTION POTENTIAL | 467 |
| | Rosalba Manna Samuele Calzone Rocco Palumbo | 467 |
| 513 | GOOD VERSUS BAD GOVERNANCE: THE ACT OF VALUATION IN EDUCATION | 467 |
| | Tamar Nir | 467 |
| 544 | MODELS FOR THE OBSERVATION OF THE MAIN PHENOMENA CHARACTERIZING THE NATIONAL SCHOOL SYSTEM OF ITALY | 468 |
| | Simonetta Montemagni Elettra Morini Felice Dell'Orletta | 468 |
| 565 | SYSTEM MONITORING, FROM REPORTING FUNCTION TO SHARED INNOVATION OF SCHOOL SYSTEM | 469 |
| | Patrizia Lotti | 469 |
| 659 | MONITORING THE SCHOOL INNOVATION. THE DATA CONSTRUCTION AND MANAGEMENT IN THE SCUOLA VIVA PROGRAM..... | 470 |
| | Domenico Trezza Lucia Fortini | 470 |
| 692 | AN EMPLOYABILITY INDEX TESTED THANKS TO A NATIONAL DYNAMIC ADMINISTRATIVE DATABASE | 471 |
| | Sergio Ferri Federica De Luca | 471 |
| | INDEX OF ABSTRACTS' CODES..... | 473 |
| | INDEX OF AUTHORS..... | 478 |

A.1. | Character skills for democratic life

167 Beyond achievement. A comparative look into 15-year-olds' school engagement, effort and perseverance in the European Union

Davide Azzolini | Ilaria Lievore |

Keywords: Engagement, Effort, Perseverance, Log-Files, Pisa

Over and beyond traditional indicators of achievement (such test scores), other – often overlooked – competences (such as engagement, effort and perseverance) matter hugely for young people's future life outcomes and their full inclusion in the society. Yet, not much is known about these competences. Their theoretical definition is disputed; their operationalisation is challenging; and their measurement is heavily affected by the lack of adequate data.

Method

This report contributes to research in this area by exploiting PISA 2015 computer-generated data. The authors compute a number of indicators related to engagement, effort and perseverance, exploiting both student-self reports and log-files.

Outcomes (expected)

The study finds noticeable country differences in engagement, effort and perseverance across the European Union. Multiple regression analysis also highlights that what matters most for young people's non-traditional competence development are individual characteristics. Parental education and immigrant background rank among the most important ascriptive factors shaping youths' non-traditional competences, although the gender dimension is important for science engagement and effort as well. Even if school-level factors play a smaller role, the provision of extracurricular activities and a positive school climate show a potential to make a difference. Programs' effectiveness in this area can be enhanced by targeting most-in-need students.

A.1. | Character skills for democratic life

264 Competences and skills for youth participation and citizenship: the contribution of Erasmus+/Youth in Action

Maurizio Merico | Maria Carmela Catone | Nadia Crescenzo

Keywords: Youth Culture, Citizenship, Youth Participation, Youth Mobility, European Youth Policy

Moving from the results referring to the Italian sub-sample of the international research project "Research-based Analysis of Erasmus+: Youth in Action" (RAY), the paper analyses the impact of the involvement in E+/YiA on the development of competences and skills connected to youth participation and citizenship. In particular, the contribution of E+/YiA to promotion of attitudes, knowledge and values referring to intercultural dialogue, diversity and discrimination, human rights, the European identity, democracy, citizenship and youth participation will be explored. A further aspect considered will be the effects of the Programme on the improvement of personal, cognitive and social skills. For all the considered dimensions, the results concerning the Italian beneficiaries will be compared with those concerning the interviewees in all the 31 countries involved in RAY.

Method

The paper considers two of the (three) sub-projects developed through RAY: the first (RAY-MON) aims at monitoring the results and effects of E+/YiA; the second (RAY-LTE) analyses long term effects of E+/YiA on participation and citizenship. The RAY project adopts a mixed-method approach. In particular, RAY-MON draws on two multilingual surveys administered (respectively) to project participant and project leader involved in E+/YiA projects. RAY-LTE adopts a longitudinal approach, based on a multilingual survey (administered in four different moment to each participant included in the sample) and on in-depth interviews (carried out in three different moment to each participant included in the sample), in order to analyse long-term effects.

Outcomes (expected)

The analysis carried out in RAY-MON and RAY-LTE show that the involvement in E+/YiA allows Italian beneficiaries to enhancing, among others, their knowledge on cultural diversity, democracy and human rights. Furthermore, taking part in E+/YiA promotes values such as social engagement, solidarity and tolerance. It also supports more flexible attitudes, as well as openness and dialogue with people with different cultural background. Furthermore, the Programme strengthens the beneficiaries' participation and community engagement, which acquires a social, community and generational declination. More in general, the beneficiaries interviewed consider E+/YiA a viable tool for enhancing and consolidating their creative, communicative, cooperative, cognitive, creative, linguistic and intercultural skills. This also entails a greater awareness of their resources, facilitating a reflexive and critical stance which supports their personal development, more evident in connection with knowledge, values and attitudes, rather than on practices.

In sum, the experiences lived through the Programme offer to the Italian beneficiaries tools and opportunities to get access to a wider and stimulating context, with positive impact on their personal, educational and professional trajectories, thus producing an effect of multiplying the invested resources.

References

- Bammer D. et al. (2017), Exploring Erasmus+: Youth in Action, GENESIS, Vienna.
Chisholm L. (2008), "Re-contextualising learning in second modernity", Research in Post-Compulsory Education, vol. 13, n. 2, pp. 139-147.
Di Günter J. et al. (2017), Learning mobility, social inclusion and non-formal education, CoE, Strasburgo.
Jeffs T. & Ord J. (Eds.) (2017), Rethinking Outdoor, Experiential and Informal Education, Routledge, Londra.
Merico M. et al. (2017), Analysis and monitoring of Erasmus+: Youth in action, ANG, Roma.

A.1. | Character skills for democratic life

285 Character Skills and Democratic Virtues. Meanings and Visions emerging from the Narratives of Immigrant Students

Paolo Barabanti | Mariagrazia Santagati

Keywords: Successful Students; Immigrant Students; Autobiographies; Character Skills; Democratic Virtues

This paper analyses the link between character skills and democratic life, from the point of view of successful students with an immigrant background. Although immigrant students used to suffer from specific inequalities in education around the world (Stevens, Dworkin, 2019), some of them (1/4 according to OECD-PISA 2015) are characterized by resilience, grit, and perseverance, able to get good results despite their disadvantaged background (Barabanti, 2018; OECD, 2018). For these successful students, educational achievement largely determines the likelihood of successful integration in adulthood and in the job market. However, is educational success accompanied by good integration with classmates and teachers and by acquisition of civic and democratic knowledge, skills, and virtues (Torres, 2014; Azzolini, 2016)?

Method

To deepen the nexus "character skills - democratic virtues", we use data from the research project Su.Per. (Success in educational pathways of students with immigrant background – promoted by UCSC, CIRMIB): 65 students of immigrant origin aged 14-19 were involved, foreign-born and native-born, of 23 different nationalities and attending different kinds of upper secondary schools, in the province of Brescia, an emblematic area for multicultural schools. These students have written an independent "educational autobiography" using a self-interview grid, aimed at helping them recount the main experiences, encounters, emotions and choices undertaken during their educational careers. Autobiographies have been analysed with the software Nvivo.

Outcomes (expected)

In our analysis we focus on:

- character skills emerging from students' autobiographies (courage, perseverance, grit, etc.);

- different meanings of educational success (outcome/process; individual or relational experience, etc.);
- democratic virtues experienced in school environment and in relationships with peers and teachers (participation, teamwork, tolerance, respect, etc.).

The idea is to reconstruct a link among these elements and to identify the main aspects in the learning process of these students, which seems deeply rooted in the migration experience (Santagati, 2018). Migration assumes different functions, especially in transmitting, developing and fostering character skills (grit, initiative, adaptability, social awareness): for students it is possible to draw on resources (resulting from migration) by exercising agency in shaping their life. Moreover, relationship quality between teachers and students can be crucial to transmit civic knowledge, competences, and to develop democratic virtues. Their experience in a “democratic and multicultural school” can be a precondition for their future as citizens and active members of the wider social community.

References

- Azzolini D. (2016), Investigating the Link Between Migration and Civicness in Italy: Which Individual and School Factors Matter?, *Journal of Youth Studies*, 19(8).
- Barabanti P. (2018), *Gli studenti eccellenti nella scuola italiana*, FrancoAngeli.
- Colombo M., Santagati M. (2014), *Nelle scuole plurali*, FrancoAngeli.
- OECD (2018), *The resilience of students with an immigrant background: Factors that shape well-being*, OECD Publishing.
- Santagati (2018), Turning Migration Disadvantage into Educational Advantage. *Autobiographies of Successful Students with an Immigrant Background*, *Revista de Sociología de la Educación*, 11(2).
- Stevens P., Dworkin G. (2019), *The Palgrave Handbook of Race and Ethnic Inequalities in Education*, Palgrave MacMillan.
- Torres C.A. (2014), *Globalizzazioni ed educazione*, La Scuola.

A.1. | Character skills for democratic life

301 Character skills for Young Citizens: a look on practices through a case study

Rita Bertozzi | Tatiana Saruis |

Keywords: Character Skills, Citizenship Skills, Teachers, School Practices, Case Study

According to Heckman and Kautz (2013), character skills can be improved over the life cycle and thanks to programs on adolescents, even if they aren't directly focused on it. These programs are particularly effective when they combine education and practice, because different tasks require different skills.

European policies refer to the role of the educational system in promoting the Competences for Democratic Culture, 2016; in this perspective, humanities play a crucial role in fostering the citizenship competences related to public and collective sphere (Benadusi, 2018).

The literature highlights a connection between citizenship skills and character skills. Furthermore how much does it emerge in the practices?

The street-level literature from Lipsky (1980) onwards, has shown that frontline bureaucrats, as teachers, have a relevant and unavoidable degree of discretion in the application of the programs and guidelines that define their tasks and aims. They adapt them to the concrete situations they have to deal with, the available resources, their own ideas on education and the role they should play (Maynard-Moody and Musheno 2003). What teachers consider as important becomes relevant in their daily work; and what they decide it is not important or not achievable very likely remains unrealized. A bottom-up perspective helps to focus on how in their daily experience the character skills emerge in teachers' ideas of citizenship skills.

Method

The empirical material used in this investigation was collected within an action research project involving a group of secondary schools' teachers. During the project, they constructed a “tool” to observe and assess their pupils' citizenship competences. They considered the European and National guidelines on these skills and other preexisting tools aimed to observe and assess them. Then, with the support of researchers, the teachers selected and reshaped the skills' definitions according with their ideas about them and create their own tool.

Subsequently the tool was tested within class activities in which the defined skills could emerge and consequently be observed. A similar tool was defined for peer students assessment and tested.

The paper aims to establish if, how and which characters skills were included by the teachers in the tool to assess citizenship skills and how they emerge in its application through organized activities.

Outcomes (expected)

The analysis highlights the connection and the partial overlapping between citizenship skills and character skills in the observed field work. Being an explorative study, it also formulates some hypothesis about the reasons for the missing aspects found in the studied practice. For instance, teachers stressed the importance of being autonomous and responsible (individual dimension) more than gregariousness (collective one). Curiosity, imagination and unconventionality are absent in the tool: does learning the rules exclude the possibility to change them? Are they mainly promoting conformism? Also it looks interesting that specific activities should be organized by the teachers in order to observe the citizenship skills: does this mean the usual school activities do not consent the pupils to improve these skills?

A.1. | Character skills for democratic life

388 Nonviolence and Peace: Key Skills In Pluralist and Democratic Societies

Davide Girardi | Valerio Belotti |

Keywords: Nonviolence, Citizenship, Skills, Democracy, Peace

The Crouch's theory (2004) states that a strong democracy "requires certain rough equalities in a real capacity to affect political outcomes by all citizens". Their civicness (Putnam, 2000) guarantees the democracy's "active" side and promotes participation, not only defence of individual rights. The present western societies are characterized by several "tectonic shifts" (Shafik, 2018; Atkinson, 2015): economic, social and cultural differences that challenge social cohesion. Furthermore, there is an increasing role of bottom-up practices in the civil society (Magatti, 2017) rather than only top-down policies. For these reasons, an active citizenship highlights its particular relevance. In this sense, we can stress a specific question: considering the social cohesion a desirable outcome of a differentiated yet inclusive society, is it only a "private task" or (instead) a "public goal"? If an active citizenship is a preliminary condition for democratic health, it cannot originate only from a sum of individual attitudes; conversely, it requires that the educational dimension strengthens active citizens and promotes conflict composition (Honneth, 1992; Habermas, 1998; Taylor, 1998). From this point of view, nonviolence and peace could be considered the two key skills to strengthen social cohesion in highly differentiated societies, and education to peace and nonviolence two possible ways to shape a "peaceful" and "nonviolent" citizenship. In the present context of resilient nationalisms (Anderson, 1996), peaceful and nonviolent attitudes in the society may have a limited role. Nevertheless, in this paper we are going to demonstrate this is not a "fate".

Method

Our considerations are based on the results of a national survey carried out in Italy in February 2018. The population of interest comprised adults with a landline, a mobile phone or registered with the "Opinioni.net" on line panel. The extracted sample included 1.024 individuals; it was representative of the adult population with respect to sex, age, geographic area, and municipality dimension (max margin of error with a 95% confidence level: 3.05%). Data were weighted by qualification, and managed and aggregated anonymously.

Outcomes (expected)

Based on the key results from the survey, interviewees highlighted a very positive attitude to providing peace and nonviolent education by means of socialization agencies.

Only 32% of interviewees mostly or totally agreed with the idea of a well-established peace and nonviolent culture in Italy; nevertheless, large percentages of participants mostly or totally agreed with the ideas of teaching peace and nonviolent culture in primary and secondary school (90%), of including peace and nonviolence courses in police's training programs (90%), and of educating armed forces on human rights and nonviolent management of conflicts (89%).

Even though many interviewees adopted a realistic rather than idealistic point of view regarding peace and nonviolent education (perhaps considering it more desirable than conflict costs), the results stress a high potential for peace and nonviolence education in the Italian society, despite increasing inequalities. This is an important chance for policymakers to develop systematic peace and nonviolence educational programs aimed at reinforcing “civic” skills in a pluralistic and democratic society.

A.1. | Character skills for democratic life

458 “The throwing stones workshop is cancelled”: character skills for radical activism

Ilaria Pitti | Sharlene Swartz |

Keywords: Young People, Youth Participation, Activism, Social Movements, Political Socialisation

According to Guzman-Concha (2015), radical social movement organisation (RSMOs) are characterized by three distinctive elements: they pursue an agenda of drastic changes which would affect elite interests and social positions; they perform a repertory of contention characterized by the employment of unconventional means of action; they progressively adopt counter-cultural identities that frame and justify unconventional objectives and methods. RSMOs advocate in favour of radical political and social changes and use unconventional (and sometimes unlawful) means of action, but they aim at “improving” democracy through critique rather than at overthrowing its institutions. For this reason, their presence is commonly considered a positive indicator of the “healthiness” of a given democratic system.

Participation in RSMOs is a common participatory experience for many young people (Kirshner 2007). However, youth activism in RSMOs has been often interpreted as a ‘call’ or a ‘mission’ that almost any young person can easily and “naturally” fulfil (Earl et al. 2017). Consequently, research has paid little attention to the analysis of what skills are required to be recognised as a “good” radical activist and to the processes through which RSMOs socialise their new members to these skills.

Method

The proposed contribution starts from the assumption that radical activism requires specific skills that need to be (and can be) acquired in order to perform the role of radical activist in an effective way. In this perspective, it proposes an in-depth analysis of the processes of selection and socialization of new activists occurring within a RSMO. Drawing on data collected through an ethnography conducted between 2015 and 2018 in one Italian RSMOs, the chapter analyses the processes through which members are chosen, trained to the role of radical activists, and selected to progress into the group’s hierarchies. Specific attention will be paid at the analysis of character skills that are valued, cherished, and transmitted to new members and potential “leaders”.

Data have been collected within the projects “Youthblobs” (Horizon 2020 – MSCA) and “Partispace” (Horizon 2020-RIA).

Outcomes (expected)

Result confirm that leftist RSMOs are participatory settings largely characterised by low barriers of access. Ideological frameworks that value and promote inclusion correspond to inclusive practices when it comes to the recruitment of new members. However, the research also underlines that the possibilities of permanence and progression within the group are strongly determined by the possess (or acquisition) of several character skills (i.e. optimism, vision, persistence, risk tolerance, flexibility) to which “promising” members are socialised by the more experienced activists.

References

- Earl J., Maher T.V., Elliott T. (2017) Youth, activism, and social movements. *Sociology Compass*. 11:12465.
Guzman-Concha, C. (2015). Radical social movements in Europe: A configurational analysis. *Social movement studies*. 14(6):1-24.
Kirshner, B. (2007), Youth activism as a context for learning and development, *American behavioral scientist*. 51: 367-379

A.1. | Character skills for democratic life

506 African and European Youth on the move - Impact of social movements and associations for democratic citizenship building

Nina-Kathrin Wienkoop |

Keywords: Youth Politicization, Citizenship-Framing, Democratic Backsliding, Skill-Building, African Youth

Over the last years, presidents in African states tried to extend their constitutional term limit. The announcement of the presidents led to broad mobilizations. Y'en a marre in Senegal and Balai citoyen in Burkina Faso are impressive examples of youth-led movements that successfully mobilized the urban youth. In both cases, their understanding of politics and strategies differed to those of former protest movements. By analysing their framing and understanding of necessary skills for further democratization, I aim at making those insights fruitful to further research on growing youth participation in European states, namely in Germany. Here, young people engage more and more outside of formal channels. Especially youth associations as well as religious groups of the black and Muslim communities engage in developing skills for democracy and against democratic backslidings. As such a term bid represents a democratic backsliding, my objective is to discuss critically what we can learn from those insights of successful youth mobilization in West Africa – empirically but also conceptually and methodologically.

Method

By analysing the contentious collective action framing comparatively I am able to deduce their understanding of citizenship that goes well beyond formalized participation channels. Combined with data of extensive field stays, I will illustrate how those youth movements were capable to bridge socioeconomic grievances of young people due to neoliberal agenda to the needs of more engaged citizens and democratic opening. The article mainly based on semi-structured interviews conducted in Berlin, Dakar and in Ouagadougou as well as on protest event duration statistics based on the Social Conflict Analysis Database (SCAD). Furthermore national media coverage by archive research, international newspapers, and collected grey literature published by protest actors themselves helped to gain more insights.

Outcomes (expected)

I expect that such a cross-case comparison with the ambitious aim to abstract conceptual and methodological insights will be able to advance and critically reflect upon existing research on democratic skills merely deduced from examples of Europe and the US. From the framing analyses, I expect insights on how democracy can be thought, taught, and pushed further differently than existing mechanisms, prevention programs, and skill-building projects are carried out.

A.1. | Character skills for democratic life

551 Digital skills for a democratic culture

Monia Anzivino | Marco Caiani | Emanuela Dal Zotto |

Keywords: Critical Thinking, Digital Citizenship, Council Of Europe, Information Disorder, Digital Resistance

The education of learners for life as competent democratic citizens is one of the purposes of the Council of Europe. Democratic citizenship is conceptually seen as the development of four areas of competence: values; attitudes; skills; knowledge and critical understanding.

One of the relevant aspects of critical thinking is related to the knowledge and critical understanding of the media. Developing the ability to assess information from media and social networks is fundamental to preparing competent democratic citizens because our democracies are becoming more like digital democracies. Young people draw information mainly from the Internet and specifically from social networks, and the daily use of Internet concerns now almost the entire younger generation and a large part of the general population (Eurostat 2015/2017).

The modern information environment is characterised by disintermediation, cheap and sophisticated editing technology, fast dissemination, and information disorder that constitute a new challenge for democracies.

Within the EU/Council of Europe Joint program “Democratic and Inclusive School Culture in Operation (DISCO)”, University of Pavia is one of the partners of the project “Digital Resistance” that aims at promoting the digital citizenship of pupils by enhancing digital skills and competencies through inquiry-based-learning methods and by using peer-education to establish a “pupil’s community of digital citizens”. In addition to the training project, we will develop research on teachers and students of the three schools involved in the project. The intent is twofold: to evaluate how the project is perceived by teachers and pupils, whether they find weaknesses elements or difficulties; to understand their attitudes and perceptions about democracy, their trust in mass media and information on social networks, their awareness about the risks following mis/dis/mal-information for democratic life.

Method

The article will discuss the conceptual and theoretical framework in which the project is realised; the steps of the project already implemented, showing initial results obtained through inquiry-based-learning methods. In addition to the training project, we will carry out some focus groups involving students and at least one involving teachers who are included in the training project about digital skills and competencies “Digital resistance”. The project involves three upper secondary schools, two classes for each one, located in Pavia and Lodi. The schools are vocational, artistic and high school: this appears an element of differentiation considering that the choice of the secondary school is related to the social origins, such as cultural and political traits of students.

Outcomes (expected)

We have two kinds of expectations. Firstly, we expect the training project to enhance specific digital skills and raise awareness of risks for democratic life connected to mis/dis/mal-information. Secondly, from the qualitative research, we expect to find different attitudes and approaches from teachers and students to the mis/dis/mal-information, and an awareness gap between the perceived importance of training at the start of the project and at the end of it.

References

- Barrett, M. (2017), *Competences for democratic culture*, Council of Europe Publishing, Strasbourg
Eurostat (2015), *Being young in Europe today*, European Union, Luxembourg
Wardle, C., Derakhshan, H. (2017), *Information disorder*, Council of Europe Report, Strasbourg

A.1. | Character skills for democratic life

362 The University between profit and democracy education: findings of an empirical research

Lorenzo Barbanera |

Keywords: Democratic Citizenship, Empathy, Critical Thinking, Cosmopolitanism, Education

This work takes its inspiration from Martha Nussbaum’s book named “Not for profit: why democracy needs the humanities”, in which the author criticizes a steady tendency on both a political and institutional level that aims to promote the technical-scientific studies to the detriment of the humanities. The dominant ideology justifies it because the immediate economic return has become the supreme assessment parameter used in any discipline. All of this brings deep consequences in the educational systems of many countries. The subjects which hardly ever follow the rules of capitalism actually often guarantee a chance to improve democratic citizenship for a large numbers of people.

According to Martha Nussbaum, there are three basic skills we can develop thanks to the humanities: establish an empathic relationship with the others, develop the ability to think critically and to re-elaborate the information provided by the mass media and, eventually, gain the ability to consider ourselves as citizens of the world, therefor as being responsible for the living conditions of every human being. So undermining the teaching of the humanities either affects the stability of democracy or prevents it from being built where it does not exist yet. Hence, the research aims to show the essential contribution made by the humanities, which are largely «perceived as useless frills that we can prune away to make sure our Nation remains competitive» (Nussbaum,

2010) rather than the last bastion that safeguards the human relationships: the first requisite for a more civilized and democratic world.

Method

The research was conducted by developing a quasi-experimental design for social research that compares freshmen and bachelors enrolled in a large number of Italian public universities. The research, performed by means of an on-line survey, aims to reveal the differences between the skills of students who study humanities with those of students who study technical-scientific subjects.

Outcomes (expected)

The main hypothesis is that a path of humanistic studies provides more skills in the three aforementioned dimensions. Nevertheless, abilities such as empathy, critical thinking and the feeling of belonging to a global citizenship are generally developed in daily life before people go to university. For this reason, the research takes into account the cultural capital, the economic status, the parents' educational qualifications and other sociological variables.

References

- Appiah K. A., 2006, *Cosmopolitanism. Ethics in a World of Strangers*. New York, W. W. Norton;
- Beck U., 2010, *La crisi dell'Europa*, Bologna, Il Mulino, 2012.
- Campbell D.T., Stanley J.C., 1966, *Experimental and Quasi-Experimental Designs for Research*, Boston, Houghton Mifflin Company
- Bonino S., Lo Coco A., Tani F., 1998, *Empatia. I processi di condivisione delle emozioni*, Firenze, Giunti.
- Calonghi L., 1976, *La capacità critica*, Novara, Istituto Geografico De Agostini.
- Goleman D., 1995, *Emotional intelligence*, Harvard, Harvard University Press; tr. it., *Intelligenza emotiva*, Milano, BUR, 2013.
- Nussbaum M., 2010, *Not for Profit. Why Democracy Needs the Humanities*, Princeton, Princeton University Press.
- Sciolla L., 2008, *La forza dei valori*, in *Rassegna italiana di sociologia*, Bologna, Il Mulino, n. 1, pp. 89-115.

A.2. | Training for democracy in populist time

117 What is global populism? And what are the challenges for democracy?

Manuel Anselmi |

Keywords: IPopulism, Global Politics, Democracy, Political Participation, Social Transformations

[...Why is global populism (De La Torre, 2018) being talked about today? Why is it increasingly an international phenomenon affecting both the most unstable and the most advanced democracies, without any difference?

The aim of this speech is to explain the characteristics of contemporary populism, the relationship with the crisis of liberal democracy and the new forms of politics connected to it. Reference will be made to some particularly significant cases in Europe and beyond. In particular, the Italian and Venezuelan cases (De La Torre, 1996), other European phenomena, will be explained. New problems of contemporary politics, such as political polarization, the crisis of the rule of law and the spectacularization of the political style, will therefore be explained. But also the problem of constitutional populism and the new forms of soft authoritarianism such as Hungary, Venezuela and Poland. Global populism is a new phase in the debate on populism. After a long phase of defining the concept, today we tend to study this phenomenon in a trans-regional key, on an empirical basis with a view to global studies. In fact, it is a matter of comparing individual cases and knowing the different dynamics, also according to the geopolitical macro-areas. Populism is increasingly a condition of contemporary democracies that manifests itself according to the specific political context. Analysing populism means analysing the profound change taking place in contemporary democracy. Populist drift has changed not only the functioning of democracies, but also its deep structures and its essential components: parties, political communication, democratic participation, the public sphere, the institutional configuration and in some cases also the constitutional one (Blokker, 2017). Global neopopulisms have also produced a variety of new forms of populism that did not exist before: webpopulism, telepopulism, ethno-populism and so on. Moreover, global populism has posed a new set of problems such as the formation of new populist elites in those contexts where populism is now an institutionalized and governmental phenomenon; or like criminal populism which consists in altering the functioning of justice at the expense of citizen guarantees and procedures.

Method

Presentation and analysis of particularly significant cases. Commentary on studies and significant works

Outcomes (expected)

to provide expertise on contemporary global populism, in a comparative and international perspective

References

Carlos De La Torre (eds.), (2018), Handbook of Global Populism, Routledge: London.

Paul Blokker(eds), Constitutional Populism, Cambridge University Press: Cambridge.

Manuel Anselmi, Nadia Urbinati, Paul Blokker (eds), (2018), La Sfida populista, Fondazione Feltrinelli: Milano.

A.2. | Training for democracy in populist time

276 Political Behavior and Abstention of Russian Youth in the Context of Modern Educational Policy

Nataliya Velikaya |

Keywords: Political Behavior, Youth, Educational Polity, Political Regime, Abstention

Contribution (Abstract text)[In this paper we analyze political consciousness and political behaviour of Russian Youth which is connected with young people's estimation of political system of Russia, their civil opportunities and social prospects in the conditions of political regime's transforming. We pay additional attention to the specifics of social and political consciousness of young people and to values reproduction of political culture peculiar to soviet and post-soviet society in general. Paper is based mainly on Monitoring of Public opinion "How

do you live, Russia?” (1992-2018) of Institute of Social and Political Studies of Russian Academy of Sciences and on researches of All-Russian Centre of Public Opinion (WCIOM) and on European Social Survey.

Last years scaling changes in Russia has been happening. It concern not only changes of political regime demonstrating authoritarian tendencies, but also of educational policy which directly linked with legitimization of regime. It's exactly education institutions become the field where different (conservative and progressive) tendencies are fighting. We mean specific approaches for teaching of history and social sciences, religious lessons, patriotic programs and so on. Data of some sociological researches shows that young people has less scientific vision of reality then elder generations. We analyze dynamics of some political knowledge, but also perceptions of some social and political aspects of Russian society during last period, including level and quality of life, level and quality of political freedoms. Focusing on political behaviour and on different forms of political activities we try to estimate protest potential of this social group. In political culture of young people social infantilism, civil passivity, party phobia and low level of trust to political institutions are still existed. As a result the level of political participation is very low and among young people abstention is very popular. Among people in the age of 18-24 not more than 20% participated in election.

In spite of the fact that educational institutes and political parties created a lot of different programs to attract young people to policy, young people try to avoid official interconnections with politicians. On the other hand young people became significant social base for non-system protest movements.

Method

Institutional analysis based on quantative data of different Surveys

A.2. | Training for democracy in populist time

402 Citizenship Education and the Rise of Populism in Europe. A Secondary Data Analysis

Luca Massidda |

Keywords: Citizenship Education, Populism, European Union, Education Policy, Education Spending

The last elections in Europe have seen the rise of populist parties. Although this growth has rarely allowed their leaders to become government forces (the most notable exception is the Italian twin-populist administration of League and Five Star Movement), the populist tendency of contemporary European politics cannot be disregarded (Mudde 2016). In the analysis of voting behaviour that tried to identify the fundamental variables of the populist vote, education has established itself as one of the fundamental cleavages (Inglehart & Norris 2016; Goodwin & Heath 2016). So, in the first part of the paper the data on the relationship between educational gap and populist vote will be reported (from Brexit to the last European elections of May 2019).

In a synchronic perspective, evident traces of a correlation between educational gap and propensity to populist vote emerge. But what happens instead if we take a diachronic point of view? The second part of the paper will analyse in a medium-long term historical perspective the educational policies pursued in recent years by European states (Nixon 2017; Dobbins & Kwiek 2017, European Commission 2018) looking for signals that can help us to explain the recent spread of the populist wave. The final part of the contribution will discuss, in a long-term time horizon the existence of possible structural correlations between national educational policies (starting from public investment in education) and growth, on the national territory, of populism. Within a comparative analysis between different national contexts (Great Britain, France, Germany, etc.), the paper will pay specific attention to the deepening of the Italian case.

Method

The paper is based on a secondary analysis on two related sets of data: 1) Socio-demographic composition of the populist vote in the most recent European elections (2016-2019); 2) Statistics on European education policy (1995-2018).

Outcomes (expected)

The paper aims to identify possible correlations between the educational policies carried out in recent years by European States and the growth of populism in the various national contexts examined.

References

- Dobbins, M., & Kwiek, M. (2017). Europeanisation and globalisation in higher education in Central and Eastern Europe: 25 years of changes revisited (1990–2015). *European Educational Research Journal*, 16(5) 519–528
- European Commission (2018). *Education and Training Monitor 2018*.
- Goodwin, M. J., & Heath, O. (2016). The 2016 referendum, Brexit and the left behind: An aggregate-level analysis of the result. *The Political Quarterly*, 87(3), 323-332.
- Inglehart, R. F., & Norris, P. (2016). Trump, Brexit, and the rise of populism: Economic have-nots and cultural backlash.
- Mudde, C. (2016). Europe's populist surge: A long time in the making. *Foreign Affairs*, 95, 25.
- Nixon, J. (Eds.). (2017). *Higher Education in Austerity Europe*. Bloomsbury.

A.2. | Training for democracy in populist time

441 Stereotypes and opinions, attitudes and experiences of migratory phenomena in the political culture of Italian adolescents and teenagers: a case study

Michele Negri | Flaminia Saccà |

Keywords: Political Culture, Political Socialization, Social Identity, Social Relationships, Citizenship

The educational planning of a society that wants to achieve intercultural integration must necessarily be based on the knowledge of the emerging identity and cultural orientations in the new generations, which represent the citizens of the future, in the light of both contextual and prospective analysis. The migration phenomenon has recently experienced a strong acceleration in Italy, making the process of intercultural relations more urgent and complex and requiring the educational institution not only to take on considerable organizational problems in teaching, but above all to take on the role of a crucial actor in the socialization to integration. The question appears to be particularly relevant in a historical phase of politics marked by populism and new capacity for conditioning opinion and social action linked not only to mainstream media, but especially to social networks, increasingly dominant in the communicative experience of young people generations. The paper describes the outcomes of a first monitoring phase recently carried out on the identity and cultural models being developed in the new generations, with specific regard to Italian students in secondary and high schools.

Method

Survey on a semi-structured questionnaire addressed to a sample of 1,500 students from lower and upper secondary schools selected on the basis of stratification variables such as educational level, type of school, territorial area, incidence of the new Italians component in schools.

Compilation: self-administered assisted in classroom situation (both on paper and in online connection via the surveymonkey platform), from March to May 2018.

Outcomes (expected)

Cognitive elements related to the ongoing political and cultural change, with regard both to specific aspects and to the context of an overall emerging socialization.

References

- Ali S. - Gidley B., *Advancing Outcomes for All Minorities: Experiences of Mainstreaming Immigrant Integration Policy in the UK*, Brussels, MPI Report, 2014
- Fondazione Ismu, *Rapporto sulle migrazioni 2016*, Milano Franco Angeli, 2016
- Istat, *L'integrazione scolastica e sociale delle seconde generazioni*, Istat, Roma, 2015
- Moro M. R., *I nostri bambini domani. Per una società multiculturale*, Milano, Franco Angeli, 2011
- Save the Children (2016), *Inclusive Education: What, Why, And How: A Handbook for Program Implementers*, Save the Children, Londra

Scholten P., Agenda dynamics and the multi-level governance of migrant integration. The case of Dutch migrant integration policies, in «Policy Sciences», 46, 2013, pp. 217–236
Unicef Italia, Facce d'Italia, Unicef, Roma, 2014

A.2. | Training for democracy in populist time

465 Educating for complexity: from Edgar Morin to new populisms

Claudio D'Angelo |

Keywords: Complexity, Paradigm, Antropo-Ethics, Democracy, Reductionism

The reflections in the social sciences, and not only, on the question of the paradigm necessarily also impact on the educational methods and on the school systems. It would then seem time to question the possible repercussions of the domination of an exclusive paradigm, founded on a perpetual and incessant "aut-aut", on the processes of education and formation of knowledge. Edgar Morin has had the merit of advancing some important proposals identifying the famous "seven knowledge necessary for the education of the future", focusing part of his reflection on the relationship between democracy and complexity. Populist movements present themselves as entities projected towards constant antagonism, they feed on social fractures, identifying a "us" against "them", in essence they exclude. Democracy, in its broadest sense, is nourished by the diversity that compose it, by respecting minorities rather than by subjugating them to the visions of the majority. The emergence of populisms could therefore have a correlation with the lack of tools to understand and think about complexity, it would be the political expression of a "reducing spirit", a fragmentation of knowledge that aims to overcome uncertainties by improperly simplifying the reality. Populisms in this sense would adopt a bed of Procrustes, necessary to define the position in the society of individuals, their belonging to the group of "friends" or "enemies". While populisms offer solutions to the uncertainties inherent in social life, often through drastic solutions, Morin suggests an educational model that instead teaches how to deal with uncertainties, to recognize how the real includes a possible yet invisible. It is then necessary to question how the school can really be a vector of education to a new ethic, an anthropo-ethics that feeds on the values of solidarity, understanding, realization of the planetary unity through diversity. An anthropo-ethics can support the birth of planetary citizens, conscious of living in a "community of destiny", which requires democracy to hold together individuals and society; democracy then lives on inter-retro-actions, as "citizens produce the democracy that produces citizens". Populism finds fertile ground in an educational context that does not teach to understand the ideas or arguments of different worldviews, not surprisingly often populism is associated with a polarization of the political landscape, the strengthening of xenophobic ideas, the paranoid reasoning, to the creation of a perpetual culprit, ultimately a continual incomprehension of the other that violates the democratic spirit. It is therefore not surprising that functional illiteracy, which involves a perennial inability to understand complex concepts, is spreading in parallel with the strengthening of a "reducing spirit", which prefers slogans and tweets to narratives and in-depth reflections. The school would therefore play a primary role in the formation of democratic states only if it is open to an education of complexity.

Method

comparative research

Outcomes (expected)

The educational model based on an exclusive paradigm could favor the emergence of populist ideas in a context of economic and social crisis.

References

Morin E., Seven Complex Lessons in Education for the Future, UNESCO Digital, 2000

Morin E., On Complexity (Advances in Systems Theory, Complexity, and the Human Sciences), Hampton Press, 2008.

Morin E., Insegnare a vivere. Manifesto per cambiare l'educazione, Cortina, 2015

Morin E., Penser global (Le monde comme il va), Laffont, 2015

Capra F., Il punto di svolta. Scienza, società e cultura emergente, Feltrinelli, 2013

A.2. | Training for democracy in populist time

473 Secondary school students and hate speech between online and offline

Alessandro Bozzetti | Nicola De Luigi |

Keywords: Hate Speech; Immigration; Discrimination; Verbal Abuse; Mixed Methods Approach

The report of the "Jo Cox" parliamentary commission underlines the importance of understanding and contrasting the plurality of hate phenomena, emphasizing the existence of a "hate pyramid" based on stereotypes, false or misleading representations and, at the higher levels, discrimination and hate crimes. Intervention allowing to understand and prevent the development and diffusion of hate speech acquire a pivotal importance in contexts, such as the Italian one, characterized by high rates of ignorance on immigration.

In this perspective, the contribution presents a research focused on the diffusion of hate speech among students enrolled in secondary schools in four different Italian local contexts: Bologna, Naples-Aversa-Caserta, Palermo-Termini Imerese, Verona.

Method

To pursue the research objective, we used a mixed methods approach, and, more in detail, the so-called convergent parallel design. In relation to the qualitative research, some of the main educational organizations and associations active in the four areas have been involved: 57 individual interviews and 5 focus group were conducted in this phase. The quantitative research was carried out by administering an online survey to approximately 4,000 secondary school students.

Outcomes (expected)

The main topics investigated are:

- the use of internet and social networks, in order to highlight the presence of critical issues and "protection networks" put in place by family and school: this aspect is linked to the presence of individual mechanisms to contrast the so-called fake news;
- the on-line and off-line spread of offensive messages or comments, in order to understand the personal features that are more frequently the object of offense and the places in which they emerge (in person, via the web, on social networks);
- the different degree of acceptability and tolerance towards verbal violence compared to the physical one and the role played in this process by several variables, such as the family background, the reference values and the role of the specific local context;
- attitudes towards migratory phenomena, gender roles and sexual orientation, with the aim of deepening the way of living in everyday life the relationship with otherness and the role played by the public discourse in this particular historical phase.

The final aim is to better understand these dynamics in order to promote practices of contrast to the phenomena of discrimination, intolerance and incitement to hatred that emerged in Italy in recent years

References

- Commissione Jo Cox (2017), Relazione finale sull'intolleranza, la xenofobia, il razzismo e i fenomeni d'odio, available on: <http://www.camera.it/leg17/1313>.
- Creswell, J.W., Plano Clark, V.L. (2011), *Designing and Conducting Mixed Methods Research*, Thousand Oaks, CA, Sage.
- Farrell, A.D., Bettencourt, A.F., Mehari, K.R. (2018), Beliefs About Fighting and Their Relations to Urban Adolescents' Frequency of Aggression and Victimization: Evaluation of the Beliefs About Fighting Scale, *Journal of Early Adolescence*, SAGE, p. 1-29.
- Ipsos (2016), *Perils of perception 2016*, available on: <https://www.ipsos.com/en/perils-perception-2016>.
- Istituto Toniolo (2018), *La condizione giovanile in Italia. Rapporto giovani 2018*, Bologna, il Mulino.
- Manconi L., Resta, F. (2017), *Non sono razzista, ma*, Milano, Feltrinelli.

A.2. | Training for democracy in populist time

581 How do the inner areas vote? Voting behaviour among poverty, lack of services and low education in the Sardinian case

Antonello Podda |

Keywords: Neo-Populism, Poverty, Inner Areas, Rural Areas, Sardinia

In recent years, some authors have presented interesting interpretations of the relationship between voting for anti-establishment parties – belonging both to the far-right and far-left – and the country areas characterized by phenomena such as a persistent economic crisis, high levels of unemployment, high poverty, lack of essential services, low rates of education. They are often rural areas far from the main economic hubs. These areas have been defined as "placed left behind" (Fuguitt 1971, Barca et al. 2017) or "forgotten places" (Barbera 2018). This has given rise to a "geography of discontent" that generates "the revenge of places that do not matter" (Rodríguez-Pose 2017, Rossi 2017), where the vote is inherent in often contradictory requests, sometimes similar to the political tradition of the left (greater equality, more state intervention in the economy), in other cases typically right-wing (authoritarianism, more borders, more identity). Both in the parliamentary elections of March 2018 and in the regional elections of February 2019, we hypothesize that the electoral behavior of Sardinian voters could be largely explained with reference to the role played by the "placed left behind". In Sardinia, the Five Star Movement (M5S) – a clear case of anti-establishment party – and the League – whose leader resort to an anti-establishment rhetoric – have increased their electoral support in recent years. More precisely, the M5S has had an incredible rise in 2018 followed, apparently, by an equally fast debacle in 2019. We propose an analysis at the municipal level useful to verify the relationship between the voting behaviour and the main socio-economic indicators made available by the IDMS, such as services, education, health, environment, criminality and employment. Method Quantitative analysis of political data at municipality level (parliamentary election of 2018 and) and socio-economic data from the IMDS, the Sardinian Index of Multiple Deprivation, that consider income, availability of services, education, health, environment, criminality and employment data. Outcomes (expected) From the results of the analysis we expect a greater complexity of the relationship between the anti-establishment parties' vote (the so-called neo-populism) with respect to the dichotomy between the urban vote and the rural vote. References Barbera, F. (2018) La vendetta dei luoghi dimenticati, Il Manifesto, 16 marzo 2018 Barca, F., Carrosio, G., Lucatelli, S. (2018), Le aree interne da luogo di disuguaglianza a opportunità per il paese, in Paolazzi, L., Gargiulo, T., Sylos Labini, M., Le sostenibili carte dell'Italia, Marsilio editore Fuguitt, G. (1971) The Places Left Behind: Population Trends and Policy for Rural America, in Rural Sociology, volume 36, fascicolo 4. IDMS: www.sardegnaprogrammazione.it/index.php?xsl=1227&s=35&v=9&c=14173&es=6603&na=1&n=10&ni=1 Rodríguez-Pose, A. (2017) The revenge of the places that don't matter (and what to do about it). Cambridge Journal of Regions, Economy and Society, 11 (1). pp. 189-209.

A.3. | Democratising Higher Education: European Societies and Fragile Citizens(hip)

77 Breaking the barriers? Unequal pathways to access to Higher Education in Catalonia

Alejandro Montes |

Keywords: Higher Education, Educational Inequalities, Non-Traditional Students, Credentialism & Employability, Acces Pathways

The end of the 20th century was characterised by a crucial educational expansion and democratisation in most of the European countries. As a result, credentialism and employability discourses have become hegemonic and access to Higher Education (HE) has widespread, fragmented and diversified, incorporating increasingly heterogeneous social, educational and biographical profiles. However, the expansion of access has led new challenges to HE, led by the emergence of new patterns of inequality affecting university and degree choice, as well as success opportunities associated to different socio-educational pathways and profiles. In this context, the objective of the communication is to analyse how the biographical-educational pathways of young people condition their access to higher education, as well as their “logics” for access and their experience of HE; with special emphasis on identifying the patterns of inequality underlying their trajectories.

Method

Accordingly, I carried out a case study at the UAB, following a mixed methods approach. Drawing on a representative sample (N 2008) of first-year students (2015-16), I conducted 40 biographical interviews to students with non-traditional pathways to HE (2016-17).

Outcomes (expected)

Results show the different structures of disadvantage that affect the unequal educational participation (social profiles, access paths and access constraints, even among non-traditional students). The analysis also highlights the different process of adaptation to the HE field and the differences generated by social origin - even among “non-traditional students”.

References

- Abrahams, J., & Ingram, N. (2013). The chameleon habitus: Exploring local students' negotiations of multiple fields. *Sociological Research Online*, 18(4), 1-14.
- Archer, L., & Leathwood, C. (2003). Identities, inequalities and higher education. *Higher education and social class: Issues of exclusion and inclusion*, 171-191.
- Ball, S. J., Davies, J., David, M., & Reay, D. (2002). 'Classification 'and' Judgement': social class and the 'cognitive structures' of choice of Higher Education. *British journal of sociology of education*, 23(1), 51-72.
- Reay, D., Crozier, G., & James, D. (2011). *White middle-class identities and urban schooling*. Springer.
- Reay, D., Davies, J., David, M., & Ball, S. J. (2001). Choices of degree or degrees of choice? Class, race and the higher education choice process. *Sociology*, 35(4), 855-874.
- Unterhalter, E., & Carpentier, V. (2010). Introduction: Whose interests are we serving? Global inequalities and higher education. In *Global Inequalities and Higher Education: Whose Interests Are We Serving*, 1-39.

A.3. | Democratising Higher Education: European Societies and Fragile Citizens(hip)

115 Can Higher Education be transformative for Refugees in times of Displacement, Despair and Crisis?

Melis Cin |

Keywords: Refugees, Higher Education, Human Development, Turkey, Crisis

This paper aims to explore what inclusive and quality higher education entails for refugees in Turkey by drawing on the narratives of Syrian university students. Turkey hosts the largest number of people displaced by the conflict and offers free higher education to refugees. This research draws on human right and capability perspective as a political and moral framework to conceptualise how free higher education, as an imperfect and a positive obligation, can enhance freedoms, opportunities of refugees and can help them contribute as agents

of development. In doing so, the paper also questions the possibilities and extent of how higher education can contribute to formation of an open, deliberative and democratic society and development of democratic values that will genuinely include people from disadvantaged communities, such as refugees.

Method

The paper draws on 35 interviews with refugee higher education students and tries to understand how higher education works as a development process and produce developmental outcomes for them. Here Development process refers to issues beyond access such as retention, sustainability, success and integration whereas outcomes focus on skills, social remittances and values and agency for working social good.

Outcomes (expected)

The findings suggest that despite the fragile democratic environment, HE as an international commodity and a transnational right has the power of creating communities of care and creating grassroots level of collective capabilities for some level of justice. The narratives show that higher education contributed to refugees' equality of capabilities for inclusion, participation and equality. The capabilities developed through higher education e.g. aspiration, narrative imagination, critical being, voice, confidence, a sense of worth and ethical responsibility towards other refugees show that they have developed strong aspirations, agency and critical awareness of how they would like to live and be and how they want to use these capabilities in informal spaces beyond the campus in their communities. Indeed, despite its neo-liberal hegemony, higher education was the only avenue of inclusion and multiplied the capabilities of refugees for individual, community and national well-being. In this respect, higher education, within the context of crisis, displacement, despair and poverty, has the potential to politically and socially motivate people for collective well-being & action, and transform the socially perceived image of refugees as "passive, vulnerable and traumatised victims" into individuals with strong agency and ethical responsibility for changing livelihoods and envisioning a better future not for themselves but for their communities and the society they live in.

A.3. | Democratizing Higher Education: European Societies and Fragile Citizens(hip)

315 The narrowing of higher education as a social good and the fragile construction of the employed graduate citizen

Kirsty Finn |

Keywords: Students, Graduates, Employment, Citizenship, Higher Education

The massification of Higher Education (HE) has seen a significant rise in young people attending university over the last quarter century, meaning that young adults in the United Kingdom (UK) have generally higher levels of educational qualifications than previous generations. Despite such a shift in levels of education, since the 'financial crisis' of 2008 – and the subsequent implementation of austerity measures since then – young people have been disproportionately and adversely affected; severely hit by increasing poverty rates, including rising in-work poverty (Tinson et al 2016); endemic low pay; and higher levels of underemployment (TUC 2016) with many young people trapped in temporary and low-paid work (Office of National Statistics 2015). Significantly, these changes have affected previously 'privileged' groups of young people, with a marked increase of graduates employed in non-graduate jobs (Office of National Statistics 2013) and experiencing slow and frustrated transitions (Allen 2016; Antonucci 2016) that signal a declining 'graduate premium'. Indeed, research suggests that young people in the UK are at risk of becoming the first ever generation to record lower lifetime earnings than their parents' generation (Chetty et al 2016; Resolution Foundation 2016). Perhaps understandably, then, students are regularly painted as having become more instrumental and pragmatic in their engagement with an increasingly costly HE system in England and Wales. Nevertheless, they are also frequently represented as lazy and feckless, as the extract from the Times Higher Education (2018) demonstrates: [Students] don't think as critically as they could. And they're not interested in learning for learning's sake. They want the Dream. They will go into debt to get that degree they believe will help them pursue it, but they have lost respect for knowledge, rigour and hard intellectual work. Working among such entitled puppies makes me feel like an academic platypus out of water. In this paper we examine the ways in

which young students are represented in policy and social discourse, illuminating the contradictions which underpin these and the increasingly narrow space in which more emancipatory and social development aspects of education might flourish. Critically analysing mainstream and social media coverage of key political events and significant moments for HE in the UK between 2015 and 2018, we interrogate the framing of students as particular kinds of citizens and how these reinforce or resist the new 'common-sense' logics of Higher Education participation that focus narrowly on employment and individualised outcomes. Our examination focuses particularly on two key moments – the decolonise the curriculum movement and the fallout of the EU referendum of 2016 – in order to shed light on the ways students' civic participation is framed – for good and bad – as 'global citizenship' and what this means for conceptualisations of the purpose of Higher Education in the 21st Century.

A.3. | Democratising Higher Education: European Societies and Fragile Citizens(hip)

412 University experience as an opportunity for social emancipation and identity definition? The results of a survey on young people in a region of Southern Italy

Sabina Licursi | Stefania Chimenti |

Keywords: Future Expectations, Training Choice, Participation, Relational Ability, Adulthood

Higher education is often assessed exclusively on its ability to facilitate the access into the world of work by highly qualified young people. Even though, the university's mission continues to be also to build social cohesion. The university experience could be a precious occasion for young people to get in touch with the world and the different cultures, and to better develop their individuality confronting themselves with own aspirations. It is also a training ground in terms of the management of time and individual resources, the sharing of spaces and the exchange of points of view. Thus, HE could strengthen the development of citizenship and democracy, and could build up the critical thinking on the social and political reality. One of HE's goals is, therefore, teaching how to live nowadays. In the European scenario and, even more, in a fragile socio-economic and institutional context, such as the South of Italy, the university experience could mark the biographical path of young people. For this reason, we propose a study on the students of the University of Calabria (about 30 thousand students), a campus founded in 1972. The potential for civic education of higher education could find greater expression in a campus context, in which the construction of a university community should be fostered.

Method

The paper uses the information collected by a survey on the students of the University of Calabria. The used questionnaire has investigated various aspects: the scholastic background, the motivation of the formative choice, the evaluation of the university experience, the future expectations (work and life), the changes in participatory style, and the models' development of autonomous/adult life. The questionnaires were administered face to face by peer interviewers, in some typical aggregation places of the campus (canteen, bus station, etc.). Around 300 students were interviewed, from different courses of study and academic years.

Outcomes (expected)

The expected outcomes of the study are: a review of the literature; a brief reconstruction of the context and of the Campus; an in-depth analysis of the interviewed students' sample on the collected aspects by the survey; an overall assessment of the university experience impact on the young respondents; the identification of some types of students, based on their aptitude for developing participatory behaviors and active citizenship.

References

- Biesta, G. (2009). What Kind of Citizenship for European Higher Education? Beyond the Competent Active Citizen. *European Educational Research Journal*, 8(2), 146-158.
- Dewey, J. (1997). *Democracy and Education*. New York: Free Press.
- Morin, E. (2014). *Enseigner à vivre. Manifeste pour changer l'éducation*, Paris: Actes Sud.
- Tomusk, V. (Ed.). (2007). *Creating the European Area of Higher Education: Voices from the Periphery*. Dordrecht: Springer.

Zgaga, P. (2009). Higher Education and Citizenship: 'the full range of purposes'. *European Educational Research Journal*, 8(2), 175-188.

A.3. | Democratizing Higher Education: European Societies and Fragile Citizens(hip)

687 Active citizenship increases the employability?

Federica De Luca | Sergio Ferri |

Keywords: Active Citizenship, Employability, National Data Collection (Cob)

This paper was born within a national survey of monitoring and evaluation of a major Italian national programme: the Civil Service (Inapp survey, 2016). The Civil Service Programme in Italy is not comparable to many international social and civic instruments, but we can define it as active citizenship experience and informal learning, alternative to the military service in the past years and volunteer today. Our hypothesis is that the dominant paradigm of Active labour market policies, which has seen up to now in education the only tool for employability of the workforce, should be enriched with a further dimension, until now neglected, that could be called "Active citizenship". The same thing had happened for the learning outcomes in informal contexts, which until a few years ago have not been taken into consideration and not certified. We wanted intending to assess, therefore, whether the dimension of "active citizenship" can be an indicator to be considered in the process of improving employability and social inclusion of young people. To demonstrate if our hypothesis was correct, we developed two multifactorial/composite indicators: an "active citizenship" composite indicator and an employability composite indicator.

Method

The general design of the survey has foreseen five surveys aimed at different five volunteer targets, in an attempt to photograph the volunteers at different times considered salient compared to the maturation of the experience: three samples surveys based on CATI Methodology (3500 interviews) realized before and after the experience, a census survey based on CAWI methodology and a series of Focus-Groups and interviews with volunteers and operators of "special" projects. To test our hypothesis we developed two multifactorial composite indicators: (1) an Active Citizenship index (it represents the methodological adaptation into the individual index of an ecological index promoted by the Crell within a large-scale European experimentation, aimed to realization of ACCI "Active Citizenship Composite Index" tested in all European countries through an ad hoc form of the European Social Survey); ACCI-Inapp is based on 3 dimensions and 61 indicators; (2) an "employability" index based on 4 dimensions and about 30 indicators.

Outcomes (expected)

The results confirm an interesting correlation between active citizenship and employability, in fact, the probability to get a job increases among young people that show higher levels of citizenship Active at the same employability level. References

HOSKINS B. L., & MASCHERINI M. (2009), "Measuring active citizenship through the development of a composite indicator", *Social indicators research*, 90(3), 459-488, Springer.

HOSKINS B., JESINGHAUS J., MASCHERINI M., MUNDA G., NARDO M., SAISANA M., MASCHERINI M., & HOSKINS B. (2008), "Retrieving expert opinion on weights for the Active Citizenship Composite Indicator", European Commission EUR JRC46303 EN.

DE LUCA, F.; FERRI, S. "Il SCN tra Cittadinanza Attiva e Occupabilità. Cosa accade un anno dopo?" ISFOL (presentazioni), Roma, 2017

DE LUCA, F.; FERRI, S. "Il Servizio Civile in Garanzia Giovani. Una misura unica in Europa che attiva i neet?", INAPP (presentazioni), Roma, 2017

DE LUCA, F.; FERRI, S. "Il Servizio Civile: una misura di Cittadinanza Attiva che stimola l'occupabilità?" INAPP (presentazioni), Verona, 2017.

DE LUCA, F.; FERRI, S.; P.DI PADOVA. "Cittadinanza attiva e occupabilità: una sperimentazione di due indici di misurazione nell'ambito di un'indagine sul Servizio Civile Nazionale (2018), INAPP (presentazioni) for Espanet Italia 2018.

DE LUCA, F.; FERRI, S.; P.DI PADOVA. "Cittadinanza attiva e occupabilità: una sperimentazione di due indici di misurazione nell'ambito di un'indagine sul Servizio Civile Nazionale"(2019) – be issued shortly Paper on Sociologica –peer reviewed journal

A.3. | Democratising Higher Education: European Societies and Fragile Citizens(hip)

128 Financial literacy, civic engagement, and policy outcomes

Anna Lo Prete |

Keywords: Financial Literacy, Civic Engagement, Voter Turnout, Government Size, Income Inequality.

This paper explores whether electoral participation and the kind of policies implemented at the country level depend on a potentially relevant dimension of civic engagement: the ability of citizens to assess the content of the policies they vote for when casting a ballot in the national elections. In a sample of advanced and developing countries observed over the 1990-2014 period, basic education in economic-specific subjects, i.e. financial literacy, is associated to higher electoral participation, larger governments and lower income inequality.

Method

Econometric techniques (OLS and IV estimates).

Outcomes (expected)

See the abstract.

References

Barro, R.J., Lee, J.W., A new data set of educational attainment in the world, 1950–2010, *Journal of Development Economics* 104 (2013) 184–198.

Fornero, E., Lo Prete, A., Voting in the aftermath of a pension reform: the role of financial literacy, *Journal of Pension Economics and Finance* 18:1 (2019) 1-30.

Fumagalli, E., Narciso, G., Political institutions, voter turnout, and policy outcomes, *European Journal of Political Economy* 28 (2012) 162-173.

Glaser, E.L., Ponzetto, G.A.M., Shleifer, A., Why does democracy need education?, *Journal of Economic Growth* 12 (2007) 77-99.

Lo Prete, A., Economic literacy, inequality, and financial development, *Economics Letters* 118:1 (2014) 74-76.

Lo Prete, A., Inequality and the finance you know: does economic literacy matter?, *Economia Politica: Journal of Analytical and Institutional Economics* 35:1 (2018) 183-205.

Lo Prete, A., Revelli, F., Costly voting, turnout, and candidate valence, *Economics Letters* 158 (2017) 10-13.

Lusardi, A., Mitchell, O., Baby Boomer Retirement Security: The Roles of Planning, Financial Literacy, and Housing Wealth. *Journal of Monetary Economics* 54:1 (2007) 205-224.

Mueller, D., Stratmann, T., The economic effects of democratic participation, *Journal of Public Economics* 87 (2003) 2129-2155.

Persson, T., Tabellini, G., Constitutional Rules and Fiscal Policy Outcomes, *American Economic Review* 94:1 (2004) 25-45.

Van Rooij, M., Lusardi, A., Alessie, R., Financial literacy and stock market participation, *Journal of Financial Economics* 101 (2011) 449-472.

A.4. | Financial and economic literacy: Actors and vulnerable groups

219 Financial exclusion in Italy: drivers and trend of the phenomenon between 2012 and 2016.

Lucia Schiona | Alessandro Messina |

Keywords: Financial Exclusion, Banking Services Coverage, Credit Supply, Financial Education

The study represents an attempt of measuring financial exclusion in Italy and examines its dynamic in the period from 2012 and 2016.

Method

We based our analysis on an index that combines the degree of physical and online banking coverage with credit supply. This index was designed by applying the UNDP approach used for the computation of the Human Development Index and data were collected at provincial level. The databases used include Base Dati Statistica of Bank of Italy, I.Stat and Eurostat database.

Outcomes (expected)

Our findings show that financial exclusion variance among territories has declined since 2012 thanks to the growing usage of online and phone banking services by citizens and firms. On the other hand, the evidences highlight an ongoing credit crunch phenomenon: the value of per capita loan reduced by 13,3% throughout the period of analysis.

Southern provinces show the highest values of the index, signalling more difficulties in accessing to banking services.

Finally, we found a strong positive correlation between financial exclusion and:

- the percentage of individuals with low level of education;
- the percentage of people at risk of poverty and social exclusion;
- the percentage of people living in households with low work intensity;
- the material deprivation rate.

Financial exclusion is instead negatively associated with internet and broadband coverage.

In conclusion, investing in ICT infrastructures and boosting financial education initiatives is crucial for implementing effective financial inclusion policies and therefore supporting the development of the weakest regions of the country.

References

Technical notes "Human Development Indices and indicators: 2018 statistical update" UNDP (<http://hdr.undp.org/en/content/human-development-index-hdi>);

"Financial Services Provision and Prevention of Financial Exclusion", 2008 European Commission;

"Measuring Financial Inclusion in the EU: the new Financial Inclusion Score", 2016, European Microfinance Network;

"The Global Findex Database 2017", The World Bank;

"Global Shadow Banking Monitoring Report 2017", The Financial Stability Board.

A.4. | Financial and economic literacy: Actors and vulnerable groups

254 Financial Literacy and financial experience of Italian adolescents: learning by doing?

Sergio Longobardi | Margherita Maria Pagliuca | Andrea Regoli

Keywords: Financial Literacy, Decd Pisa, Financial Experience

Several studies have highlighted the importance of financial skills in determining the economic well-being of families and the need for these skills to be acquired since adolescence. In this light, the data from the latest edition of the OECD PISA 2015 are used to assess: i) the degree of spreading of experiences with money among Italian pupils, ii) the effect of these experiences on the level of financial competences.

Method

From a methodological point of view, a Multiple Correspondence Analysis (MCA) is performed for the estimation of a synthetic index of financial experience. OLS models (testing for the presence of endogeneity) and Unconditional Quantile Regression (UQR) models are estimated for an exploratory analysis of the relationship

between financial experience and financial competence. Subsequently, an econometric approach based on the propensity score matching is employed to assess the robustness of our results.

Outcomes (expected)

The main results suggest that experiences with money play an important role in improving the acquisition of financial skills and suggest that educational programs based on experiential approaches (such as stock market games) can be valid policy tools to raise the level of financial literacy of the population.

References

Behrman J. R., Mitchell O. S., Soo C. K. and Brava D. (2012), "How financial literacy affects household wealth accumulation", *American Economic Review*, 102, 3: 300-304.

Longobardi S., Pagliuca M.M and Regoli A. (2017), "Family background and financial literacy of Italian students: the mediating role of attitudes and motivations", *Economics Bulletin*, 37, 4.

Lusardi A., Mitchell O. S. and Curto V. (2010), "Financial literacy among the young", *Journal of Consumer Affairs*, 44, 2: 358-380.

OECD (2017a), PISA 2015 Results (Volume IV): Students' Financial Literacy, PISA, OECD Publishing, Paris.
<http://dx.doi.org/10.1787/9789264270282-en>.

A.4. | Financial and economic literacy: Actors and vulnerable groups

360 Gender differences in credit literacy and debt behaviour of the UK millennials

Galina Andreeva |

Keywords: Gender, Literacy, Debt

Exposure to increasing levels of debt, which is also easier to obtain (e.g. payday loans) brings questions whether young people know how to live with debt and manage it successfully. Financial knowledge is seen as an important factor influencing financial behaviour (Lusardi and Mitchell, 2014). There is also a growing recognition that financial behaviour is shaped by further intangible or soft factors, such as personality, attitudes and beliefs. This presentation focuses on credit and debt repayment behaviour of younger generation in the UK. Younger generation is seen as particularly vulnerable, since they are characterised by low financial resilience. Financial Conduct Authority (FCA) estimates that in the UK 11% of 18-24 year olds are experiencing financial difficulties, additional 41% are surviving; 17% of them are already over-indebted. Among 25-34 year olds the corresponding percentages for financial difficulties and 'surviving' are 13% and 36%. Furthermore, this age group appears to be most over-indebted (23%) in comparison to others (FCA, 2017).

Method

The data was collected in 2016-2018 as part of a pilot study with the objective to explore the role of personality in credit risk behaviour among young people. The study involved an on-line survey that was administered to a UK commercial survey panel. The survey measured credit behaviour, personality, credit literacy (as a test and self-reported), financial self-efficacy, attitudes towards data sharing. This presentation will concentrate on the number of missed debt repayments (No of missed payments), which is a standard measure of default/ financial difficulties used by the credit industry. The hypothesis is that customers who never miss a single payment are different to those who do, therefore No of missed payments is generated by two separate processes. To test this hypothesis zero-inflated models are compared to standard models for count data.

Outcomes (expected)

If zero-inflated models demonstrate better model fit as compared to standard models for count data, this can be taken as evidence that indeed No of missed payments comes from two different processes, and people that never miss a debt payment differ from those who do. Differences between genders are also expected, since women are known to be more risk averse than men (Charness and Gneezy, 2012).

References

Charness, G., and U. Gneezy (2012), "Strong evidence for gender differences in risk taking," *Journal of Economic Behavior & Organization*, 83(1): 50-58.

FCA (2017), Understanding the financial lives of UK adults. Findings from the FCA's Financial Lives Survey 2017, report October 2017, Financial Conduct Authority <https://www.fca.org.uk/publication/research/financial-lives-survey-2017.pdf> (accessed on 25/09/2018)

Lusardi, A., and O. S. Mitchell (2014), "The economic importance of financial literacy: Theory and evidence," *Journal of Economic Literature* 52(1): 5–44.

A.4. | Financial and economic literacy: Actors and vulnerable groups

404 **Cake economics: evaluating a financial education project to promote altruism among 8-10y old children**

Emanuela Emilia Rinaldi |

Keywords: Financial Literacy, Financial Education, Counterfactual Evaluation, Altruism

In Italy, most of the financial education projects ran in the last 6 years focussed on improving financial literacy, planning and resource management for oneself (Staderini 2018), but few on them on the use of money for the others. Yet, altruism has found to be a significant variable for improving individual happiness (Norton, Dunn 2012). Moreover, a scarce number of interventions aimed at improving individuals' financial literacy have been evaluated through a counterfactual approach. With our study, we analysed – with an experimental design - the impact of a financial education pilot-project named "Cake economics: learning to save and share" ran in 2016/2017 in primary schools (aimed at children 8, 9 and 10y old). Main objectives of the project were: 1. increasing the level of financial literacy of the participants (knowledge); 2. promoting interest in the study of economics; 3. promoting a pro-social orientation that is sensitive to the needs and desires of the members of the reference group (gift) and to the extended community (solidarity); 4. sensitizing students on the importance of using money for different purposes, for themselves and for others, including: short-term savings, long-term savings (planning). The project was based specific literature review on financial socialization and on different social uses of money (Zelizer 1994).

Method

The project was created by an Italian NGO called FarEconomia and run by professional trainers during school-hours: each class had 3 lessons with the trainers. Each student had to build his/her own piggy-bank, shaped as a cake and divided in 4 "slices" labelled as "saving", "projects for the future", "gift", "solidarity". Children used fake money in the classroom to fill in different slices, according to their desires. A randomization assigned each class to the status of treatment or control group. Pre-test and post-test questionnaires were filled-in by students. We collected 1.214 valid questionnaires (617 trained group, 597 control group). Data were analysed with multivariate statistics: for each outcome an OLS regression model was estimated, controlling for randomisation blocks and pre-intervention measure of the outcome itself.

Outcomes

The pilot-project has achieved some of the pre-set objectives, although with light effects. Specifically, the intervention increased financial knowledge, interest in economics, general altruism and reduced "commodification anxiety" (Williams 2001).

We conclude with recommendation for improving the efficacy of future developments of project and to strength its counterfactual evaluation.

References

Dunn E.W., Gilbert D.T., Wilson T. D., (2011), If money doesn't make you happy, then you probably aren't spending it right, in «*Journal of Consumer Psychology*», 21, 115-125.

Staderini A., (2018), La mappatura 2018 delle iniziative di educazione finanziaria in Italia, presentation at SALONE DEI PAGAMENTI, Milan, 8 november, (available from: www.abieventi.it)

Williams, J. (2001). *Unbending Gender: Why Family and Work Conflict and What to Do about It*. NY: Oxford University Press.

Zelizer V.A., (1994), *The social meaning of money*, New York: Basic Books.

A.4. | Financial and economic literacy: Actors and vulnerable groups

466 Financial literacy and income support to poor families

Sandro Busso | Antonella Meo | Valentina Moiso |

Keywords: Income Support, Financial Vulnerability, Financial Literacy, Poor Household Finances

This paper analyses the process of domesticization of a particular type of cash transfer: a form of income support providing a safety net for poor people, supplied through a financial device similar to a pre-paid credit card, that allows recipients to make purchases in a limited number of affiliated stores. This device is proposed in all the recent national minimum income policies in Italy: the current income of inclusion (Rel), approved in March 2017, at the end of a process started in 2012 with the testing in major Italian cities, called Experimental Purchasing Card (CAS), later extended to the entire national territory (SIA). These measures combine monetary transfer with personalized projects of taking charge, oriented to social inclusion and reintegration into employment of beneficiaries in a logic of conditionality. Membership of the projects is binding to benefit from economic support. The article presents a case study focused on the first income scheme, the Experimental Purchasing Card (CAS), in Turin, where some beneficiaries attended a financial literacy course organized by third sector associations. The aim of this article is to investigate how beneficiaries used the electronic cash transfer, in relation to their involvement in the financial literacy courses, where they interacted with the operators introduced as experts, and, in using the electronic transfer of money, they were indirectly driven to consume where and how is technically permitted by the Purchasing Card. How the households perceive these two dimensions?

Method

The material used for this paper was collected by taking part in seven financial literacy courses and by interviewing a number of participating families. Each financial literacy course – three to four meetings lasting 2-3 hours each – has 16 to 20 participants, for a total amount of about 110 people. This constitutes the basis for further in-depth conversations, in which the families speak about the CAS use and meaning, but also about their domestic financial practices, their financial history and eventually the experiences of indebtedness and over-indebtedness that contributed to create their current financial situation.

Outcomes (expected)

The analysis explores how households with no financial assets manage money, taking into account new factors, above all the existence of different ways to make calculations, thought about the future, and planned expenses. In other words, different types of economic reasoning exist and they can come into conflict with such as device, in particular with respect to electronic money and mandatory financial courses. The analysis calls into question the strong disciplining connotation and the paternalistic approach towards the poor. These questions remain current as the Citizenship Income (Reddito di cittadinanza), a measure that will soon be implemented, is also in the form of a prepaid card.

References

- Guérin, I. (2012), Households' over-indebtedness and the fallacy of financial education: insights from economic anthropology, MFI – Crisis working paper 1.
- Lazarus, J. (2016), Gouverner les conduites par l'éducation financière : l'ascension de la financial literacy, in Dubuisson-Quellier S. Gouverner les conduites, Presses de Sciences Po.
- Perrin-Heredia, A. (2009), Les logiques sociales de l'endettement: gestion des comptes domestiques en milieux populaires, *Sociétés contemporaines*, 76(4), pp. 95-119.

A.4. | Financial and economic literacy: Actors and vulnerable groups

478 From teaching to training: a psychological perspective of financial literacy at school

Annalisa Valle | Teresa Rinaldi | Elisabetta Lombardi |

Keywords: Financial Literacy, Training, Decision Making, Delay Of Gratification, Theory Of Mind.

Financial and economic literacy at school is usually promoted by a series of extra-curricular projects, mainly oriented to teach students economic and financial contents typical of the adult world (Lombardi, Ajello, 2017). Child is considered as a financial products consumer, and it is important she/he knows economics concepts, such as money use, and the institutions that manage it, e.g. banks. Recently, literature introduced a second research perspective, considering children as active citizens (Aprea et al., 2016) and focusing on psychological abilities and competence which underlie economic behaviours (Marchetti et al., 2016). In this perspective, literature showed that children's psychological development and their ability to interpret social relationships let them act different economic behaviors than adults (Marchetti & Castelli, 2012). Recently, specific trainings have been built in order to improve some specific competences, such as decision making (at the basis of economic decisions), delay of gratification (the basis for investment understanding), theory of mind (at the basis of social comprehension). Most of these trainings use a conversational methodology by narratives and discussions: the research reads some ad hoc created stories in class and she/he elicits a discussion on the story topic, involving the whole class. During this discussion, children are invited to express their opinions, to comment events narrated, to take classmates and teacher point of view and to think about economic behaviors considering social and normative context in which these are applied. This conversational methodology has two main positive results: first, children learn the link between economic word and economic behavior representations, reflecting on themselves; second, thanks to the adult-guided discussion, children build a shared representation of economic exchanges, including not only knowledge and behaviors of themselves and others, but also social norms, emotions and personal values related to the management asset.

Method

This work is based on a literature review, in order to identify the latest trainings for pupils in a psychological perspective, to show their main results and to propose some guidelines for conversational and narrative trainings construction and application.

Outcomes (expected)

We expect this work could lead to useful tools design both for conversational trainings and for the daily teaching. In fact, a conversational and narrative approach could also be helpful for teachers for working on financial and economic topics in an interdisciplinary perspective

References

- Aprea C., Wuttke E., Breuer K., Keng Koh N.K., Davies P., Greimel-Fuhrmann B., Lopus J. S., (2016) (eds). *International Handbook of Financial Literacy*, Springer, doi:10.1007/978-981-10-0360
- Lombardi E., & Ajello A.M. (2017). Crisi economica: quali percezioni, quali conseguenze. *Ricerche di Psicologia*, 1, 93-123, doi:10.3280/RIP2017-001005
- Marchetti A., Castelli I., Massaro D., Valle A. (2016). Combining Development and Education: Why Do Decision-Making and Social Norms Matter for Financial Education. In: Aprea, C. et al. (eds) *International Handbook of Financial Literacy*. Springer, Singapore, doi: https://doi.org/10.1007/978-981-10-0360-8_6
- Marchetti, A., & Castelli, I. (2012). *Come decidono i bambini. Psicoeconomia evolutiva*, Raffaello Cortina, Milano [<http://hdl.handle.net/10807/3368>]

A.4. | Financial and economic literacy: Actors and vulnerable groups

558 The Making of a Market Oriented Understanding of Financial Literacy

Marcus Wolf |

Keywords: Financialization, Discourse Coalitions, Economists, Economic Citizenship, Decd

Financial literacy education has witnessed an ascent that is unlikely for such a young policy field: with the integration of financial literacy question into the PISA questionnaire, a specific reading of the issue of financial education became fully institutionalized on the transnational policy level (Lazarus 2016). But has there ever been another form of economic education and which actor groups have been successful in putting forward their specific reading of financial literacy? In the paper I argue that we must trace the early stages of the appearance

of financial literacy in the US and the UK to fully understand the specific market-oriented understanding of the issue that we witness today. Different from notions of economic citizenship and empowerment, the early discourse coalitions around financial literacy education have been shaped fundamentally by pension economists and think tanks that were advocating an asset-accumulating social policy (Finlayson 2009).

By using approaches on discourse coalitions and constructivist political economy, the paper argues that specific actors have had boundary-spanning roles (see Seabrooke/Wigan 2016) and helped expanding the topic to the global stage. The paper thereby analyses the main steps of the institutionalization of the topic as well as specific policy documents of national governments and the OECD to show how a market-oriented reading of financial literacy has become the dominant reading of the issue. In addition, the paper will feature some extracts from expert interviews of financial literacy professionals that I conducted in the course of my PhD thesis.

The paper thus connects to questions of economic citizenship, consumer behaviour and global policy discussions on market skills. It also asks which actors are dominant in the promotion of their understanding of education and markets and how this translates into a critical reading of financial literacy education as a whole.

Method

- process tracing
- content analysis of policy documents
- expert interviews

Outcomes (expected)

See above

References

Finlayson, A. (2009) 'Financialisation, Financial Literacy and Asset-Based Welfare', *The British Journal of Politics & International Relations*, 11, 400–421.

Lazarus, J. (2016) 'The issue of financial literacy: Low finance between risk and morality', *Economic Sociology. The European Electronic Newsletter*, 17, 27–34.

Seabrooke, Leonard; Wigan, Duncan (2016): Powering ideas through expertise: professionals in global tax battles. In: *Journal of European Public Policy* 23 (3), S. 357–374

A.5. | Homo politicus: A “citizenship competence”? Roots and challenges of an open question

166 Multicultural and linguistic citizenship competences and their challenges: the case of recognition and integration of heritage languages in education systems

Janet Duke |

Keywords: Language Policy, Migration, Heritage Languages, Multicultural Citizenship, Linguistic Citizenship

Multilingualism for its citizens plays a central role in EU language policies and recommendations. It is regarded both as a challenge and an opportunity, but EU policy clearly stresses the latter: Multilingualism is highly valued as an economic and cultural asset, and must be promoted. According to a Council of the EU resolution (2008), ideally all EU citizens should be fluent not only in their mother tongue but also in two other languages (L1 + 2). Within this framework the EU also strives to promote smaller and less-used languages. However, the measures focus on European languages and not on languages imported into the EU by migrants (referred to here as heritage languages). The latter, however, are mentioned in policy documents (ibid.) as an aspect of European multilingualism which is to be valued and capitalized upon. Yet the multilingual potential inherent in the linguistic backgrounds of migrants remains underexploited in European educational systems. Many countries either ignore or neglect the integration of these languages.

Method

This paper presents a preliminary overview of models of heritage language education and recognition through three brief case studies: Canada (Alberta), Norway, and Germany (Baden-Württemberg). In Alberta, heritage languages have gained a foothold both as foreign languages taught in schools. Norway has recently intensified its efforts to give children with heritage language skills academic credit for a foreign language by providing standardised testing for a large number of languages. In Germany, some students may learn the basics of their heritage language through mother tongue instruction in earlier grades but most will find that their heritage language is not recognised for academic credit. Only newly-arrived migrants may apply to have their L1 skills recognised as a second foreign language at the upper secondary level through a written testing system.

Outcomes (expected)

It is argued that heritage language integration in the educational system has potential benefits for all stakeholders on two fronts: The first is to take advantage of the linguistic resources provided by immigrant communities for broadening the spectrum of functional multilingualism within the general population. The second – and often overlooked – potential benefit is the symbolic importance of official recognition of heritage language skills in educational institutions. The placement of value on heritage language skills can be seen as a means of enhancing trust between immigrant communities and institutions, and could therefore act as a catalyst to integration and to fostering a sense of belonging in the new country. The policies presented will also be discussed as they potentially play a role in concepts such as linguistic citizenship (Stroud 2018) and multicultural citizenship (e.g. Kymlicka 1996).

References

Council of the European Union (2008): Council Resolution of 21 November 2008 on a European strategy for multilingualism. Official Journal of the European Union, C 320, 16 December, 2008.

Kymlicka, Will (1996): Multicultural citizenship. A Liberal Theory of Minority Rights. Oxford: OUP.

Stroud, Christopher (2018): Linguistic citizenship. In: Lim et al. (eds.): The Multilingual Citizen: Towards a Politics of Language for Agency and Change. Bristol: Multilingual Matters, 17-39.

A.5. | Homo politicus: A “citizenship competence”? Roots and challenges of an open question

199 Community, Educating community and Cooperative skills

Amelia Broccoli |

Keywords: Educating Community, Ethics, Politics, Cooperative Skill

Within the theoretical framework related to the theme of ethical and political socialization as an essential marker of democratic contemporary life, my contribution intends to focus attention on the concept of educating

community, syntagma very often evoked in relation to the need to rediscover the "authentic" meaning of human sociality. The community is often perceived as the welcoming and desirable place to look at, especially in a period of loosening of significant social ties. But is the "palingenetic" hypothesis entrusted to a new community project correct? It is in fact very probable that the usury of the word community has produced its trivialized version, often used without thoroughly evaluating all the folds of meaning. The chain of semantic references, as usual very revealing, leads to the Greek *koinonia* (from *koinòs*, common, public) and to the Latin *communitas* (from *cum* and *munus*, a noun that indicates, at the same time, task and gift), up to the most recent, but not coincident, meaning of communitarianism. That's way it is matter of investigating the deeper meaning of community, without evading the meeting with its possible conceptual antinomies. Moreover, if it is true that the boundaries of the community and those of society are today much more nuanced (just think, for example, of the «community tribalism» of Michel Maffesoli), so as to seriously ask the question whether or not it is also necessary to review the concepts of public space and democracy, it will be necessary to evaluate if and how today it is possible to guarantee the cohesion of a human community, investing in the possession of pro-social and cooperative skills. Richard Sennett has recently argued that, if politics is no longer perceived as an aggregative and harmonizing tool, because structural weakness is increasingly felt, it will perhaps be necessary to resort to other resources of human practice, urging recourse to forms of solidarity and collaboration different than the usual ones.

However, it should not be forgotten that it is difficult to define the boundaries of this hypothetical community without running the risk of creating closed and impermeable systems for dialogue with the outside world. How will who is inside and who is outside the community be decided? In this regard, the warning of Zigmunt Bauman should not be neglected, who warns against the dangers inherent in a generic «Missing Community»: although originally arising as a reaction to social insecurity, there is the concrete eventuality that it ends up feeding the insecurity between different communities, with the consequence of strengthening only «the forces of globalization».

Method

Hermeneutic critical and dialectic

Outcomes (expected)

Semantic and conceptual clarification of theoretical constructs

References

R. Axelrod (1984), *The Evolution of Cooperation*, Basic Book, NY, USA;

Z. Bauman (2000), *Missing Community*, Polity Press, Cambridge, UK;

M. Maffesoli (2000), *Le temps des tribus: Le déclin de l'individualisme dans les sociétés postmodernes*, La Table Ronde, Paris, FR;

R. Sennett (2012), *Together. The Rituals, Pleasures and Politics of Cooperation*, Yale University Press, USA.

A.5. | *Homo politicus*: A "citizenship competence"? Roots and challenges of an open question

206 "Verbal Quality" in View of a Democratic Society

Claudia Spina |

Keywords: Listening Word, Ethic, Piety, Democratic Spirit, Active Citizenship

It is at the very moment when the human being comes into the world that he accesses the word. That is the place of our humanity and it is the foundation of social and political relations. It allows each human being to reveal his own point of view, to give meaning to good and evil. The democratic and true word not only expresses personal uniqueness and the human condition (see H. Arendt) but also plays a crucial role in building the polis, for the purpose of active civil coexistence. Hence the close correlation between logos, ethics and politics, already brought to light in the past (see Aristotle). Democracy is nourished by dialogue, listening and confrontation, in the context of a dimension of values. In light of the close interaction between word and democracy, it becomes possible to assert that the deterioration of the logos generates the corruption of the democratic dimension. The latter represents a common and precious patrimony, whose humus is to be nourished also and above all by guaranteeing an ethic of the word, that is verbal quality. Without a doubt, it is

the moment when the word is killed, that affirms a dictatorial thought. It is clear that a defense of the word (today increasingly manipulated and debased) represents a defense of democracy. The educational agencies (family, school, society) are invaluable for that which concerns the European response to globalization and the key role played by lifelong learning. They are called to act in synergy, in order to develop in young people the necessary skills (including active citizenship) for personal fulfillment (see the two recommendations of the European Council (2006, 2008).

It is believed that the discourse also calls into question the pedagogical category of piety, as the cardinal value of the democratic spirit. It corresponds to the ability to adequately treat the other (see M. Zambrano), to experience an ontological sharing. By widening the horizon of reflection, piety can be understood as the attitude that contemporary man (inserted in a multi-ethnic and multicultural society) is called to assume. It is clear that the reference is to the Latin meaning of the word *pietas*: respect for the spirituality of each, for the identity (also cultural) and the person. *Pietas* as the foundation of freedom and responsibility.

Method

Heuristic methodology of historical-hermeneutic and phenomenological style.

Outcomes (expected)

To provide a pedagogical reflection on the relationship between word, listening and democracy, for the development of skills (for example: active citizenship), necessary for personal fulfillment.

References

Arendt, H., *The Human Condition*, University of Chicago Press, Chicago 1958

Aristotele, *Etica Nicomachea*, Laterza, Roma-Bari 1999

Azzolini, O., *La parola e l'ascolto*, Il Segnalibro, Torino 1998.

Baldini, M., *Educare all'ascolto*, Editrice La Scuola, Brescia 1988.

Chase, S., *The power of words*, Harcourt, Brace, New York 1954.

Mortari, L. (ed.), *Spiritualità e politica*, Vita e Pensiero, Milano 2018

Zambrano, M., *Para una historia de piedad*, Lyceum, La Habana 1949

Ead., *Persona y democracia. La historia sacrificial*, Fundación María Zambrano, 1958, Ediciones Siruela, Madrid 1996

A.5. | *Homo politicus*: A "citizenship competence"? Roots and challenges of an open question

215 "It interferes wrongly, and in the wrong place" (J. S. Mill, *On Liberty*). Human freedom and education in liberalism and literary representation.

Laura Madella |

Keywords: Liberalism, Victorian Education, Coming-Of-Age Literature

UNESCO Citizen Education for the 21st century distinguishes the human beings in two different substances: individuals, entitled of duties and rights inherent his human condition, and citizens, whose civil and political rights depend on the institution in which they live. Both natures "cooperate in in decisions concerning Society. 'Society' is here understood in the special sense of a nation with a circumscribed territory which is recognized as a state". By all means, the construe of a personal citizenship competence must face the individual idea of and relation with the surrounding society. The legitimacy of society's presence in the private sphere of human beings is the subject of the 4th chapter of John Stuart Mill's treatise *On Liberty* (1859), where is stated that public intervention on individual matters should not be allowed insofar one's behavior does not undermine someone else's liberty and safety. Besides, the more citizens perceive state's and society's intervention as an intrusion, the more they grow reluctant to their needs and requirements. Mill's criticism, which also extends to the educational system (*On Liberty*, "Applications"), had a crucial influence on 19th century liberal thought and writers of the Victorian era, starting with Charles Dickens; and a very dramatic depiction of the society's direct and indirect intervention in people's life in accordance to Mill's view we read in Thomas Hardy's works.

Method:

The paper presents a reading from *On Liberty*, 4th chapter, cross-referenced with one of the last and most controversial Thomas Hardy's novel, *Jude the Obscure* (1895).

Outcomes (expected):

Hardy corroborates Mill's theories as for the causal relationship among institutionalization of personal domains, like education and family, understanding of personal freedom and approach to citizenly duties; but it seems to believe that, in the world he knew, individuals and citizens cannot live together without sacrifice an essential part of their natures, nor institutions (schools, churches) are willing and able to help.

References:

John S. Mill, *On Liberty*, 1859

Thomas Hardy, *Jude the Obscure*, 1895

A.5. | *Homo politicus*: A "citizenship competence"? Roots and challenges of an open question

355 Against any order (not just the liberal one). For a rediscovery of the evaluative conception of the historical sciences

Luca Tedesco |

Keywords: Value-Freedom, Max Weber, Citizenship Competence, Ethical-Political Historiography

According to the prevailing opinion inside and outside the Academy, today a new neoliberal order would dominate on the ashes of twentieth-century ideologies, intending to propose as a final stage of history a market economy on which to build a society and a legal framework that should introject and make their own the pillars on which that economy rests, such as the free movement of capital, goods and people, in order to maximize production levels and therefore, according to that order, also general well-being.

The ideological support of this operation would be the competences of citizenship, that is to say a series of knowledges and skills aimed at adapting people to that order.

This operation has aroused a lively reaction from a large part of the academic world. The criticisms have been directed mainly to the value content of the neoliberal proposal while, in our opinion, the stigmatization should have been and should be addressed to the propagandist function that this operation assigns to the social scientist. In fact, our conviction is that social science, and therefore also historical science, should not have to set itself extra-scientific goals. This conviction is largely a minority in the history of historical discipline. Historiography, perhaps more than any other social science, was born historically and at any latitude to convince the subjects of the legitimacy of established power. This work of legitimacy has passed and passes through the legitimization of the value universe of that power. As far as our country is concerned, we have thus witnessed the elaboration of the historical and moral necessity of the realization of the values contained in the Risorgimento, in the Great War, in the 'fascist revolution' and finally in the Resistance for the consolidation of the political regimes born following those events. The aim of this intervention is therefore to retrace some of the moments of national history as a means of constructing consensus around identifying apparatuses and, at the same time, re-proposing the validity of the Weberian conception of the evaluation of science according to which the historian, in the exercise of his profession, must repudiate any ethical-pedagogical purpose of research and reject any task of regeneration of political-institutional systems

Method

The method followed will be the most traditional, translating into the illustration of the most representative fruits of Italian ethical-political historiography; in fact, this ethical-political character has been emphasized by the fact that in our country, for almost the entire twentieth century, the schools of historians have grown in the shadow of large mass parties.

Outcomes (expected)

This contribution wants to be the embryo of an overall study on history as a national building factor.

References

N. Bobbio, *Il dubbio e la scelta. Intellettuali e potere nella società contemporanea*, Roma 2001

L. Tedesco, *Hitler era un cammello, anzi un elefante. L'uso etico-politico della storia*, Roma, 2016

A.5. | Homo politicus: A “citizenship competence”? Roots and challenges of an open question

369 The transition from Aristotle’s “φύσει ζῶον πολιτικόν” to homo politicus by competence. Evidence from the field.

Victoria Konidari |

Keywords: Citizenship, A-Sociality, Exclusion, Inequality, Competence

This presentation presents the results of an EU funded research project realized within the framework of Marie Curie (IF) actions.

This presentation situates its problematisation under the perspective of Luhmannian conception of the functionally differentiated society, in which people are granted membership, rights and access to different function systems, according to the degree they fulfill or disappoint systems’ expectations.

The presentation argues that through the antagonisms and the transitions between different homo–types the last years, such as homo sociologicus, homo oeconomicus, homo strategicus, we are now again at the cross-roads seeking to create a new homo profile, this time that of homo politicus. The alarming element behind this profile, conceived in an effort to create secure societies and to assure social cohesion, is that homo politicus does no longer designate the person as political being by nature, as “φύσει ζῶον πολιτικόν” as defined by Aristotle, but designates a status which is not a right granted to all, but a privilege for those who fit the profile of homo adaptus as described recently by Cedefop.

Method

This presentation presents the results of a qualitative research realized in 211 14-19 years old vocational education students from Italy, Greece and France. Opting for a mixed methods approach based on reflexive cartographies, word association and elicitation interviews, the author sets three main research objectives: explore students’ relation to time, students’ perception of the future and students’ dreams about the future.

Outcomes (expected)

In relation to the first objective, research results revealed that a significant part of students’ population has either a very short or an a-temporal time perspective, preventing them from planning, projecting and engaging in anticipatory actions. Research results in relation to students’ perception of the future revealed that students have an a-social and instrumental image of the future, repeating in fact familiar settings but in an a-social perspective. Finally, results concerning students’ dreams revealed that the majority of students have work-related dreams that have nothing to do with well-being, aiming high or human flourishing. Although the initial aim of the research was to detect new and emerging forms of exclusion and inequality in education, research results also revealed an a-social and a-topic form of exclusion, that corroborates our initial systemic positioning but which also puts into question both the viability and the rationale of the profile of homo-politicus.

This presentation argues that the lack of the capability to dream, to situate oneself in a long time perspective and in society raises three main problematisations: the problematisation about the direction education systems are taking in a highly pressuring economic environment, invites to re-theorise citizenship in relation to disadvantage under the perspective of social justice but also sets the alarm by underlying the dangers a citizenship on conditions entails.

References

Αριστοτέλης, 2000. Πολιτικά I & 2, Αθήνα: εκδόσεις Ζήγγρος.

Cedefop 2018 The future of skills. What does data tell us? Chatzichristou, St. 15 November 2018. Brussels. <http://www.cedefop.europa.eu>

Luhmann N (1995) Social systems. Stanford, California: Stanford University Press.

A.5. | Homo politicus: A “citizenship competence”? Roots and challenges of an open question

468 Bildung and Democracy in Contemporary World

Cosimo Di Bari |

Keywords: Democracy - Postmodernism - Bildung - Difference - Ecology

The idea of citizenship concerns education, pedagogy and philosophy of education: the citizenship nowadays has expanded its identity, not only related to local space: it concerns the national dimension and, especially, the planetary dimension. The subjects are inhabit virtual spaces, the responsibility of their actions is global in scope and they have the duty of actively participate to the “global” public life. Democracy today is put under judgment: governments are often called “democratic” even if the actually follow authoritarian principles, and they are not able to respond effectively to the transformations and challenges in progress. Democracy today is crisis and some authors speak of the end of this system of government: it is actually “in check” by phenomena of globalization, of multiculturalism, of diffusion of digital media, etc. However, democracy should not disappear: it might be useful to think about the democratic answers to the transformations and challenges. Democracy, applied according to his authentic principles (fed by education and capable of nurturing everyone’s education), can be able to critically interpret the present: this idea of democracy indicates the most effective way to ensure everyone’s participation to public life and to make everyone more aware about the responsibilities of their actions. This idea of democracy should recognize, understand and value differences. It should also value the concept of “formazione” (in Italian it means not only training, only learning or only education), as it had been defined in antiquity (“paideia”), as it had been re-launched by the German culture of romanticism (“Bildung”) and as it has declined in the twentieth century.

Method

The methodology of this speech is the theoretical research, proposing for an example of critical reflection on democracy, on citizenship, on education.

Outcomes (expected)

The speech intends to identify some authors (like Martha Nussbaum, Colin Crouch, Jeremy Rifkin, Amartya Sen, Maria Zambrano, Edgar Morin, Ernesto Balducci, and some others) and some theses that can indicate the most useful strategies to “educate” (“formare” in Italian, or “bilden” in Germany) the anthropos and to promote an idea of planetary citizenship. For example: self care, irony, difference, metacognition, laicism, media education, sustainability, ecology, etc.

References

- Adorno Th.W. (2010), *Teoria dell’Halbblindung*, Genova: il melangolo.
Apel K. O. (1992), *Etica della comunicazione*, Milano: Jaca book.
Balducci E. (2005), *L’uomo planetario*, Firenze: Giunti.
Cambi F. (2006), *Abitare il disincanto*, Torino: UTET.
Crouch C. (2003), *Postdemocrazia*, Roma-Bari: Laterza.
Dewey J. (1951), *Democrazia e educazione*, Firenze: La Nuova Italia.
Gennari M. (2001), *Filosofia della formazione dell’uomo*, Milano: Bompiani.
Mariani A. (2008), *La decostruzione in pedagogia*, Roma: Armando.
Mattei F. (2009), *Sfibrata paideia*, Roma: Anicia.
Morin E., Kern A.B. (1994), *Terra-patria*, Milano: Raffaello Cortina.
Nussbaum M. C. (1999), *Coltivare l’umanità*, Roma: Carocci.
Rifkin J. (2010), *La civiltà dell’empatia*, Milano: Mondadori.
Rorty R. (1999), *Una sinistra per il prossimo secolo*, Milano: Garzanti.
Sen A., *Lo sviluppo è libertà*, Milano: Mondadori.
Zambrano M. (2000), *Persona e democrazia*, Milano: Bruno Mondadori.

A.5. | Homo politicus: A “citizenship competence”? Roots and challenges of an open question

622 Political skills and political incompetence. Pierre Bourdieu and the link between education and politics

Emanuela Susca |

Keywords: Pierre Bourdieu, Political Socialization, Neoliberalism, Inequality, Citizenship.

Pierre Bourdieu wrote enlightening pages both on role played by education in reproducing inequalities and on political expropriation of the working classes. Nonetheless, it does not seem possible to obtain his definitive answer on what school and university should or could do to develop ethical-political socialization. As a matter of fact, bourdieusian works offer a few interesting but partly contradicting suggestions: rationalizing schoolwork and teaching methods in order to reduce the unfair advantage granted to students from families of means, enhancing political parties or groups as ways to help people who are incompetent from a political point of view to express their views and demand their rights, appreciation for distance between market laws and cultural fields' logic, condemnation of public education as an instrument of state's symbolic violence. My report aims to revisit all these reflections and, at the same time, to highlight two aspects that are very significant. The first one concerns the battle against neoliberal policies and for welfare state (“state's left hand) Bourdieu fought in his final years, while the second looks at the influence of Emile Durkheim on bourdieusian theory of democracy and citizenship competence. And, from this last point of view, we can talk about a kind of genealogy connecting two social thinkers who reflected on categories of politics pointing the finger at atomistic idea of voters expressed by liberal model (Durkheim) or at intentionally depoliticization caused by neoliberal model (Bourdieu).

Method

Rereading of known and less known bourdieusian writings in the light of the most recent critical studies and taking to account differences between the last decades of the twentieth century and the new phase began after 2007-2008 crisis.

Outcomes (expected)

Naturally, the purpose of my report is not to close the great “open question” of the citizenship competence and education but, more modestly, to draw attention to a specific critical reflection coming from sociological thought and stressing the distinction between democratization and democratic representation. To put it shortly, Bourdieu's analysis of political socialization actually goes deep. Perhaps it offers no solution, but it nevertheless helps us to consider what we take for granted.

References

- F. Bonichi, Istituzioni educative e riproduzione nell'ordine sociale. In: Bourdieu dopo Bourdieu, edited by G. Paolucci, Utet Università, Grugliasco 2010: 219-251.
- P. Bourdieu, J.-C. Passeron, Les héritiers. Les étudiants et la culture, Minuit, Paris 1970.
- P. Bourdieu, J.-C., La reproduction, Minuit, Paris 1970..
- P. Bourdieu, L'inconscient d'école, «Actes de la recherche en sciences sociales», 135, 2000: pp. 3-5.
- E. Durkheim, Éducation et sociologie, Alcan, Paris 1922.
- E. Durkheim, L'éducation morale, Alcan, Paris 1925.
- Ch. Laval, Foucault, Bourdieu et la question néolibéral, La Découverte, Paris 2018.
- Th. Medvetz, J. Sallaz (eds.), The Oxford Handbook of Pierre Bourdieu, Oxford University Press, New York 2018.
- E. Susca, Pierre Bourdieu: il lavoro della conoscenza, Franco Angeli, Milano 2011.
- E. Susca (ed.), Pierre Bourdieu: il mondo dell'uomo, i campi del sapere, Orthotes, Napoli-Salerno 2017.

A.5. | Homo politicus: A “citizenship competence”? Roots and challenges of an open question

660 « Indépendants que possible de toute autorité politique » ? The paradoxes of Condorcet’s Report on Public Education

Luana Salvarani |

Keywords: Condorcet, Public Education, Political Education, Enlightenment, Human Capital

« Le vrai problème reste donc celui-ci : organiser la liberté à l’intérieur même de l’enseignement national », wrote Jean Jaurès in his analysis of Condorcet’s Rapport sur l’instruction publique. Jaurès, while admiring Condorcet, has clearly seen that the paradox of a State-organized educational system teaching political values and being, at the same time, independent from political power, as stated by Condorcet, cannot be resolved in full. Condorcet tries to solve the paradox giving the control of educational system to the Assemblée des représentants du peuple and, later in the treatise, proposing « l’indépendance absolue des opinions dans tout ce qui s’élève au-dessus de l’instruction élémentaire ». Therefore, critical freedom can be cultivated only in the higher education, to which the lower classes have access rights, but, as Condorcet himself states, real opportunities only in isolated cases of exceptional merit. How does this vision of public education as a « good investment » help (or hinder) the liberal potentialities of public education, and at the same time unveil (and perhaps make acceptable) its inherent conditioning action? Method

The research will be conducted with a traditional source-oriented historical approach, starting from a close reading of the primary sources in their first available edition and original language. The concepts to be examined be assessed in their articulation in the sources and, then, interpreted on the basis of historical knowledge on the context and with the help of interpretative keys from selected secondary sources. Finally, a tentative genealogy of contemporary European ideas on the role of school in building citizenship will be traced.

Outcomes (expected)

The research should shed a new light on the relation between State-driven educational systems (including compulsory education) and the full enjoyment of citizen’s right. This is largely taken for granted in contemporary EU policies, and this certainty hinders the perception of the nuances and the complexities of the question: how public education both empowers the subject as citizen, and builds in him several political habits which are required to be accepted without further critical scrutiny. Historical research can promote a more informed understanding of such paradox, and a more fruitful implementation of public education as a seminary of a self-aware and mentally free “homo politicus”.

References

Primary Sources

Condorcet, Jean-Antoine-Nicolas. Rapport et projet de décret sur l’organisation générale de l’instruction publique : présentés à l’Assemblée nationale, les 20 et 21 avril 1792. À Paris, de L’Imprimerie Nationale, 1792
Talleyrand-Périgord, Charles-Maurice. Rapport sur l’instruction publique , fait, au nom du Comité de constitution [...]. À Paris, de l’Imprimerie nationale, [1791])

Essays

Le Chapelain, Charlotte. « L’instruction publique de Condorcet. Progrès économique et réflexions sur la notion de capital humain », Revue économique, vol. 61, 2, 2010, pp. 281-298.

Jaurès, Jean. « Le plan Condorcet pour l’instruction publique », Histoire socialiste de la révolution française, tome 2, La Législative, Messidor éditions sociales

Kintzler, Catherine. Condorcet, l’instruction publique et la naissance du citoyen, Paris, Folio-Essais, 1987

Vial, Francisque, Condorcet et l’éducation démocratique, Paris, Delaplane, 1902 et 1906.

A.5. | Homo politicus: A “citizenship competence”? Roots and challenges of an open question

676 The cosmopolitan competent citizen of the Indicazioni nazionali per il curricolo (2012). For an archeology of homo civicus in contemporary Italian educational politics.

Daniel Boccacci |

Keywords: Competence; Cosmopolitanism; Curriculum; Biopolitics; Governmentality

The document *Indicazioni nazionali per il curricolo* (MIUR, 2012), the fundamental norm for the definition of the educational process of the contemporary Italian compulsory school system, structurally assumes the eight key competences promoted in the EU Recommendations (2006), developing them in a symbiotic way with the idea of cosmopolitan citizenship. The speech aims to deepen the quality of this interdependence, in particular on the concept of civic competence, in which constructivist-morainian categories (mind, learning, metacognitive development) and personal-liberal catholic concepts (uniqueness, complexity, social non-deductibility, cultural transcendence), largely investigated in Italian pedagogical research from the late Twentieth Century until today. The analysis emphasizes the specificity of the construct with respect to cosmopolitan representations widespread in international pedagogies, philosophies, social theories and policies (T. S. Popkewitz, 2008) and reflects how each semantic unit studied, and even more the resulting discursive complex, are biopolitical and governmental devices on subjectivity.

Method

The speech develops referring to the Foucault lesson focused on the archaeological-conceptual analysis, deepening the symbiotic discursive outcome between competence of citizenship and cosmopolitanism through the study of emergency surfaces, bounding instances, specification forces of the semantic components of the discourse and organizational-conceptual form. The Foucauldian themes of biopolitical power and governmentality are the reference to highlight how the analysed discursive complex can be considered as technology of man's government, seen as a living being. Outcomes (expected)

The in-depth study allows to reflect on the effects of denying of the specific cultural construct which animates the universalism of the *Indicazioni nazionali per il curricolo* (MIUR, 2012). The analysis permits to be able to critically study the functional potential of the curricular discourse on subjectivity and specifically it allows us to study how it can favour the definition of ethical-political socialization as an activity generating a precise toolbox and how it orients the representation of the ideal citizen seen as a subject-resolver of equally identifiable world problems.

Within this system of reasoning, the study can bring out how concepts like participation, solidarity, reciprocity, co-responsibility and respect are not considered 'autonomous' fields and central thought, but, weakened, no more strength of complexity and alternative within the educational-political dimension, they can be absorbed in the list of possible tools for the ideal citizen's use.

References

- Cambi F., ed., (2007), *Soggetto come persona. Statuto formativo e modelli attuali*, Roma, Carocci.
- Foucault M. (1969), *L'archeologia del sapere. Una metodologia per la storia della cultura*, Rizzoli, Milano, 2013.
- Foucault M. (1976), *La volontà di sapere. Storia della sessualità 1*, Feltrinelli, Milano, 1978.
- Ministro dell'Istruzione, dell'Università e della Ricerca (MIUR), Decreto Ministeriale n. 254 (16 novembre 2012), *Indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo d'istruzione*.
- Parlamento Europeo e Consiglio dell'Unione Europea (18 dicembre 2006), *Raccomandazione relativa alle competenze chiave per l'apprendimento permanente*, in «Gazzetta Ufficiale dell'Unione europea», december 30, 2006, L 394/10-18.
- Popkewitz T. S. (2008), *Cosmopolitanism and the Age of the School Reform: science, education and making society by making the child*, Routledge, New York.

A.6. | Citizenship beyond crisis: Experiences of democracy of thinking in the educational curricula

150 A Community of Philosophical Inquiry: an Experience between Philosophy for Children and Philosophy for Citizen

Fabio Mulas | Claudia Atzori |

Keywords: Philosophy For Children, Citizenship Education, Complex Thinking

[Is it possible for scientific and artistic high school students to experience the philosopher's profession through a dual training project (Alternanza scuola-lavoro)? Is it possible that this experience becomes an instrument of education for a democratic participatory citizenship with social impact for the local community?

During the school year we implemented a project focused on the Philosophy for Children method at the "Brotzu" Institute in the town of Quartu S. Elena, where we teach philosophy and history. Teaching philosophy, which should be aimed at the development of complex thinking, generally does not contemplate for moments of community discussion, as opposed to philosophical practice, according to the Lipman model of P4C. This method seems to be the one that best meets the need for an education to active citizenship, as an instrument for participation in democratic dialogue. The Community of Philosophical Inquiry encourages mutual respect and respect for the rules, as well as the practice of positive rights of citizenship, teaching to live democratic confrontation as active agents and citizens with valid claims, as justified on the basis of good reasons. The P4C is thus configured as an effective tool for fighting post-democratic drift, favoring the development of skills that are important for an authentic growth as individuals and citizens of a democratic society.

Method

The project was organized according to a calendar of P4C sessions attended by about thirty students who were able to compare themselves on various curriculum texts and to observe and discuss the role of the facilitator. In the awareness that this path alone cannot make the participants become facilitators, but in the belief that it has, however, allowed the students to develop a philosophical "habitus" in the approach to life and its problems, we decided to let them experience the role of "philosophical discussion animators". This phase has developed along two guidelines: in the filmforum philosophical animation, by the students, in collaboration with the University of Cagliari, and in bringing the P4C in the town squares of Quartu, with the intent of transforming them, during the Philosophical Dialogue Festival, in a philosophical agora where the students were protagonists of a meeting with the citizens, in the true spirit of the "Philosophy for citizen".

Outcomes (expected)

Democratic dialogue is a vital glue for an increasingly atomized and anomic population that therefore needs to deal with fundamental questions to keep alive its antibodies against a "bankruptcy of values" that appears increasingly threatening. With this paper we aim to recount our experience of democratic dialogue and the results obtained in terms of developing "citizenship competences" of the participants and its impact on the territory.

References

Cosentino A., *Filosofia e formazione*, Liguori, Napoli 2002.

Cosentino A., *Filosofia come pratica sociale*, Liguori, Napoli 2008.

Lipman M., *Educare al pensiero*, Vita e Pensiero, Milano 2003.

Santi M. (a cura di), *Philosophy fo children: un curriculum per imparare a pensare*, Liguori, Napoli 2006.

Curricolo PEACE (Philosophical Enquiry Advancing Cosmopolitan Engagement) <https://peace.tugraz.at>

A.6. | Citizenship beyond crisis: Experiences of democracy of thinking in the educational curricula

269 Beyond the Technocratic Disfiguration of Democracy? Philosophical Inquiry and Education for a 'Thoughtful' Participation

Stefano Oliverio |

Keywords: Philosophy For Children, Participatory Democracy, Walter Lippmann, John Dewey, Education For Complex Thinking

This paper will take its cue from Nadia Urbinati's (2014) inquiry into the contemporary troubles of democracy which risks being "disfigured" by two different phenomena, at odds with other but convergent in their attack on democracy as "a government by means of opinion" (Ibid., pos. 49): a technocratic drift and a populist/demagogical tendency

In my contribution, I will tackle the first phenomenon and I will deal with this issue by re-investigating the 1920s polemics between Walter Lippmann (1922, 1927) and John Dewey (1927) about the "eclipse of the public", the former being the representative of an elitist concept of democracy, in which the experts should elaborate possible plans of action on the basis of their expertise, de facto disregarding the people's claims, while the latter countering this view through an appeal to a participatory democracy based upon shared inquiry.

At the basis of their opposition – I will argue – there was a different understanding of how thinking emerges and what the role of education is. Remarkably, in order to make their points both of them referred to Socrates and Plato as a source for their argument. In the wake of the reconstruction of this epoch-making debate, I will argue in favour of a Deweyan stance but I will complement it with significant insights coming from the Philosophy for Children tradition. Indeed, while substantially misplaced, Walter Lippmann's reference to Socrates may be appropriated in a different perspective: Lippmann may be right in arguing against the "myth of the omniscient citizen" but he is wrong if this implies sidelining citizens' claims. The challenge is how to establish a middle ground in which citizens may be able to somehow assess in a competent ways plans of action elaborated by the expert (without ceding to the sirens of demagogues). To achieve this goal strategic is the cultivation of abilities of complex thinking through philosophical inquiry (Lipman, 2003). By underestimating the educational value of philosophical inquiry, Dewey renounced an important tool to respond to Lippmann's technocratic challenge. To put it in a nutshell, in my paper Matthew Lipman's Socrates will be played out against Walter Lippmann's Socrates in order to strengthen Dewey's understanding of participatory democracy.

Method

Theoretical analysis

Outcomes (expected)

Elaborating a philosophical-educational device that comes to terms to one of the main risks of disfiguration plaguing contemporary democracies according to Urbinati.

References

Dewey, J. (1927). *The Public and Its Problems*. In *The Later Works of John Dewey*, vol. 2: 1925-1927 (pp. 235-372). Edited by J.A. Boydston. Carbondale and Edwardsville: Southern Illinois University Press, 1984.

Lipman, M. (2003). *Thinking in Education*. Cambridge: Cambridge University Press.

Lippmann, W. (1922). *Public Opinion*. Sioux Falls (SD): NuVisions Publications LLC, 2007.

Lippmann, W. (1927). *The Phantom Public*. New Brunswick (USA) and London (UK): Transaction Publishers 2007.

Urbinati, N. (2014). *Democracy Disfigured. Opinion, Truth and the People*. Cambridge (MS) and London: Harvard University Press.

A.6. | Citizenship beyond crisis: Experiences of democracy of thinking in the educational curricula

284 Promoting a cosmopolitan citizenship through philosophical inquiry.

Maura Striano |

Keywords: Cosmopolitanism, Citizenship, Philosophy

Unesco and the European Council point out the necessity to educate to promote a global citizenship, pointing out specific knowledge and competences useful to be actively engaged in the examination and discussion of global issues. The development of a global consciousness is a very complex issue from a pedagogical point of view because it does not mean the overcoming of a local understanding in favour of a global one, but the development of a cosmopolitan positioning in the world. Cosmopolitanism in this perspective has to be understood as socially situated and as part of the self-constituting nature of the social world itself (Delanty, 2006). From an educational and philosophical point of view cosmopolitanism is a sense that we are each a part of the human condition on a local and global stage (Hansen, 2010).

Method

An effective educational approach to developing cosmopolitan engagement is through the promotion of complex thinking thereby enabling children to use critical, creative and caring frames of reasoning and understanding [Lipman, 2003]. Utilizing the validated methodology of Philosophy for Children (P4C) in which complex thinking is developed through the construction of communities of philosophical inquiry. This approach has been used within an EU funded project aimed at creating a cosmopolitan environment in which children from diverse cultures could open themselves to one another as they construct their own identities and come to appreciate one another's potentiality in building a just and democratic society. The project has engaged partners from four countries (Austria, Israel, Italy, Spain) and has been developed using an action-research methodology.

Outcomes

The outcomes of the project have been: the development of a new educational curriculum and new learning materials tested in four countries; the acquisition of new attitudes and competences of the teachers engaged in the training courses in three countries (Austria, Italy, Spain); development of a cosmopolitan thinking in the children engaged in the educational activities promoted within the project.

References

Delanty G. (2006), The cosmopolitan imagination: critical cosmopolitanism and social theory, in *The British Journal of Sociology* 2006 Volume 57 Issue 1, pp.25-44

Hansen D. (2010) Cosmopolitanism and education: A view from the ground in *Teachers College Record* Volume 112, Number 1, January , pp. 1–30.

Lipman M. (2003), *Thinking in Education*, Cambridge:Cambridge University Press.

Striano M.; Camhy D.; Garcia Moriyon F.; Glaser J.; Oliverio (2013), Cosmopolitan education within the EU scenario. The Comenius Project PEACE. pp.359-363. In *ICERI 2013 Proceedings 6th International Conference on Education Research and Innovation* - ISBN:9788461638475

A.6. | Citizenship beyond crisis: Experiences of democracy of thinking in the educational curricula

306 Philosophy for Children between social skills and education for democratic citizenship

Federico Zamengo | Nicolò Valenzano |

Keywords: Philosophy For Children, Social Skills, Character Skills, Respect, Disagreement

The Philosophy for Children improves some specific competence, as collaborative and reflective skills, necessary in education for democratic citizenship (Lipman, 2005; Santi, 2007; Nowak, 2013). Lipman's proposal can be considered effective both for intellectual education, the "research plan, discovery and intersubjective co-construction of knowledge", and for moral education, "the plan of education in partnership relations, cooperation and co-responsibility" (Manara, 2011, p. 295). Many studies analyse the cognitive dimension (Trickey, Topping, 2004; García Moriyón, Rebollo, Colom, 2005). In this paper we focus on the ethical-relational level, encouraged by the three dimensions of complex thinking. Our research starts from the hypothesis that p4c is able to cultivate

social skills, defined as “goal-oriented, rule-governed learned behaviors that are situation specific and vary according to social context; they also involved both observable and non-observable cognitive and affective elements that assist in evoking positive or neutral responses and avoiding negative responses from others” (Chadsey-Rusch, 1992, p. 406). Social skills play a leading role within the character skills, studied by contemporary research (Heckman, Kautz, 2016). The research hypothesis, investigated from an experimental point of view, connects on the theoretical level social skills with education for democratic citizenship, in the framework of the socio-emotional dimensions mobilized by the dialogical practices.

Method

In order to verify the relation between p4c and social skills, we used a validated questionnaire in psychological research. It is composed by two scales: the first evaluate the amount of discomfort in assertive behaviors and the second their frequency (Soresi, Nota, 2003). We have conducted research in a vocational school, with 15-year-old pupils. According to a quasi-experimental design, we administered the test, at the beginning and the end of the activity, to a experimental group and a control group. The first was composed of students who followed the p4c laboratory; the second by students who followed another activity.

Outcomes (expected)

In the experimental group, the T scores of the two scales show, in general, a decrease in discomfort and a growth in frequency of assertive behavior. We observed the changes in scores in the two groups in relation to the five factors detected by the test: so it emerges, with more precision, how p4c helps to cultivate an attitude of openness towards the other. In particular, the first and the fifth indicators, respectively (1) manifesting disagreement and making observations and (5) accepting observations and expressing their limits and difficulties, show a clear improvement, in both scales, in the experimental group and a steady trend in the control group. The other three factors manifest a similar progression in both groups. This supports the thesis of a clearer link between p4c and respect for the other and tolerance towards disagreement, two important dimension of democratic life (Bird, 2010; Gutmann, Thompson, 1996) and therefore “virtue of human coexistence”, “a basic quality that must be forged in us and learned in its ethical meaning” (Freire, 2005, p. 24).

References

- Bird C. (2010), Mutual Respect and Civic Education, in «*Educational Philosophy & Theory*», vol. 42, n. 1, pp. 112-128.
- Chadsey-Rusch J. (1992), Toward defining and measuring social skills in employment setting, in «*American Journal on Mental Retardation*», vol. 96, n. 4, pp. 405-418.
- Freire P. (2005), *Pedagogia da Tolerância*, São Paulo: UNESP.
- García Moriyón F., Rebollo I., Colom R. (2005), Evaluating philosophy with children: A meta-analysis, in «*Thinking. The Journal of Philosophy for Children*», vol. 17, n. 4, pp. 14-22.
- Gutmann A., Thompson D. (1996), *Democracy and Disagreement*, Cambridge, MA: Harvard University Press.
- Heckman J.J., Kautz (2016), *Formazione e valutazione del capitale umano. L'importanza dei «character skills» nell'apprendimento scolastico*, Bologna: Il Mulino.
- Lipman M. (2005), *Educare al pensiero*, Milano: Vita e Pensiero.
- Manara F.C. (2011), Il rispetto dei diritti e il suo esercizio nella comunità di ricerca filosofica con i bambini, in «*Educazione Democratica*», vol. 1, n. 2, pp. 282-299.
- Nowak E. (2013), Democracy Begins in the Mind. Developing Democratic personality, in E. Nowak, D. Schrader, B. Zizek (eds.), *Educating Competencies for Democracy*, Frankfurt am Main: Lang, pp. 399-416.
- Santi M. (2007), Democracy and inquiry. The internalization of collaborative rules in a community of philosophical discourse, in D. Camhy (ed.), *Philosophical foundations of innovative learning*, Saint Augustin: Academia Verlag, pp. 110-123.
- Soresi S., Nota L. (2003), Portfolio Clipper per l'orientamento dagli 15 ai 19 anni. Volume III: Abilità sociali e qualità della vita, Firenze: Giunti O.S., pp. 5-51.
- Trickey S., Topping K.J. (2004), Philosophy for Children: A Systematic Review, «*Research Papers in Education*», vol. 19, n. 3, pp. 365-380.

A.7. | A New Democratic School to limit the Post-democracy's power

152 Democratic schools in Spain

Rafael Feito |

Keywords: School Democracy, School Innovation, Curriculum

Three are the main features that could be highlighted from what, following in the footsteps of Apple and Beane, we may name as "democratic schools": the adventure of researching (which is translated into project work which involves intensive use of libraries and new technologies as well as a fluid and constant relationship with the environment), the creation of deliberative scenarios (through assemblies, the presentation and commentary of news and, in general, cooperative learning) and the promotion of democratic coexistence (through the consensual elaboration of both rules for living together and their application). This mode of operation allows students to develop habits of democratic behaviour. This text presents the innovative experiences undertaken by various schools in Spain and the way in which they respond to the increasingly intense demands of the knowledge society.

Current times require an informed and participative citizenry in the face of the innumerable challenges on which citizens must have an elaborated opinion. In order to do this, it is essential to give the floor to the students. In this way they can express their opinions in a classroom conceived as a scenario for deliberation where knowledge from the most diverse environments is created and recreated. There is always the risk that only very few students speak out loud or a few who remain quiet. Here the work of the teacher, in collaboration with every student, is absolutely fundamental. Silence strengthens erroneous ideas, preconceptions and prejudices. It is difficult, if not impossible, a change in attitudes, a predisposition to understanding if students remain condemned to silence. A trait shared by all democratic schools is the will to depart from the atomisation of school knowledge in isolated subjects. In this sense, project work is an extraordinary opportunity to develop curricular content in line with the concerns of students, who under these circumstances decide what topic to research on and they are the ones who have to carry out the research work. There is no doubt that for harmonious coexistence to be possible, for democracy to be a daily practice in our lives, it is necessary for people to be able to express themselves correctly both in private and, above all, in public, to listen attentively and courteously to others and to participate in a civilized debate. Assemblies are the privileged setting for children to bring their world into the classroom.

Method

The text presented here is based on ethnographic research (consisting of participant observation in the classroom as well as in-depth interviews with teachers, parents and pupils) carried out in four public schools in Madrid: two primary schools and two secondary schools

Outcomes (expected)

The research carried out shows the importance of dialogue, of giving students a voice so that democracy becomes a reality that is practised on a daily basis.

References

- Apple, M.W. y J. Beane (comps.) (2000). *Escuelas democráticas*. Madrid: Morata.
Feito, R. (2010). *Democracia y escuela*, *Política y sociedad*, 47,2, 47-61.
Gardner, H. (1993). *Frames of mind: the theory of multiple intelligences*. Nueva York: Basic Books.

A.7. | A New Democratic School to limit the Post-democracy's power

158 Public Governance in Smart Cities: educational issues in a continuously planning society

Marco Ferrari |

Keywords: Public Governance, Smart City, Dialogic Education, Ethics, Democracy

The issues of public governance in the so-called "smart cities" can sample the apparent contradiction between the latest forms of authoritarian democracy and wider possibilities of democratic participation through new communication and information technologies (NCIT). The concept of "smart city" has become today the horizon

to move towards for the creation of environments based on ecological, economic and social sustainability. The need for adequate human and intellectual capital, which can increase the efficiency and awareness of the “smart city” project, requires a reflection on educational methods that stimulate creativity and adaptation. A continuously planning society can use information and communication networks, creating concrete synergies between citizens and public administration in resource management, problem solving, and improving public service operating conditions. The risk of failing to prepare people for this new model of participation, leaving room for incompetence, management imbalance and poor politics, is closely related to the same growth opportunities offered by the NCIT. A dialogic education that stimulates communicative exchange is the foundation and key to future social and economic projects, based on democratic participation, ethical behavior and social awareness. Following the ideas of John Dewey on the birth of democracy, this grows from small communities, through trainings aimed at improving the skills and intelligence of the individual; a formation along the whole course of life that adapts to the rhythm of continuous change of society, and of life itself. In this constant formation, collaboration plays a fundamental role: it encourages individuals to lean towards constructive dialogue for the resolution of problems, beyond impositions dictated by dominant powers. In a famous text of political theory from 1935, Dewey elaborates the central difference between the planned society and the continuously planning society: the planned society is based on a scheme imposed from above, which provides for the adjustment of all social life to the directives leading to the realization of a determined purpose. So it is essentially immobile and immobilizing, it uses a coercion both physical and psychological in conforming the actions to the final drawings; this applies to all types of totalitarian society, as the presupposition of an ultimate goal towards which to strive, denies any possibility of debate and therefore of cooperation between citizens. On the contrary, a continuously planning society is attentive to a more articulated social control of the results of the liberation of intelligence, through broader forms of cooperative interchange. The democratic method allows to discuss every purpose, promotes collaboration and participation. The problem of democracy, as Dewey argued in 1916, is that of a form of social organization that must nurture and support individual forces, as well as freeing them from external mechanical constraints. Moreover, directed towards the active participation of all in the formation of values that regulate associated life, both for the social good and for the development of individual human beings.

References

- Dewey J., *Liberalism and Social Action*, New York: Putnam, 1935
Dewey J., *Democracy and Education*, New York: Macmillan, 1916
Freire P., *Pedagogy of the Oppressed*, New York: Continuum, 1993

A.7. | A New Democratic School to limit the Post-democracy's power

186 A New democratic school to limit the Post democracy's power

Simona Perfetti |

Keywords: Education, Democracy, Laboratory School, Digital Wisdom, Communication

Nowadays, a new model of democratic school must contemplate educational dimensions capable of realizing those ethical relationships that can face the now unpredictable learning challenges of contemporary global society. Those involved in education have the task of organizing education by taking into account both the differences of each student to enhance the full development of the single individual's potential, as well as the opportunity to enhance talent to ensure a merit system based not on competitiveness but on recognition of the different skills of each pupil in the class. Perrenoud affirms the importance for the teacher to question himself about his activities and the educational relationship with young people, also with a view to an observation process that the school itself can undertake in the context of an overall self-assessment process.

Against this background, the reflection proposed here focuses, in particular, on flipped methodologies, those cognitive and formative processes that, developed within the school of competencies, can be declined in real answers related to the existential, professional and social needs of young people. The transition to this type of school has meant the enhancement of a teaching approach in which pupils take the lead of their own learning

pathway, learning to manage those key competences, including digital skills, social and civic competences, which are necessary for personal growth. In the context of these educational issues, it becomes useful to reflect on technology in a broader perspective, not only as a means to learn something but as an "object" able to promote the exploitation of those dimensions of existence, such as cooperation, sense of judgement, and the principle of responsibility, necessary to overcome society's challenges. Taking a chance on a democratic school means possessing digital wisdom, borrowing an expression from Mark Prensky, namely, that quality that can come out thanks to the enhancement of human capabilities through a balanced use of technologies. The digital wisdom, today's teacher, will reflexively identify the circumstances in which technology can be a valuable aid to stimulate students' understanding and creativity.

Therefore, a proposal for those involved in education, may be to consider technology in a different perspective which, as Calvani suggests, embraces a different level of technology, the "contour", the potential, that which can be moved in terms of communication and cooperation. In this sense, flipped technologies (or an inverted way of teaching/learning: a task is given to the class that can be a video to watch, a book to read, or an experience to be carried out, usually to be done at home) such as the Flipped Classroom and the method of the EAS (method, transforming the school into a laboratory school, can represent an important learning opportunity for the adults of tomorrow. In fact, these technologies, due to their implementation methods, put into effect those values, such as collaboration, reflexivity, sharing, in a learning pathway suitable for living in today's complex society.

Method:

Theoretical study based on comparison between bibliographic sources.

Outcomes (expected):

The reflection concerns the implications of technologies, in particular the flipped methodologies, on those cognitive and formative processes that, developing in the framework of the school of competences, can be declined in real answers related to the existential, professional and social needs of young people.

References:

Galliani L., (2012), *Apprendere con le tecnologie nei contesti formali, non formali e informali*. In Limone P. (a cura di), *Media, tecnologie e scuola: per una nuova Cittadinanza Digitale*. Bari: Progedit.

La Marca A. (2016), *Competenza digitale e saggezza a scuola*. Brescia: Editrice Morcelliana.

Menzio L., *Insegnare nella scuola delle competenze*. Novara: DE Agostini Scuola. www.iscsolecanta.gov (29/10/2018)

Perrenoud P., (2017), *Quando la scuola ritiene di preparare alla vita. Sviluppare competenze o insegnare diversi saperi*. Roma: Anicia.

Prensky M. (2013), *La mente aumentata. Dai nativi digitali alla saggezza digitale*. Trento: Centro Studi Erikson.

Prensky M., *Sapiens digitale: dagli immigrati digitali e nativi digitali alla saggezza digitale*, in *TD-Tecnologie Didattiche*, 50, pp. 17-24, 2010;

Rivoltella P.C. (2015), *Didattica inclusiva con gli EAS*. Brescia: Editrice La Scuola

A.7. | A New Democratic School to limit the Post-democracy's power

228 Digital School and Life Project. The Central Question for a New Democratic School

Alessio Fabiano |

Keywords: School, Pedagogy, Didactics, Democracy, Digital Citizenship

The society in which we live is pervaded by digital innovations that have profoundly changed styles of living, communicating, socializing, working and above all learning. The vision of education in the digital age represents a shared path of cultural, organizational, social and institutional innovation that wants to give new energy to democratic processes, new connections, new capacities for the democratic school. In this proposal, the author, starting from the deep link between technology, education and teaching, seeks to define a vision of "digital" as an enabling tool and theory to change the school and society, focusing on the role that can have the new digital

technologies in the school environment for the creation of a new democratic project. A school 3.0 can play a fundamental role as a laboratory for a new democracy in which more and more the skills of "digital citizenship" are essential to face an increasingly smart society.

Method

Qualitative research methods: observation and cultural analysis

It is possible to summarize the essential steps of a scientific observation:

- formulation of hypotheses
- observation
- elaboration and interpretation of results
- critical analysis

Outcomes (expected)

The challenge of education in the digital age starts from the definition of the skills our students need: it is a much broader and more structured challenge than what the common feeling summarizes in the critical use of the Net, or in IT. We must face it starting from an idea of competences aligned to the twenty-first century: made of new literacies, but also and above all of transversal skills to be developed.

The digital school can be a starting point to understand the definition of a laboratory of a new democratic school that defines itself as a school of every student's life project, of a larger and more meaningful project of the personalization of the learning, devoted to building critical thinking through the use of digital technologies to enable the development of the learning creativity of "digital natives". The digital school must be considered as an opportunity to build a quality school for everyone and for each one, a school that orients each student through the digital skills to find a meaning to his scholastic learning linked to his living environment and to orientate the student to a conscious citizenship.

References

Baldacci, M. (2010). *Curricolo e competenze*. Milano: Mondadori. - Bennet, S., Maton, K. (2010). Beyond the Digital Natives Debate: Towards a More Nuanced Understanding of Students Technology Experience, in *Journal of Computer Assisted Learning* n. 26, pagg. 321-331. - Castoldi, M. (2015). *Didattica generale*. Milano: Mondadori.

Domenici G., (2009). *Manuale dell'orientamento e della didattica modulare*, Laterza:Roma. - Faletti, C. (2015). *La didattica digitale. Come far apprendere ai nostri ragazzi un modello per apprendere*. Bergamo: Currenti Calamo Editore. - Hickman, L. (2000). *La tecnologia pragmatica di John Dewey*, trad. ital. con presentazione di G. Spadafora, Roma: Armando Editore.- Pezzano, T. (2007). *Il giovane Dewey. Individuo, Educazione, Assoluto*. Roma: Armando. - Riva, G. (2017). *Nativi Digitali. Crescere e Apprendere nel mondo dei nuovi media*. Bologna: Il Mulino. - Rivoltella, P.C. (2005). *Media Education*. Brescia: La Scuola. Id. (2013). *Che cos'è un EAS. L'idea, il metodo, la didattica*. Brescia: La Scuola. - Morin, E. (2015). *Insegnare a vivere. Manifesto per cambiare l'educazione*. Milano: Raffaello Cortina Editore. - Sen Amartya, K. (2010). *L'idea di giustizia*. Milano: Mondadori. - Id. (2010). *Sull'ingiustizia*, Trento: Erickson. - Spadafora, G. (2015b). *L'educazione per la democrazia, Studi su John Dewey*. Roma: Anicia.

Id. *Processi didattici per una nuova scuola democratica*, Anicia, Roma, 2018

A.7. | A New Democratic School to limit the Post-democracy's power

257 Social media, education and democracy, towards new balances?

Rosario Ponziano |

Keywords: Education; Social Media; Democracy; School; Hate Speech

[Media (traditional and digital ones) are intimately intertwined with the dynamics of democracy. Already in the twentieth century, several authors have highlighted this link by bringing out different points of view regarding the influence of the media on public opinion, summarized in the double meaning of those who believed that they represented a form of progress of people and of whom, on the contrary, it considered them to be formidable tools of oppression and control (Sorice, 2000).

In this regard there are at least two aspects that needs to be underlined: the affirmation of communication and media and their centrality in many aspects of daily life; an idea of a spectator as a "passive" consumer.

With the onset and diffusion of digital technologies and the Internet, and in particular with the birth of social media based on participation and sharing, a style of horizontal communication has been accentuated, both in a conversational sense and as a possibility for anyone of publish content and make it accessible to everyone. The concept of (Social) Network Society (Boccia Artieri, 2012), explains well why living in a continuous state of connection has contributed to change our position in communication (from consumers to prosumers).

The new forms of production, distribution and consumption of content on the one hand represent unprecedented opportunities from a communicative and relational point of view, and on the other hand they create negative phenomena that constitute real violations of human rights and democratic values. The hate speech, for example, is a phenomenon in continuous expansion in Italy and indicates a kind of offense based on any discrimination (racial, political, religious, gender or sexual orientation, etc.) to the detriment of people or a social group (Roversi, 2006; Gagliardone et al., 2015; Zannoni, 2017), which is amplified through social media (Bennato 2015) involving, directly or indirectly, multiple connected audiences (Boyd & Ellison, 2008).

That having been said, what are the challenges for the world of education?

The increase in these phenomena refers to the advent of a new environment with which educational processes find themselves having to reckon, both to redefine the processes of personal training in relation to the centrality communication and media, both to understand the meaning of democracy in a complex society.

School, in particular, must take the responsibilities of these challenges and provide young people with the necessary digital skills, in order to face in a critical and constructive way the multiple stimuli and the numerous sources present on the Net (Calvani, 2001), declining the concept of digital citizenship in its main aspects: as a set of rights, as a set of responsibilities, as identity, as participation (Ardizzone & Rivoltella, 2007; Perfetti, 2015). To help turn the Web into a place that fosters respect for human rights and the principles of democratic participation, school should promote an idea of democracy not only as a form of government, but also as a "way of life" (Dewey, 1916), a way of being that requires sharing of values and solidarity.

Method

Theoretical studies based on the comparison between bibliographic sources

Outcomes (expected)

The new forms of production, distribution and consumption of content on social media, on the one hand represent unprecedented opportunities from a communicative and relational point of view, and on the other hand they create negative phenomena (such as hate speech) that constitute real violations of human rights and democratic values.

The increase in these phenomena refers to the advent of a new environment with which educational processes find themselves having to reckon, both to redefine the processes of personal training in relation to the centrality communication and media, both to understand the meaning of democracy in a complex society.

References

- Bennato, D. (2015). Sociologia dell'odio digitale e dello hate speech. Disponibile sul sito: <http://tecnoetica.it/2015/06/21/sociologia-dellodio-digitale-e-dello-hate-speech/>
- Boccia Artieri, G. (2012). Stati di connessione. Pubblici, cittadini e consumatori nella (Social) Network Society. Milano: FrancoAngeli.
- boyd, D., & Ellison, N. (2008). Social Network Sites Definition, History, and Scholarship. In «Journal of Computer-Mediated Communication», n. 13, 210-230.
- Calvani, A. (2001). Educazione, comunicazione e nuovi media. Torino: UTET.
- Dewey, J. (1916). Democracy and Education. In Dewey, J. The Middle Works 1899-1924, vol. 9. Carbondale: SIUP; trad. it. di E.E. Agnoletti e P. Paduano, Democrazia e educazione, Firenze: La Nuova Italia, 1992, a cura e con Introduzione di Alberto Granese.
- Gagliardone, I., Gal, D., Alves, T., Martinez, G. (2015). Countering online hate speech. Paris: UNESCO.
- Perfetti, S. (2015). Nuovi Media e Cittadinanza Digitale. La scuola del ventunesimo secolo come luogo per la democrazia. In « Ricerche di Pedagogia e Didattica – Journal of Theories and Research in Education», 10, 2, 131-142.

Rivoltella, P. C., & Ardizzone, P. (2007). La Media Education, fra tradizione e sfida del presente. In «New Media Education», anno LII, n. 15, 50-52.

Roversi, A. (2006). L'odio in Rete. Siti ultras, nazifascismo online, jihad elettronica. Bologna: il Mulino.

Sorice, M. (2000). Le comunicazioni di massa: storia, teorie, tecniche. Roma: Editori Riuniti.

Zannoni, F. (2017). Razzismo e xenofobia nei social network. La pedagogia interculturale tra tecnologie e nuove emergenze. In «Annali online della Didattica e della Formazione Docente» Vol. 9, n. 13, 214-229.

A.7. | A New Democratic School to limit the Post-democracy's power

374 Starting from marginality: a new challenge for democracies

Marco Manca |

Keywords: Marginality, Democracy, Education, Capabilities, Society

In the complex society, where the relationships, the ties and social systems are more and more liquid and, where, the human dimensions take new features, it's necessary to interpret and read again the social categories used to explain the concepts of democratic societies. According to Paulo Freire the oppressed are the social class liable for freedom. In our days, although with other definitions and different modes of interpretation, the oppressed can be related to the immigrants or all the outcasts who live at the margin of our societies. The democratic societies, taking into account recent analysis by Adela Cortina, intentionally promoted poorness as a control and preservation instrument for the economic and socio-political balances. It establishes a clear distinction between the people living in a democratic society, the upper classes, and who is a victim of the same society deprived of spaces of freedom. In this regard, Amartya Sen and Martha Nussbaum stress on the importance of the subject and his/her capabilities. The individual, aside from his/her economic situation, can develop useful tools to improve his/her own personal and social condition. This kind of empowerment enables the subject to achieve to the freedoms limited by the economic status. Boaventura de Sousa Santos proposes a non-hegemon, society which valorises all the aspects of marginality.

Method

The paper will carry out the analysis of these processes not only using statistic data but, through a deep recognition and exam of existential individual and collective dimensions.

Outcomes (expected)

The task is to create at the educational level strategies and practice to include marginality as well as to give new opportunities to democracy itself to explore ways and solutions to cope with social challenges. In this perspective, education offers tools and visions to interpret and re-define individuality.

References

Cortina A., Aporofobia el rechazo al pobre, PAIDOS, Barcelona, 2017.

De Sousa Santos B., Democratizzare la democrazia, Città Aperta, Trina, 2003.

De Sousa Santos B., Conocer desde el sur, Plural Editores, La Paz, 2007.

Freire P., La pedagogia degli oppressi, EGA, Torino, 2007.

Nussbaum M., Creare capacità, Il Mulino, Orio Litta, 2013.

Sen A., Lo sviluppo è libertà, Mondadori, Cles, 2018.

A.7. | A New Democratic School to limit the Post-democracy's power

538 Rethinking the relationship between school and family: a challenge for a new democratic school

Barbara Giullari | Alessandro Tolomelli | Fulvia Antonelli |

Keywords: Democracy, Relationship School/Family, Experiential Knowledge, Capabilty Of Voice

In the research prospective of the track, this proposal explores the role of the school to influence the society's democracy. Democracy is crucial in the formation of social values, political priorities as well as in the (development) construction of public knowledge and social reality. In the post-democracy, the consensus on common values is increasingly weak and the democratic institutions - including school – are discredited.

Therefore, the activation of social processes, aimed to recognize common good by the valorization of knowledge that arises by actors' experiences, is essential. This implies involving anyone people who get relevant knowledge from their experiences and daily lives in collective decision-making processes. As a consequence, democratic institutions should include both the recognition of a plurality of viewpoints and the possibility to de-construct and revise individual preferences. The proposed contribution originates by the main outcomes of Atoms & Co international project (Italy, Spain, Belgium) carried out by an interdisciplinary research team of University of Bologna. It aimed at creating devices to promote cooperation between educators, students, parents, and community partners to improve school and enhance students' learning opportunities. Effective family-school partnerships need to be based on mutual respect and acknowledgement of each other's assets and expertise; therefore, a culture of mutual trust and understanding between schools and families is essential. To that end, the researchers carried out plural actions to improve the knowledge about the main critical issues, expectations and possibilities of the relationship between school and family.

On the basis of main results of empirical work, the research team identified guidelines to create devices aiming at:

- filling parents' lack of knowledge, with regards to the school system;
- developing parent leaders and representatives, including parents in school decisions, supporting all parents' participation in school activities and governance (marginalised parents, in particular, need to be helped to take part in school decision-making processes);
- recruiting and organizing parents' help and support to students' learning, inviting parents to share their skills and expertise;
- identifying and integrating resources and services from the community to strengthen school programmes, family practices and to students' learning and development

Method

- Survey addressed to a sample of families in each investigated national context
- Focus groups and World Café® in each country to analyze the multiples aspects of the relationship between school and family
- Collection of best practices of school/family/community participation in each country.

Outcomes (expected)

- Enhance "capabilities of voice" of families, with a focus on disadvantaged families
- Redefine decision-making in school as a process of partnership, shared views and action toward shared goals
- Redefine community as all who are interested in and affected by the quality of education.

References

- Epstein, J. L. et al. (2009): *School, Family and Community Partnerships: Your Handbook for Action*, Thousand Oaks: Corwin
- Bonvin J. M. (et.al) (2017) *Towards a Critical Sociology of Democracy: The Potential of the Capability Approach*, *Critical Sociology* 1–16
- De Leonardis O (2009) *Conoscenza e democrazia nelle scelte di giustizia: un'introduzione*. *La Rivista delle Politiche Sociali* 3.

A.8. | Global citizenship competencies and sustainable development education

198 Teachers training on global citizenship and sustainable development education: teachers' difficulties and perceptions. Focus on "Get Up and Goals"! Project

Gabriella Calvano |

Keywords: Teachers Training, Education For Sustainable Development, Global Citizenship Education, Teachers' Difficulties, Teachers' Perceptions

Education can be at the origin of an important change for the society: for its values, its attitudes and behaviors that it induces and generates. What is needed is to promote responsible citizenship towards humanity and the planet, mainly because we live in a world that has become unique (Sen et al., 2006). Education has the task, therefore, to recover one of its priority objectives: 'cultivate humanity' (Nussbaum, 2006), so that everyone does not recognize belonging only to a group or a nation, but feels a citizen of a interconnected world. Global Citizenship Education can help people increase their knowledge, skills and behaviors to engage in individual and collective, or, local and global actions. The main goal of global citizenship education is to make sure that all people engage and participate, in everyday life, to build a more peaceful, fairer, more tolerant, safer, more inclusive, more sustainable world (UNESCO, 2016), as required by Agenda 2030 (UN, 2015).

However, building projects of global citizenship and education for sustainable development implies the development of skills for sustainability (Unesco, 2017) by teachers even before students, as well as interdisciplinary and transdisciplinary projects to be applied in the educational action daily.

Method

How much do the teachers take the perspective of complexity in their daily work? How do they perceive the interdisciplinary educational planning in a school where the programs are organized by subject? Is it easy to work with their colleagues in this perspective? Are education paths to global citizenship and sustainable development built exclusively from a disciplinary perspective perceived as effective?

To answer these questions we are implementing a phenomenological empirical study. In particular, a series of interviews are being conducted with 27 teachers of Secondary Schools who are participating in the European Project "Get Up and Goals", coordinated in Italy by the National Committee for the Development of Peoples (CISP) in 12 European countries by 14 NGOs, with the participation of Local Authorities, Universities and all the Ministries of Education of all the countries involved. The general aim is the strengthening of the Sustainable Development Goals in school subjects, in the perspective of education towards the global citizenship..

Outcomes (expected)

The analysis of the first data collected among teachers are the following:

- They have difficulties to manage the daily didactics in the perspective of its complexity and interdisciplinarity and above all they do not often find it easy to deal with the global citizenship and the sustainable development within everyday issues.
- They cannot easily interact with their colleagues in a multidisciplinary perspective and implementing their learning units related to the themes of global citizenship and sustainable development.
- They recognize the need to develop skills for sustainability but they perceive that they will not be able to successfully implement them in their profession.

References

- Sen A., Fassino P., Maffettone S. (2006). Giustizia globale. Milano: Il Saggiatore.
- Nussbaum M. (2006). Coltivare l'umanità. I classici, il multiculturalismo, l'educazione contemporanea, trad. it. S. Paderni. Roma: Carocci.
- UNESCO (2016). The ABCs of Global Citizenship Education. Paris: Unesco Publishing.
- UN (2015). Transforming our world: the 2030 Agenda for Sustainable Development, New York.
- UNESCO (2017), Education for Sustainable Development Goals: learning objectives. Paris: Unesco Publishing.

A.8. | Global citizenship competencies and sustainable development education

221 Developing Global Citizenship Competences through an intercultural school project "Connecting Worlds"

Areta Sobieraj | Begoña Carmona Honorato |

Keywords: Global Citizenship Education, Global Competences Evaluation, Teaching Resources And Training, Itc, Plurilinguism

Connecting Worlds is an intercultural, cooperative learning, Global Citizenship Education project for schools, which combines blended classroom activities, service learning with networking among students between the ages of 6 and 17. Students participate from different countries and work together in age groups through an online multilingual platform which is available in 8 languages. Each year, a specific issue is tackled, related to the 2030 Agenda and is explored from a glocal perspective. Local solutions to global problems are identified and initiated by students as a result of their learning. Global competences for students and teachers are fostered, monitored and evaluated throughout considering both the OECD PISA global competence framework as well as national frameworks in three European countries.

Method

Connecting Worlds runs for approximately 12 weeks, starting with a teacher training module which provides support and cross curricular teaching resources on Global Citizenship Education, global competencies as well as the theme of the year. The core classroom activities then begin. Over 9 weeks a series of classroom activities are shared on the innovative online platform. Each class belongs to a group of 15 classes from different countries of the same age. Students work collaboratively and democratically, co-creating their individual learning process of discovery, reflection and analysis, which invites them to address and engage with their community needs as informed and responsible citizens.

Outcomes (expected)

Approximately 10,000 students each year are more aware and understand better the importance of democratic and peaceful intercultural dialogue to actively address the SDG's locally with a global vision. Around 300 teachers are trained in Education for Global Citizenship methodologies and contents (knowledge) that promote critical, collaborative and transformative education. At the end of the project, each participating class actively addresses a glocal issue in their school and/or local community in order to raise awareness about a problem and intervene where possible with concrete solutions. Participating teachers and students use ICT and languages to communicate with other schools across the world. Global Competences are fostered, monitored and evaluated throughout the school year.

References

<http://www.conectandomundos.org/>

Galiero M., Grech W., Kalweit D., eds (2009) Global Citizenship Education - The school as a foundation for a fair world. CIDAC

Surian A., Berbeglia P., Delrio P., Vanoni F., eds. (2018), "Strategia Italiana per l'Educazione alla Cittadinanza Globale", http://asvis.it/home/46-2707/benvenuti-nel-21-secolo-ecco-la-strategia-per-educare-alla-cittadinanza-globale#.W_FTEeLSLIU

A.8. | Global citizenship competencies and sustainable development education

249 Intercultural assessment protocol: assessing and enhancing intercultural competence of international student mobility in secondary school

Mattia Baiutti |

Keywords: Intercultural Competence, International Student Mobility, Assessment, Secondary School, Global Citizenship

[Nowadays, global citizenship (GC) is the school core mission. International student mobility is one way to reach this mission. Indeed, according to the main international literature, these experiences abroad are expected to develop one of the main competencies of GC, namely intercultural competence (IC). However, according to several empirical researches, during the assessment process of returnees' learning outcomes, teachers

consider only disciplinary competencies. This teachers' practice might have, at least, two explanations: (i) teachers are not familiar with the concept of IC and (ii) ways to assess it. Bearing in mind this situation, in this paper, I will try to answer to the following research question (RQ): what might be the tools – within the secondary school – to assess and enhance the IC of returnees who participated in an annual program of individual student mobility?

Method

In order to answer to the RQ, a qualitative research was conducted between 2016 and 2018 with a multimethod approach (focus groups, questionnaire surveys, observations, individual SWOT analysis and researcher's diary). The empirical study involved 113 high school teachers from all parts of Italy and an international group of 29 experts. The data analysis followed mainly the principles of thematic analysis; however, for the questionnaires, a statistical analysis was adopted.

Outcomes (expected)

Among several implications for the academic research, schools and the Ministry, the main outcomes/contributions of this empirical research are twofold: (i) to have designed and proposed a contextualized protocol (tools and an assessment rubric) – called Intercultura assessment protocol - to assess the IC of 16-17 year-old students after their participation in a year-long international mobility programme within the Italian school context; (ii) the Intercultura assessment protocol is not only a tool to assess returnees' IC, but also to enhance it.

References

- Baiutti, M. (2017). *Competenza interculturale e mobilità studentesca. Riflessioni pedagogiche per la valutazione*. Pisa: ETS.
- Baiutti, M. (2018a). Fostering assessment of student mobility in secondary schools: indicators of intercultural competence. *Intercultural Education*, 1-22.
- Baiutti, M., & Paolone, A. R. (2018). Il valore pedagogico interculturale del diario di bordo durante la mobilità studentesca internazionale individuale: la prospettiva degli insegnanti. *Encyclopaideia*, 22(52), 55-72.
- Castoldi, M. (2016). *Valutare e certificare le competenze*. Roma: Carocci.
- Council of Europe (2018). *Reference Framework of Competences for Democratic Culture, Volume 1: Context, concepts and model*. Strasburgo: Consiglio d'Europa.
- Deardorff, D. K. (2006). Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization. *Journal of Studies in International Education*, 10(3), 241-266.
- Deardorff, D. K. (2015). *Demystifying outcomes assessment for international educators: A practical approach*. Sterling: Stylus.
- Ruffino, R. (2002). Intercultura e la pedagogia degli scambi. In L. Grossi & S. Serra (Eds.), *Mobilità studentesca e successo formativo* (pp. 78-79). Roma: Armando.
- Ruffino, R. (2012). Intercultural education and pupil exchanges. In J. Huber (Ed.), *Intercultural competence for all. Preparation for living in a heterogeneous world* (pp. 63-94). Strasburgo: Consiglio d'Europa.]

A.8. | Global citizenship competencies and sustainable development education

259 Work-Based Learning, Global Society and the School as engaged in Political-Ethical Socialization

Luisa Aiello |

Keywords: Global Citizenship Education, Upper Secondary School, Work Based Learning, Reflectivity, Social Complexity

The Knowledge-Based Society requires educational systems to train subjects who can handle the uncertainty resulting from a weakening routine and cooperate with the different cores of the symbolic power, by exercising reflectivity in order to contribute to a changing world (Cresson e Flynn, 1996; UNESCO, 2005). The new labour market which takes shape over the next years (World Economic Forum, 2018) holds both challenges and opportunities. The latters are creating a large variety of emerging job roles and are transforming the demand for skills towards high soft skills, character skills and people uniquely human capabilities. For governments a relevant intervention point is to upgrade educational policies aimed at preventing not only unemployment but

the increase in new forms of inequality. Work-Based Learning provides the possibility to experience working environments. This is an excellent strategy to acquire a wide range of soft skills, transversal competences and attitudes otherwise difficult to be acquired, with a focus on the person rather than on the worker (European Training Foundation, 2013). However, it is essential to identify the specific value of the relationship with workplace environment and with the logics of competences to provide people with tools to enable their reasoning about the future, to address ethical-political socialisation in a democratic and in a global sense.

Method

This contribution interprets the different orientations concerning the educational potential of Work-Based Learning in the upper secondary school as an expression of different “theories” of the social complexity and meets some of the research goals included in the Project “Modelli Innovativi di Alternanza Scuola Lavoro” – carried out by the National Institute for Documentation, Innovation and Educational Research (INDIRE) within the 2014-2020 National Operational Programme “Per la scuola competenze e ambienti per l’apprendimento” - through a field research carried out by using mainly official documents, questionnaires and focus groups for the analysis of case-studies (i.e. school-work alternation programs created by the Italian upper secondary schools of any areas, from 2016/17 to 2018/19, to pursue the education for competences of global citizenship and sustainable development).

Outcomes (expected)

Focusing on the development of high skills necessary to participate in the life and in the work of the twenty-first century, Global Citizenship Education is a good way for addressing ethical-political socialisation in a democratic sense; it also can derive highly effective transformative outcomes from teaching strategies based on work and experience. The “School-Work Alternation” experiences examined can train not only competences adjusted to current work and social contexts, but can also enhance the learner’s ability to be ethically responsible and engaged in developing the future.

References

E. Cresson, P. Flynn, Libro Bianco Insegnare e apprendere. Verso la società conoscitiva, European Commission, Luxembourg, The Publications Office of the EU, 1996, Retrieved from http://www.mydf.it/DOC_IRASE/librobianco_Cresson.pdf

European Training Foundation, Work Based Learning: benefit and obstacles. A literature review for policy makers and social partners in ETF partner countries, 2013. Retrieved from: <https://www.etf.europa.eu/en/publications-and-resources/publications/work-based-learning-benefits-and-obstacles-literature>

UNESCO, Towards Knowledge Societies, 2005. Retrieved from: <https://unesdoc.unesco.org/ark:/48223/pf0000141843>.

World Economic Forum, The Future of Jobs Report 2018, www.reports.weforum.org/future-of-jobs-2018/

A.8. | Global citizenship competencies and sustainable development education

338 Italian Schools and Sustainable Development. A Network Approach: the Italian Case Study.

Gloria Fiorani | Chiara Di Gerio | Loris Vergolini |

Keywords: Education, Sustainable Development, Educational Institutions, Network Approach, 2030 Agenda

Over the years, the attention to Sustainable Development has become increasingly important. This is shown by the growing number of events and initiatives organized on a national level, the multiplication of university courses and educational insights in schools, the increase in the number of debates and political interventions on the subject. But this is not just a matter of numbers, but also of increasing sensitivity and awareness. It is, after all, there for all to see the need to undertake a transformation process capable of combining economic growth, rights and social integration and protection of the natural environment. Great goals such as those required by this new paradigm of Sustainable Development cannot be considered achieved if cultural, social and ethical resources are not activated, and the creation of networks between the actors is not promoted.

The aim of this paper is, first of all, to describe the role of educational institutions for Sustainable Development. The school must put forward the change that is taking place, as well as, be an incubator of innovative teaching methods in which sustainability is the keystone in which all aspects of school life are addressed. The school, along this path, which is virtuous but absolutely tortuous, is the main driving force behind the pursuit of the training objectives identified as priorities by the various national and international entities, such as equality, inclusiveness, the culture of the exchange of ideas and knowledge between public and private realities.

For this reason, after a detailed literature review on Education and Sustainability relationship, this paper aims to define the basics of a theoretical framework useful to understand the importance of the network approach to achieve a sustainable growth. Given the objective of this work, in the final part of the chapter, in fact, it is highlighted how the need to meet common objectives (among the schools) of concretization of the outgoing students, staff training and improvement of the quality of services provided in the perspective of sustainability, has led to the creation of a network of schools, ReSS - Network of Schools for Sustainable Development - as one of the first experiences of coordination and sharing between Italian schools, of different order and degree, committed to the issues of social responsibility and environmental sustainability.

Method

In this paper the case study method is used. This method allows to understand the state of art of the Italian educational landscape and to know an early example of network approach in education field.

Outcomes (expected)

The main outcome is to highlight the commitment that schools are implementing in the achievement of Sustainable Development Goals, through a network approach.

References

- Calvano G. (2017). *Educazione allo Sviluppo Sostenibile*, Aracne Editrice, Roma
- Carayannis E.G. & Campbell D.F.J. (2010). Triple Helix, Quadruple Helix and Quintuple Helix and how do knowledge, innovation and the environment relate to each other? A proposed framework for a trans-disciplinary analysis of sustainable development and social ecology. *International Journal of Social Ecology and Sustainable Development*, 1(1), 41–69.
In <http://www.igi-global.com/bookstore/article.aspx?titleid=41959>
- Dewey J., (2014). *Esperienza ed educazione*, trad. it. E. Codignola Raffaello, Milano
- Fiorani G. & Di Gerio C. (2016). *Valutazione di impatto multidimensionale del Giubileo della Misericordia*, in Tramontano A. (ed.) (2016). *Giubileo Straordinario della Misericordia: L'esperienza della Segreteria Tecnica per il Giubileo*, Segreteria Tecnica per il Giubileo.
- Fiorani G. & Di Gerio C. (2018). *The Italian Public Administration and the 2030 Agenda: a best practice event*. In *Strategica 2018. Challenging the Status Quo in Management and Economics*, Bucarest
- Fiorani G., Meneguzzo M. & Jannelli R. (2012). *CSR 2.0 proattiva e sostenibile. Tra mercati globali gestione della crisi*, Egea, Milano
- Fondazione Educazione e Sviluppo (FES) e Fondazione svizzera d'Educazione per l'Ambiente (FEA), in collaborazione con UNESCO (2009). *Agire per il futuro. Global Education*, Bluches. In http://www.globaleducation.ch/globaleducation_it/resources/XY/InseritoScuola_293.pdf
- Wals A.E.J. (2009). *Review of Context and Structure for Education for Sustainable Development: Learning for Sustainable World*, UNDESD 2005-2014, UNESCO, Parigi. In unesdoc.unesco.org/images/0018/001849/184944e.pdf
- Wals A.E.J.&Corconan P.B. (2012). *Re-orienting, re-connecting and re-imagining: learning-based responses to challenge of (un)sustainability*. In ID., *Learning for sustainability in times of accelerating change*, Wageningen Academic Publishers, Wageningen

A.8. | Global citizenship competencies and sustainable development education

380 The AFS-Intercultura Educational project: pupil exchanges to develop intercultural competence global citizenship.

Andrea Franzoi |

Keywords: Intercultural Competence , Global Citizens, Internationalisation Of Schools, Volunteers, Learning To Live Together

Intercultura is a non-profit volunteer-led educational organisation promoting the development of the 21st century intercultural skills, knowledge and understanding needed to become active global citizens and create positive change for a more just and peaceful world. Since 1947 Intercultura and its 60 partners in the world (affiliated to AFS Intercultural Programs) chose long term school exchanges as a way to help people (students, families and teachers) learning to live together and to support the internationalisation of school systems in an increasingly globalized world.

Method

AFS and Intercultura have developed a methodology to combine the immersion experiences of students, families and teachers with structured learning and reflection. Students are placed in host families, attend local schools and become part of a new cultural context. Students are prepared for their experience abroad with a rigorous non formal education program based on 16 educational goals and focused on four levels of development: personal values and skills; interpersonal relationship building; intercultural knowledge and sensitivity; global issues awareness. The preparation of the students starts from the selection process, has a focus before the departures with an orientation course and is supported during the experience through learning reflection meetings and a counselling offer. After the return to the home country, Intercultura offers a re-entry orientation with the methodology of the narrative approach. In all stages both the sending and the hosting family are supported with reflection exercises through a non formal education program. AFS's educational methodology is: transformative; goal-based; combines immersive experiences with structured learning; non-formal (a complement to the classroom); experiential; lifelong.

Outcomes (expected)

The AFS-Intercultura Learning journey is a lifelong experience with a defined starting point and regular milestones, but not a true end date. Students, families and teachers – as well as the volunteers of the organization – are constantly learning. All the actors involved in the Educational project of AFS-Intercultura work in a progressive, developmentally designed manner to become interculturally competent, responsible global citizens and agents of positive social change.

References

Cornelius Lee Grove (1989), "Orientation Handbook for Youth Exchange Programs"

Jacque Delors (1996), "Learning: a treasure within", A Report to Unesco ...,

Roberto Ruffino (2004), "Incontri che cambiano il mondo"

MIUR (2013), "Linee di indirizzo sulla mobilità studentesca internazionale individuale", Nota 10 aprile 2013, prot. 843

Council of Europe (2016), "Competences for democratic culture – Living together as equals in culturally diverse democratic societies"

A.8. | Global citizenship competencies and sustainable development education

591 Education in nature: building a future

Maja Antonietti | Fabrizio Bertolino | Monica Guerra |

Keywords: Education, Nature, Learning, School, Literature Review

A renewed and intense attention for educational experiences in nature can be found in recent Italian literature (Oliverio & Oliverio Ferraris, 2011; Bertolino & Perazzone, 2012; Malavasi, 2013; Bardulla, 2014; Farnè, 2014; Schenetti et al. 2015; Guerra, 2015; Chistolini, 2016; Antonietti & Bertolino, 2017; Mortari, Mussini, 2019), according with the Northern European tradition about outdoor studies (Humberstone, Prince, Henderson, 2016; Waller, Arlemalm-Hagsée, Hansen Sandseter, Lee Hammond, Lekies K. 2017).

In Italy in the last 15 years at least, apart from territorial innovative experiences, the teaching experience has been mostly located indoors, and this concerns every school level, starting from early childhood. This element

represents a problematic node for several reasons: the well-being of teachers and pupils act also in outdoor and removing these experiences for children and young people has several repercussions for a “bubble wrap generation” (Malone 2007) in line with Louv reflection (2005). The indoor, although highly equipped, does not offer what the outdoor, even the natural environment, can offer: reducing concreteness, direct experimentation of the learning experiences and the building of a biophilic attitude (Barbiero, Berto, 2016). The advantages of being in nature are various: skills and competences, social dimension, physical, global wellbeing, development of a greater awareness of the environment (Raith and Lude, 2014). A renewed school needs to go out of doors, to promote experiences in the environment, using natural material and natural context as learning tools, thinking how to give a future to our planet. Several studies demonstrate that learning achievement grows when children attend wilderness, experiences in nature and outdoor learning

experiences. This contribution will present an international systematic review about researches that investigate learning achievement when pupils are involved in outdoor experiences; putting in evidence the main crucial point about

promoting school experiences in outdoor and connecting these elements by using example from some Italian school experiences (Antonietti, Bertolino, 2017; Guerra, Antonacci, 2018; Schenetti, 2018). Attention will also given to teacher training for building new competences to support pupils learning experiences in nature. Some references

Antonacci F., Guerra, M. (eds) (2018), *Una scuola possibile. Studi ed esperienze intorno al Manifesto Una scuola*. Milano: Franco Angeli.

Antonietti, M., Bertolino, F. (eds) (2017). *A tutta natura! Nuovi contesti formativi all'aria aperta per l'infanzia di oggi*. Parma: Junior-Spaggiari Edizioni.

Bardulla, E. (2014). *Educare a prendersi cura dell'ambiente nella scuola dell'infanzia*. In A. Bobbio & E. Musi (eds), *Linee guida per nidi e scuole dell'infanzia* (pp. 43-68). Brescia: La Scuola.

Farnè, R. (2014). *Outdoor education. L'educazione si-cura all'aperto*. Parma: Junior-Spaggiari Edizioni.

Guerra, M. (ed) (2015). *Fuori. Suggestioni nel rapporto tra educazione e natura*. Milano: Franco Angeli.

Humberstone, B., Prince H. & Henderson, K. (2016). *International handbook of outdoor studies*. London: Routledge.

Raith, A. & Lude A. (2014). *Startkapital Natur. Wie Naturerfahrung die kindliche entwicklung fördert*. München: Oekom.

Schenetti M. (2018). *Introduzione al volume Sporchiamoci le mani*. Trento: Erickson.

Waller T., Arlemalm-Hagsée E., Hansen Sandseter E.B., Lee Hammond L. & Lekies K., *The Sage handbook of outdoor play and learning*, London: Sage.

A.8. | Global citizenship competencies and sustainable development education

618 Civic and citizenship Education and sustainable development in the teacher training

Olga Bombardelli |

Keywords: Civic And Citizenship Education, Sustainable Development, Teacher Training

Sustainable Development seems to be no longer an option; it is a new effective way in developing citizenship, and of participating in democracy. However, this practice is far from being fully consistent or universally accepted, especially in the initial teacher training. There is only a slight interest in introducing the education for citizenship in the teacher training. According to the Brundtland Report. “Sustainable development means development that meets the need of the present without compromising the ability of the future generations to meet their own needs” (Brundtland, 1987, p.43).

The role of school is consistent in preparing young people for their role of citizens in the global era: school ethos, classroom climate, school participation, citizenship norms have a high correlation with civic and social engagement. Teaching methods and tools, particularly schoolbooks, are very important in the formal education. The (initial and in service) training of teachers in this field should be a major goal of educational policies of all countries. This paper undertakes an analysis of the preparation for teaching civic and citizenship education in

the teacher initial training in 5 European countries: Italy, Austria, Sweden, Spain, Latvia, and offers suggestions for a high quality teacher training.

Method

The work is based on international documentation; the most important reference point is the UNESCO work (the goals 2030) for Sustainable Development. For the comparison among countries I use national official documents and some international surveys, as IEA ICCS and Eurydice, besides the studies of scholars in this field.

Outcomes (expected)

Increasing of awareness for sustainable development, for civic and citizenship education. Building competence and influencing decision makers (Ministry, Universities) for introducing the education for citizenship in the teacher training. Encouraging further research in this field.

References

Brundtland G. H. (1987) World Commission on Environment and Development: Our Common Future, WCED)
Schulz, W., Ainley J., Fraillon J., Losito B., Agrusti G. (2017). IEA International Civic and Citizenship Education Study 2016 Assessment Framework <https://link.springer.com/content/pdf/10.1007%2F978-3-319-39357-5.pdf>
Sterling, S. (2012). The Future Fit Framework: An Introductory Guide to Teaching and Learning for Sustainability in HE, http://www.heacademy.ac.uk/assets/documents/esd/The_Future_Fit_Framework.pdf.
United Nations. (2015). Transforming our world: the 2030 Agenda for Sustainable Development. Resolution adopted by the General Assembly on 25 September 2015. Retrieved from <https://sustainabledevelopment.un.org/post2015/transformingourworld>.

A.8. | Global citizenship competencies and sustainable development education

653 Developing global citizenship at school: formal and informal learning experiences in a global-Italian project

Giovanna Barzani | Lorenzo Raffio | Claudia Regazzini | Rossana Quarta |

Keywords: Sustainable Development Goals, Urban Space, Triological Learning Approach, Global Citizenship, Informal Learning

This paper presents a case study concerning a participatory project where global citizenship education was implemented through learner-centred activities and reflective practice supported by various technologies. The aim is to develop students' sense of responsibility and participation in the global world through direct involvement in their environment and community.

Method

The "Dialoghi in piazza" project started in 2017. Currently it involves about 250 students and 20 teachers (from primary to upper secondary schools), engaged in studying the "square" and its meanings and tackling the degradation of an important square in the city of Rome, thus planning and possibly implementing improvements with the support of the local community, and of artists/experts in various fields. The project develops through a MOU with the municipality (Il Municipio, Roma Capitale) and a range of stakeholders. Since 2019, it participates in the pilot project MACRO-ASILO - run by the MACRO museum and aimed at connecting the world of art with the city life and needs. It is also included in the "working sites" of the Rome Rebirth Forum promoted by the world-known artist Michelangelo Pistoletto. Using a triological learning approach the project provides students with opportunities to work and share the development of their products (research, plans, videos etc. concerning the square) exploiting the museum's spaces, tools and audiences. Students work on concrete, sharable objects, benefiting from inspirations from artists, architects and thinkers committed to implement Pistoletto's "third paradise" methodology, encouraging people to care about their territory, and inviting "everyone to take personal responsibility in the global vision". "Dialoghi in piazza", therefore expands its goal - improving a deteriorated site - to a broader focus on active learning about urban spaces, their implications and needs. It offers an open and dynamic approach to the practice of Sustainable Development Goals/Targets such as, in particular: 4.7 Education for sustainable development and global citizenship, 11.7 universal access to safe, inclusive and

accessible, green and public spaces, 16.6 developing effective, accountable, transparent institutions at all levels, 16.7 ensuring responsive, inclusive, participatory and representative decision-making at all levels.

Outcomes (expected)

The use of technology in the activities makes available a repository of videos, written texts and artefacts from students and teachers that provide several opportunities to investigate ongoing practice and shed light on crucial issues concerning formal/informal learning about global citizenship at school. We will draw on the analysis of these evidences, as well as on thick descriptions from field observations, to make sense of the experience in progress and to derive critical interpretations and hints that may support practice in other contexts.

References

Banks, J. A. (2009). Diversity and Citizenship Education in Multicultural Nations. *Multicultural Education Review*, 1(1), 1-28.

Barzanò, G., Cortiana, P., Jamison, I., Lissoni, M., & Raffio, L. (2017). New means and new meanings for multicultural education in a global-Italian context. *Multicultural Education Review*, 9(3).

Gee, J. (2017). Identity and diversity in today's world. *Multicultural Education Review*, 9(2), 83-92.

Riley, K. (2017). Re-Creating Schools as Places of Belonging: The Art of Possibilities. Retrieved from <http://thestaffcollege.uk/publications/re-creating-schools-as-places-of-belonging-the-art-of-possibilities/>.

A.8. | Global citizenship competencies and sustainable development education

695 Global citizenship and education for sustainable development as a stumbling block in Italian teachers training

Maria Chiara Pettenati |

Keywords: Teachers Training, Sustainable Development Education, Agenda 2030, National Policy

The 2017/2018 school year saw the launch of the Memorandum of Understanding signed by the Italian Ministry of Education (MIUR) and the Italian Alliance for Sustainable Development. Its purpose is "Promote the dissemination of a culture of sustainability in view of implementing the objectives of sustainable development of the 2030 Agenda". One of the main actions envisaged by this protocol relates to the teachers training and its application represents an effective example of the operationalization of a policy aimed at pursuing the objectives of Target 4.7 of the Agenda. The pursuit of this target has a fundamental role in the design of effectiveness for the pursuit of the objectives whole Agenda, as advocated by international research: a 2016 study conducted on 18 countries demonstrates how Education for Sustainable Development (ESS) has an impact on the quality of education due to its intrinsic interdisciplinary nature and to the use of active pedagogies needed to develop global citizenship skills. With regard to the training of both newly qualified and in-service teachers, the application of this policy has been implemented since 2017/18 through a nation-wide training offer. In this contribution we describe some of these nation-wide initiatives aimed at newly qualified and in-service teachers and we provide elements for the impact analysis on the application of such national policies.

Method

Elements useful for a broader impact analysis of teacher training measures will be illustrated starting from the application of the SROI methodology (Social Return on Investment) on the national training of newly hired teachers. A qualitative reading from a sample of the texts and documentation images of the sustainable development education laboratories will also be used together with the reflection on the application of the visual analysis methodology used in the courses with the teachers.

Outcomes (expected)

The research outcomes provide elements for the impact analysis on the application of newly qualified and in-service teachers training of national policies related to sustainable development education so as to inform further intervention perspectives.

References

- De Maurissens, I., Pettenati, MC, (2019) Educazione allo sviluppo sostenibile per insegnanti, Ispirare l'innovazione sostenibile nella scuola. Stakeholder Engagement e Progettazione Partecipata per la creazione di valore condiviso Scuola-Territorio a cura di Fiorani, G, La Bara, L., Egea
- De Maurissens, I., Losacco, G. (2017), The visual analysis method as an approach for professional development of schools leaders. MED Media education Studi e Ricerche, Erickson
- Laurie, R., Mckeown, R., Nonoyama-Tarumi, Y., Hopkins, C. (2016) Contributions of Education for Sustainable Development (ESD) to Quality Education: A Synthesis of Research, Journal of Education for Sustainable Development 10(2)
- MIUR, ASVIS. (2016) Protocollo di Intesa MIUR-ASVIS
- Nicholls J., Lawlor E., Neitzert E. , Goodspeed T et al, (2009) SROI Guida al Ritorno Sociale sull'Investimento SROI, Human Foundation.

A.9. | Teaching to teach Social and Civic Competences in Italy

125 Teaching for Tomorrow: Teacher education for an uncertain future

Simon N. Leonard | Bruce White | Denise Macgregor |

Keywords: Work Integrated Learning, Embodied Learning, Stem, Epistemic Fluency, Social And Civic Competencies

Globally, education systems are emerging from the neoliberal reforms of the last few decades with a validity problem. That is, while our systems have become very good at reliably achieving 'learning outcomes', it is far from clear that the outcomes being produced are those actually required in a world of rapidly transforming social and industrial arrangements. In the context of such rapid change, the outcomes that will be required in the future are even more uncertain. Preparing professionals, including teachers, to work in this dynamic context is a new challenge for higher education. In reporting on a project called Teaching for Tomorrow, this paper will argue that the development in new professionals of epistemic fluency (Markauskaite & Goodyear, 2017), or the capacity to shift between and 'work with' the knowledge frames of different communities of practice will be a key part responding to this challenge. Further, it will argue that the development of such fluency is best supported by learning models that account for the dynamic nature of professional expertise and which ground learning in experiences, environments and embodied action (Hutchins, 2010; Smith, 2005). Teaching for Tomorrow is a work-integrated learning program at the University of South Australia that provides final year pre-service teachers an experience within a STEM (science, technology, engineering and mathematics) industry from aerospace to food production. During the industry experience the pre-service teachers work to identify a challenge or tension within the industrial setting and then translate that experience into educational action that is delivered with partner schools. In the process, the pre-service teachers engage in authentic, enacted and embodied experience of applying social and civic competencies alongside technical and process knowledge in enterprise settings that are at the forefront of the fourth industrial revolution.

Method

This paper will summarise the theoretical and programmatic development of the Teach for Tomorrow program. It will then provide an analysis of the engagement by pre-service teachers in epistemic work during the program. The data for this analysis includes interviews and natural work products collected over the first two years of the project.

Outcomes (expected)

The paper will provide directions for future educational design and research for promoting the development of social and civic competencies in work integrated learning courses in higher education courses.

References

- Hutchins, E. (2010). Cognitive ecology. *Topics in Cognitive Science*, 2(4), 705–715. doi:10.1111/j.1756-8765.2010.01089.x.
- Markauskaite, L., & Goodyear, P. (2017). Epistemic fluency and professional education: Innovation, knowledgeable action and actionable knowledge (Vol. 14). Dordrecht: Springer Netherlands, Dordrecht.
- Smith, L. B. (2005). Cognition as a dynamic system: Principles from embodiment. *Developmental Review*, 25(3–4), 278–298. doi:10.1016/j.dr.2005.11.001.

A.9. | Teaching to teach Social and Civic Competences in Italy

302 Inclusive approach and Authentic Assessment: the ARCA model

Davide Capperucci | Ilaria Salvadori |

Keywords: Authentic Assessment, Rubrics, Key Competences For Citizenship

Within the school curriculum in many European countries the competences have assumed a central role and it becomes important to develop methodological models to certify students' learning outcomes. In the recent review of key competences by the European Parliament (Recommendation of 22/5/2018), greater relevance is given to social and civic competences, now unified in «citizenship competences», from an inclusive

point of view and participation in the democratic culture which students have to be trained to. What could be the role and contribution of evaluation to the training of the aware citizen, also through the development of the idea of «global citizenship» (PNFD 2016-2019) inside the national document of certification of achievements in primary and lower secondary Italian schools?

The need for a citizenship education, with its cross-curricular status, is declined in the forms of «authentic learning» or learning connected to real life (Eurydice, 2017), where competences can be evaluated accordingly. The theoretical model we assume here as a reference point is Authentic Assessment. As written by McClelland (1994), Gardner (1992), Glaser and Resnick (1989) it points to develop multidimensional methods of assessment able to overcome the rigidity that, sometimes, is attributed to the testing assessment. The task of evaluation is to provide information on the processes that generate learning and how the knowledge acquired is put into practice through effective behaviors. Learning is seen as a product of contextualized knowledge, transferable in similar situations of use (near transfer) (Worthen, 1992; Chase, 1999, Wiggins, 1990). It also allows to collect information related to the capacity of critical thinking, problem solving, metacognition, working efficiency and reasoning (Arter & Bond, 1996), through the so-called «authentic tasks» or «reality tasks» (Archibald & Newman, 1988; Shepard, 1991; Stiggins, 1994; Wiggins, 1993), that require the use of internal capabilities and knowledge, skills and competences that students have learned at school or in other non-formal/informal educational contexts.

The Italian Ministry of Education has elaborated a national experimental document of certification of achievements schools have found difficulties with. The ARCA Model (Assessment, Rubrics, Certification of Competences Model), designed and tested by the University of Florence with a network of Tuscan schools in a pilot project funded by the Regional School Office, was created to respond to this need. It has brought to the construction of specific descriptors, articulated on 4 levels of mastery, able to describe the quality of students' performances through rubrics.

Specific procedural criteria have been defined to support teachers' work. This methodology has brought to the description of all the competences provided by the national core curriculum promoting among teachers in the sample a more conscious and transparent use of the certification of achievements.

As indicated by several authors (Goodrich, 1996; Danielson & Hansen, 1999; McTighe & Wiggins, 2004) the rubrics are functional not so much to find a score or a final mark, as to describe through specific competence indicators and descriptors what students are able to do in performance tasks. This action-research has led to identify some guidelines for the certification of achievements.

References

- Archibald, D.A., & Newman, F.M. (1988). Beyond standardized testing: Assessing authentic academic achievement in secondary schools. Washington DC: National Association of Secondary School Principals.
- Arter, J., & Bond, L. (1996). Why is assessment changing. In Blum, R.E., & Arter, J.A. (Eds.) (1996). A handbook for student performance assessment in an era of restructuring. Alexandria (VA): Association for Supervision and Curriculum Development.
- Bennett, R.E., Jenkins, F., Persky, H., & Weiss A. (2003). Assessing complex problem-solving performances. *Assessment in Education: Principles, Policy and Practice*, vol. 10, n. 3, November, 347-365.
- Brooks, J.G., & Brooks, M. (1999). The case for constructivist classrooms. Alexandria (VA): Association for Supervision and Curriculum Development.
- Brown, J.S., Collins, A., & Duguid, P. (1996). Situated cognition and the culture of learning. In McLellan, H. (Eds.) (1996). *Situated learning perspectives*, Englewood Cliffs (NJ): Educational Technology Publications.
- Chase, C.I. (1999). *Contemporary Assessment for Educators*. Reading (MA): Longman.
- Creswell, J.W., & Plano Clarke, W.L. (2011). *Designing and conducting mixed methods research*. Thousand Oaks: Sage Publication.
- Danielson, C., & Hansen, P. (1999). *A collection of performance tasks and rubrics*. Larchmont (NY): Eye On Education.
- Darling-Hammond, L. (1994). Performance assessment and educational equity. *Harvard Educational Review*, 64, (1).

- Gardner, H. (1992). Assessment in Context: The Alternative to Standardized Testing. In Gifford, B.R., & O'Connor, M.C. (1992). Changing Assessments. Alternative Views of Aptitude, Achievement and Instruction. Boston: Kluwer Academic Publishers.
- Glaser, R., & Resnick, L.B. (Ed.) (1989). Knowing, learning and instruction: Essays in honor of Robert Glaser. Hillsdale (NJ): Erlbaum.
- Goodrich, H. (1996). Understanding rubrics. Educational Leadership, 54, (4).
- Gredler, E. (1999). Classroom Assessment and Learning. Reading (MA): Longman.
- Hart, D. (1994). Authentic assessment. A Handbook for Educators. Menlo Park (CA): Addison-Wesley.
- McClelland, D.C. (1994). The knowledge testing-educational complex strikes back. American Psychologist, 1.
- McTighe, J., & Wiggins G. (2004). Understanding by design. Professional development workbook, ASCD, Alexandria (VA): Association for Supervision and Curriculum Development.
- OECD (2002). The definition and selection of key competencies (DeSeCo): theoretical and conceptual foundations, Strategic paper, 7 ottobre 2002.
- Shepard, L.A. (1991). Psychometricians' beliefs about learning. Educational Researcher, 20.
- Stiggins, R.J. (1994). Student-centered classroom assessment. New York: Macmillan.
- Wiggins, G. (1990). The case for authentic assessment. Practical Assessment, Research & Evaluation, 2, (2).
- Wiggins, G. (1993). Assessing student performance: Exploring the purpose and limits of testing. San Francisco (CA): Jossey-Bass.
- Worthen, B.R. (1992). Measurement and Assessment in Schools. Reading (MA): Longman.

A.9. | Teaching to teach Social and Civic Competences in Italy

331 Civic and citizenship education in Italy: results from IEA-ICCS 2016 on CCE conceptualization and delivery at grade 8

Bruno Losito | Valeria Damiani | Valerio Ghezzi |

Keywords: Civic And Citizenship Education, Approaches To Cce, Teachers' Preparation And Training, International Comparative Surveys

[The Eurydice report on Citizenship Education at school in Europe (2017) has highlighted the latest developments in the field of civic and citizenship education (CCE) and has stressed the new, and also recurrent, challenges linked to this area of school education. As shown by the report, CCE delivery in school is characterized by the use of different approaches, the curriculum content is multidimensional and broad in scope, there is still a lack of regulations or recommendations on the development of prospective teachers', and the assessment of students' knowledge and skills still represents a complex task in this area. Findings from the IEA-ICCS (International Civic and Citizenship Education Study) provide rich and in-depth overview and analyses on the characteristics and delivery of CCE in 24 countries across the world at grade 8th (Schulz et al., 2018). This contribution uses Italian data from ICCS 2016 (mainly collected through the School and Teacher questionnaires) to delve some of the key aspects highlighted in the Eurydice Report for 8th grade, i.e. CCE delivery and conceptualization in Italian schools (approaches to CCE, CCE most important aims reported by teachers and principals), and CCE implementation at schools (resources used to plan lessons, civic-related activities in class, assessment). Teachers' initial preparation and in service training on CCE related topics and teaching method are also investigated as well as the improvements they identify as needed in this area.

Method

Descriptive analyses are used in order to integrate the findings of the international ICCS 2016 report (Schulz et al., 2018) and the national one (INVALSI, 2018). For some of the selected variables, results per geographical macro-area are presented. Findings arisen from the analyses are interpreted also against national regulations on CCE and ICCS findings on students' achievement.

Outcomes (expected)

Analyses showed a fragmented picture of the approaches to CCE and of the different conceptualizations associated to these approaches. CCE implementation at school level is characterized by multifaceted features, that once again confirm the gap between national regulations and their implementation, as well as between theories and teachers and school practices, already highlighted by several international studies.

References

- Eurydice (2017). Citizenship education at school in Europe. Brussels: European Commission.
- INVALSI (2018). Indagine IEA-ICCS 2016: I risultati degli studenti italiani in educazione civica e alla cittadinanza. Available at http://www.invalsi.it/invalsi/ri/iea-doc/iccs2016/Rapporto_ICCS_2016_definitivo.pdf
- Schulz, W., Ainley, J., Fraillon, J., Losito, B., Agrusti, G. e Friedman, T. (2018). *Becoming Citizens in a Changing World*. IEA International Civic and Citizenship Education Study 2016 International Report. Amsterdam, The Netherlands: IEA.]

A.9. | Teaching to teach Social and Civic Competences in Italy

343 Promoting key competences related to the sense of initiative through the development of Growth Mindset

Elena Luppi | Aurora Ricci |

Keywords: Key Competences, Transversal Competences, Sense Of Initiative, Entrepreneurship, Growth Mindset

Method

The concept of key competences in education has been formalized with the adoption of the Lisbon Strategy in 2000 in the European Reference Framework. Key competences in the EU framework are considered as the ones that all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment. The development of key competences should include both subject-based and transversal competences that will motivate and equip students for further learning. Based on the European framework for eight key competences, defined in 2006 (ANC 2006/962/EC), the transferable (transversal) competences are: communication in the mother tongue; communication in foreign languages; mathematical competence and basic competences in science and technology; digital competence; social and civic competences; sense of initiative and entrepreneurship; learning to learn; cultural awareness and expression. These competences are fundamental in a knowledge-based society to meet the needs of the labour market, social cohesion and active citizenship. This work focuses on the development and assessment of the “sense of initiative and entrepreneurship”, that has been defined more in detail in the European Entrepreneurship Competence Framework: EntreComp (EC – Bacigalupo et al. 2016). This framework emphasises the idea that entrepreneurial competences and skills are resources for growing innovation, creativity and self-determination that apply to all spheres of life; from nurturing personal development, to actively participating in society, to (re)entering the job market as an employee or as a self-employed person and also to starting up ventures (cultural, social or commercial). In parallel, Carol Dweck (2006) highlights that people who possess a growth mindset tend to see ability as something that can be incrementally developed over time. Within an informal school of entrepreneurship addressed to students of the 3rd and 4th year of upper secondary school (N = 48) in Florence (Italy), we conducted an exploratory study to investigate the following hypothesis: while developing a certain set of skills formalised by the Entrecomp framework (creativity, persuasion, self-efficacy and building networks) even students’ belief that an individual’s intelligence is improvable increases– Growth Mindset (Dweck, 2000). Moreover, since research has shown that self-efficacy predicts the propensity to make efforts (Bandura, 2011), we hypothesized a mediational role by self-efficacy in the relationship between creativity and building networks on the one hand and mindset, on the other.

Outcomes (expected)

The results confirmed the hypothesis of the mediational role of self-efficacy in the relationship between creativity and the mindset. A partial mediational effect by self-efficacy has emerged between the competence related with building networks and the mindset. No mediational effect by self-efficacy is detected between persuasion and mindset.

References

Bacigalupo, M., Kampylis, P., Punie, Y., & Van den Brande, G. (2016). *EntreComp: The Entrepreneurship Competence Framework*. Luxembourg.

Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, 1173-1182.

Dweck, C. S. (2000). *Self-theories: Their Role in Motivation, Personality, and development*. New York, NY: Psychology Press.

Dweck, C. (2006). *Mindset: The new psychology of success*. Random House.

Kyndt, E., & Baert, H. (2015). Entrepreneurial competencies: Assessment and predictive value for entrepreneurship. *Journal of Vocational Behavior*, 90 (January 2016), 13–25.
<http://doi.org/10.1016/j.jvb.2015.07.002>

A.9. | Teaching to teach Social and Civic Competences in Italy

405 How to teach to think critically: the teacher's role in promoting dialogical skills during classroom debates on social vivid matters]

Luisa Zecca | Claudia Fredella |

Keywords: Teacher Professional Development Research, Dialogical Critical Thinking, Debate, Dialogic Teaching

The aim of this contribution, part of a broader Erasmus+ project (STEP-Pedagogy of Citizenship and Teacher Training: an Alliance between School and Territory), is to identify different dialogue styles and the link between teacher interventions and different levels of children's dialogical critical thinking skills. A school as a democratic venue, where the knowledge is built also through debates, provides an opportunity for pupils to take an active and responsible role in the context of experience. The teachers could play a fundamental role in supporting the develop of dialogical skills promoting classroom debates on social vivid matters. Dialogic practice is a vehicle for increasing pupil engagement at a deep level and raising the quality of classroom interaction and pupils reasoning. Monologic practices, however, are nowadays still much more used by teachers than dialogic ones.

Method

The STEP methodology - Teacher Professional Development-Research – sprang from the awareness that inquiring into their own teaching-learning practices leads teachers to acquire a more conscious understanding of own experience, facilitating the construction of new knowledge which can underpin the development of new skills. The data we analyze in this study were collected in two case studies that involved two Primary School classrooms (3th and 5th grade), in Milan and Cornaredo, a town at the gates of Milan. We elicit to analyze six typical debates led by the classroom teachers, recorded in different steps of the research path with a mixed coding system, both data-driven, and theory-driven.

Outcomes (expected)

The results illustrate on one hand the effectiveness of the training-research methodology in supporting the teachers in constructing cross-disciplinary pathways and developing an awareness of the topics they dealt with, also considering matters raised by children, on the other hand reveal a teacher's resistance to change the way they manage classroom debates that inhibit children self-confidence and has a strong impact on the quality of children's interventions. We also identify a big difference between the micro-structure of the dialogues led by teachers, student-teacher and researchers that correspond to a completely different children reactions.

References

Alexander, R. (2018). Developing dialogic teaching: genesis, process, trial. *Research Papers in Education*, 33(5), 561-598.

Asquini, G. (Ed.). (2018). *La Ricerca-Formazione: Temi, esperienze e prospettive*. Milano: FrancoAngeli.

Daniel, M.F., & Gagnon, M. (2011). Developmental process of dialogical critical thinking in groups of pupils aged 4 to 12 years. *Creative Education*, 2(05), 418-428.

Daniel, M. F., Lafortune, L., Pallascio, R., Splitter, L., Slade, C., & de la Garza, T. (2005). Modeling the development process of dialogical critical thinking in pupils aged 10 to 12 years. *Communication Education*, 54(4), 334-354.

Legardez, A., & Simonneaux, L. (2011). *Développement durable et autres questions d'actualité*. Educagri Editions.

Lyle, S. (2008). Dialogic teaching: Discussing theoretical contexts and reviewing evidence from classroom practice. *Language and education*, 22(3), 222-240.

Reznitskaya, A., & Gregory, M. (2013). Student thought and classroom language: Examining the mechanisms of change in dialogic teaching. *Educational Psychologist*, 48(2), 114-133.

A.9. | Teaching to teach Social and Civic Competences in Italy

498 Teaching and assessing students' non cognitive skills inside curricular activities in middle school: insights from an action-research in Province of Trento

Francesco Pisanu | Maurizio Gentile |

Keywords: Non Cognitive Skills, Civic Personality, Evidence Based Approach, Formative Assessment, Learning Strategies

In recent decades, schools have been increasingly stressed to enhance the non-cognitive characteristics of their students, to promote their sense of achievement and educational success, and to support their active citizenship. A stream of research, from the 1990s onwards, defined these characteristics as Non-Cognitive Skills (NCS; West et al., 2016). In the current debate, these skills are considered strategic for subsequent career paths, and adequate life experience, as a 'complete' citizen (Sherman et al., 1997; Schoon, 2008). Also, mostly, they are considered as 'malleable,' which means that schools are important drivers of their development in early life-span stages. Students' NCS development has become so present in the school processes that they have been included in the school self-evaluation process. Two main issues, among others, are related to NCS development in schools. These issues are the main research questions of this proposal: 1) is it possible to evaluate and even certificate these competencies? 2) Also, related to this, is it possible to explicitly and intentionally teach NCS inside curricular activities? The literature reports series of problems with the widespread presence of self-report measures, even in cases of well-established tools, related to the perceptive bias of the interviewed subjects ('reference bias,' see Duckworth & Yeager, 2015). The impact on the self-assessment of schools would, therefore, become extraordinary. Another element concerns activities by schools to improve non-cognitive skills activated by the evidence collected. Generally, this activity is carried out without precise knowledge of the constructs underlying the non-cognitive competences, of the measures of these constructs and without the active involvement of the teachers both in the 'diagnostic' and the instructional phases. The purpose of this presentation is to describe the activity carried out in the Province of Trento supporting schools in the students' non-cognitive skills development, inside a three years long mixed methods action-research, in which NCS are considered as the integration among personality traits (Caprara, 2013), psychological capital (Luthans et al., 2007), and motivation to learn (Deci e Ryan, 2000):

- Data collected at the student level from different data sources such as self-report questionnaires and teachers' external evaluations through formative assessment rubrics; the sample consists of 1000 students, in 50 classes, and 90 teachers, in the final stage of middle school.
- Data-analysis summary reports (confirmatory factor analysis, descriptive statistics on latent variables for every single class and correlations between NCS and attitudes and frequency of curricular and extracurricular students' activities) included in the project, released by the provincial system for schools, with emphasis on the classroom level, used by teachers to improve the learning environment for their students;
- Use of summary reports, to organize 'reflection and design' workshops with teachers and researchers to prepare new educational activities and learning strategies on NCS in the classroom, following the teachers training model 'Input-Practice-Reflection.'
- Structured classroom observation by researchers, to release feedback on NCS teaching strategies application and to stabilize new practices acquired.

- Collecting data again to monitor the quality of activities offered by teachers.

Data collected show that linking evidence from the classroom level with the development of curricular NCS learning strategies is a powerful way to let schools and teachers being main actors in students' NCS development in middle school.

A.9. | Teaching to teach Social and Civic Competences in Italy

582 Education in the city: young children, public spaces and participation

Andrea Pintus | Roberta Cardarello | Maja Antonietti |

Keywords: Outdoor Education, Public Space, Participation, Citizenship, Presschools

Educational processes are widespread within a plurality of environments, formal and informal, private and public. The family, the school and the whole community reciprocally participate in a complex relational system, in which precise learning environments are defined from early childhood, for a full development of knowledge, skills and competences. Educational institutions need to reflect on how to understand and live “out of their doors” spaces, in particular, public spaces, so that the experiences in/of these spaces are significant for the practices that these institutions embrace and consistent with their goals, among which we have promoting the capability to exercise full citizenship. Children’s peculiar perceptions and uses of urban and natural public spaces - places that are generally free, open and accessible to people, regardless of gender, ethnicity, age or socio-economic level - have gained attention in recent years (Leahy Laughlin and Johnson, 2011). The importance of these kind of spaces for children’s social and physical well-being has been well documented (Carpenter, Harper, 2016). Even if international studies show that both urban public spaces and outdoor environments offer a richness of educational experiences (Canning, 2010; Bourke, 2017), there’s a lack of such educational experiences in Italy and a partial acknowledgement of the quality of outdoor educational experience for children, families, educators and teachers (Farné, Agostini, 2014; Guerra, 2015; Serreli, Calidoni, 2017). In order to fill this gap of knowledge, our study focuses on the exploration of outdoor public spaces made by toddlers and preschoolers in the province of Reggio Emilia. We refer to a critical reading of a project funded by the EU (BRIC), involving the democratic engagement of young children in public spaces in their communities. The aim of the project was to investigate participation in public space by children in order to provide formative feedback to educators and teachers for developing children citizenship competencies.

Method

Video-documentation analysis of children explorations of urban public spaces (e.g. parks, squares).

References

- Bourke J. (2017), “Children’s experiences of their everyday walks through a complex urban landscape of belonging”, in *Children’s Geographies*, 15, 1, pp. 93-106.
- Canning N. (2010), “The influence of the outdoor environment: den-making in three different contexts”, in *European Early Childhood Education Research Journal*, 18, pp. 555-566.
- Carpenter C., Harper N.J. (2016), “Health and wellbeing benefits of activities in the outdoors”, in B. Humberstone, H. Prince, Henderson K.A. (eds.), *International handbook of outdoor studies*, Routledge, London, pp. 59-68.
- Farné, F. Agostini (a cura di) (2014), *Outdoor education. L’educazione si-cura all’aperto*, Edizioni Junior-Spaggiari Edizioni, Parma-
- Guerra M. (a cura di) (2015), *Fuori. Suggestioni nell’ incontro tra educazione e natura*, FrancoAngeli, Milano-
- Leahy Laughlin D., Johnson L.C. (2011), “Defining and exploring public space: perspectives of young people from Regent Park, Toronto”, in *Children's Geographies*, 9, 3-4, pp. 439-456.
- Serreli, Calidoni (a cura di) (2017), *Città e formazione. Esperienze fra urbanistica e didattica*, FrancoAngeli, Milano, pp. 78-97.

A.10. | Ethical-political socialization

503 Social Capital, Associative Participation and Democracy. The voters' profile.

Maria Dentale | Stefania Chimenti |

Keywords: Associationism, Political Participation, Social Capital, Cultural Capital, Democratic Universalism

The relationship between associationism and democracy has become much more complex in the last decades. Especially, the crisis of legitimacy and the representation of political parties, with the consequent serious loss of consensus, has contributed to the decline of the collateral associations from the political sphere. In this climate of mistrust, the associations have been called to play a subsidiary role (in relation to the public) and a role of political socialization for the new generations also by spontaneous organizational methods, in other terms "unconventional" (Biorcio, 2009; Biorcio, Vitale, 2016). There are numerous researches focused on the inclusive potential of civil associations (Putnam, 1993; 1995; 2004), encouraging to a reflection that a) examines deeply the motivations declared by the activists; b) suggests the necessary to call into the question the current ideas on participation in associations as "rhetoric of altruism" (Ambrosini, 2005; 2008); c) enhances the "invisible reserves" of citizens who volunteer spontaneously (Caltabiano, 2007). In particular, nowadays the founding values of democracy would seem to give way to the growth of inequality, social resentment and mistrust in the institutions. Thus, it seems reasonable to wonder about the reasons and the motivations that led to the actions reshaping of social and political participation, no longer interpretable according to the conventional "militancy" canons, rather as result of spontaneous cooperation mechanisms, arisen by original forms of participation, with a non-institutional vocation, among the youngest and the people with high levels of education. In this sense, in the context of a web survey on political participation, conducted in the last round of voting on 4th March 2018, the contribution discusses the opportunity to adopt the "cognitive model", themed by Van de Werfhorst and De Graaf (2004) to illustrate the links between the education growth and the promotion of democratic universalism (Nie and Stehlik-Barry, 1996), thanks to the dissemination of democratic citizenship values (cultural pluralism, tolerance of diversity) of our electors. Therefore, it is a "horizon broadening" that would lead to a greater propensity to the associationism, especially in the profile of the younger electorate by age, and with a high level of education, according to different motivations which refer to self-centred or hetero-centred motivations (Sciolla 2003; 2004).

Method

The paper is based on the collected data, during the last political campaign, through a web survey – consisting of 1.371 units – on "Citizens, political participation and voting orientation", promoted by the Observatory of Electoral Sociology of the Department of Communication and Social Research – Sapienza, University of Rome.

Outcomes (expected)

The interesting voters' profile merges to recreational-expressive associations reproducing the tendency, also confirmed in the literature and in the research, of the greater social participation of young people rather than the elderly. These are young graduates, who are looking for a job (the inactive), particularly informed and interested in politics.

References

- Ambrosini M. (2005), *Scelte solidali. L'impegno per gli altri in tempi di soggettivismo*, il Mulino, Bologna.
- Ambrosini M. (2008), *Per gli altri e per sé. Motivazioni e percorsi del volontariato giovanile*, FrancoAngeli, Milano
- Biorcio R. (2009), *Le trasformazioni dell'associazionismo. Potenzialità e limiti delle diverse forme di partecipazione*, in *Creare soggetti*. In dialogo con Bepi Tomai, a cura di M. Campedelli, Diabasis, Reggio Emilia, pp. 32-47.
- Biorcio R., Vitale T. (2016), *Italia civile. Associazionismo, partecipazione e politica*, Donzelli Editore.
- Caltabiano C. (2006), *Gli anticorpi della società civile*, Roma.
- Nie N.H., Junn J. e Stehlik-Barry K. (1996) *Education and Democratic Citizenship in America*, Chicago, University of Chicago Press.
- Putnam R. (1993), *La tradizione civica nelle Regioni Italiane*, Mondadori Editore.
- Putnam R. (1995), "Bowling Alone. America's Declining Social Capital", in *Journal of Democracy*, VI,1, pp. 65-78.

Putnam R. (2004), *Capitale sociale e individualismo. Crisi e rinascita della cultura civica in America*, il Mulino, Bologna.

Sciolla L. (2003), "Quale capitale sociale? Partecipazione associativa, fiducia e spirito civico", *Rassegna Italiana di Sociologia*, n.2

Sciolla L. (2004), *La sfida dei valori. Rispetto delle regole e rispetto dei diritti in Italia*, il Mulino, Bologna.

Van de Werfhorst H. e De Graaf N.D. (2004), "The Sources of Political Orientations in Post-Industrial Society: Social Class and Education Revisited", in *The British Journal of Sociology*, n. 55, pp. 211-235.

A.10. | Ethical-political socialization

545 The Non-Party School Program: the denial of the school institution as an agent of political socialization.

Aline Almeida |

Keywords: Non-Party School Program, Symbolic Violence, Authoritarianism, Political Socialization

The article discusses the relationship between Non-Party School Program (ESP), its conflicts with democratic values and the school as a space for political socialization. The ESP in Brazil is part of a self-styled nonpartisan movement that has existed since 2004 but only won public debate through the electoral campaign of the current president of Brazil Jair Bolsonaro, with the support of right-wing politicians and fundamentalist religious beliefs. The ESP, is introducing through their elected parliamentarians, throughout the country, law projects at the municipal and state levels, with the aim of approving the program, also known by its opponents as Gag Law. On their website (www.escolasempartido.org) there is draft of the project to be reproduced and presented in the Municipal Councils and Legislative Assemblies (state level). The project, which uses the principle of neutrality, argues that teachers are using their functions as educators to brainwash students and make them adhere to certain political and ideological views, to adopt standards of judgment and moral and sexual conduct that are incompatible with teachings of their parents. They also affirm that there is abuse of the freedom to teach today in Brazil and, therefore, teachers are indoctrinating their students. The Brazilian Constitution of 1988, which guarantees freedom of education among its democratic values, was the starting point for the last attempt of democratic experience in the country.

Method

Political socialization is formation process of individuals' political attitudes, internalization of values and formation of attitudes and recognition (Honneth, 1996). The literature on this (Easton and Dennis 1980) identifies in the family, in the media and at school the spaces, or agents, of political socialization. Movements like the Non-Party School are persecutory and try to undermine this important space of political socialization that is the school institution. It is through these spaces that adolescents and young people come to understand better about the political processes through which society passes, especially through the contents of the curriculum of Sociology for Higher Education in Brazil. The modern school of republican character must maintain a curriculum that will dialogue with all the realities present in the society and it is necessary that the students be offered varied conceptions of the world (Dubet, 2004, Giroux, 1988). Considering the curriculum as a field of dispute for symbolic power (Bourdieu, 1979) I also analyze the modus operandi of ESP in a dispute for public opinion, considering the teacher's performance during the profession exercise, in addition to the search and representation of constant elements disqualification of teaching work through symbolic violence (ibid, 1979) contained in the illustrations published by ESP on their website.

References

Bourdieu, P. (1979). *Symbolic power. Critique of anthropology*

Dubet, F. (2004). *What is a fair school?. Cadernos de Pesquisa.*

Easton, D., & Dennis, J. (1980). *Children in the political system: Origins of political legitimacy.* McGraw-Hill Book Company.

Giroux, H. A. (1988). *Teachers as intellectuals: Toward a critical pedagogy of learning.* Greenwood Publishing Group.

Honneth, A. (1996). *The struggle for recognition: The moral grammar of social conflicts.* Mit Press.

A.10. | Ethical-political socialization

637 Schooling in Italian Constitution, Constitution within schools. The projects aiming at democratic practice and theory promotion

Paola Marsocci |

Keywords: Constitution, Democracy, Education, Individuals' Rights, Equality

Today in Italy we are witnessing an increase in the amount of projects for the spreading of knowledge and culture regarding constitutional democracy. Within schools at all levels the academic and the civic communities (Pugiotto 2013) cooperate with public administrations and institutions to suit the need to know about the history of our Republic and the contents and regulatory value of our Constitution, as this need is perceived by citizens of all ages and cultural levels.

To know the basic law of our Republic in fact is to know and manage the tools for its interpretation, to be capable to contextualise it with respect to the social relations it regulates and to the conflicts it settles and solves (Zagrebelsky 2007). This knowledge is a fundamental precondition for the very existence of a democratic national order. The cornerstones of contemporary constitutionalism lay on the indispensable principles of the granting and protection of individuals' rights and freedoms and of the division of the powers which exercise legislative, executive and judiciary functions (Napolitano – Zagrebelsky 2010).

The implementation of these principles in the social, political and economic context is achieved by the fulfilment of the constitutional provisions on matters and fields of huge complexity as the very notion of democracy and its forms, or as the concepts of equality and social advancement, dignity, solidarity (Panizza 2009).

Within the school community it is possible to face every day the difficulties and the inconsistencies between the constitutional guarantees and what is actually achievable, in terms of effectiveness and respect of these principles and with regard to the full exercise of the related rights. This discrepancy is one of the reasons why the debate with students and teachers can be difficult, albeit stimulating (Bergonzini 2013).

Method

Constitutional bodies – as the Presidency of the Republic, the Constitutional Court, local and national authorities as the Miur, the Italian Ministry of Education, Universities and Research – organise every year institutional events and meetings to publicise to the students both their own activities and competences and to spread the understanding of our State's fundamental principles to be respected in order to make our democratic government effectively work. Considering that, from 2008, the teaching of the subject "Citizenship and Constitution" is mandatory, the paper at hand aims at retracing some Italian experiences of constitutional knowledge and culture promotion and at providing a methodological for the enhancement of future activities.

Outcomes (expected)

In the legal perspective, contribute to the dialogue between sociology of education and political sociology on the educational methods to spread conscious and active citizenship

References

- C. Bergonzini , Con la Costituzione sul banco. Istruzioni per l'uso della Costituzione nelle Scuole, Roma 2013
- A. Pugiotto, Per una consapevole cultura costituzionale. Lezioni magistrali, Napoli, 2013
- G. Napolitano - G. Zagrebelsky, L'esercizio della democrazia, Torino 2010
- S. Panizza (a cura di), Ragazzi che Costituzione! Elementi di cittadinanza e Costituzione, II ed., Pisa 2009
- G. Zagrebelsky, Imparare la democrazia, Torino 2007
- L. Canfora, La democrazia. Storia di un'ideologia, Roma-Bari 2006.

A.10. | Ethical-political socialization

640 Education trajectories and tolerant attitudes. Some results from European Social Survey

Giuseppe Ricotta | Drazio Giancola |

Keywords: Education Trajectories, Intergenerational Inequalities, Tolerant Attitudes, Civiness, Openness To Diversity

Analyzing the latest European Social Survey, this paper address how education trajectories may promote the formation of civiness and tolerant personalities. As shown in the literature, education matters with civic and social engagement (Campbell, 2006). A recent study, based on the same Survey (Assirelli, 2014), confirmed for Italy that high level of education means high level of civiness. In this context, we want to compare the Italian situation with some other EU countries (Germany, Spain, United Kingdom, France), analyzing some dimensions of civiness, the trust on institution and, specifically, the tolerance: as individual will to extend civil liberties to unpopular minorities (Sullivan et al., 1982). We have identified various sets of items as dimensions that, in various ways, intersect the concepts of “civiness”, of “propensity to cosmopolitanism” and of “propensity of recognition of otherness”. The first set, concerning trust in institutions, regards trust in country's parliament, in the legal system, in the police, in politicians, in political parties, in the European Parliament and in United Nations. The second set, relates to progressive vs. conservative positions on economic and civil rights issues (agreement or disagreement with the following statements: - Government should reduce differences in income levels; - Men should have more right to job than women when jobs are scarce; - Gays and lesbians free to live life as they wish; - Ashamed if close family member gay or lesbian; - Gay and lesbian couples right to adopt children). The third set relates attitudes towards migrants (opinions about: - if immigration is bad or good for country's economy; - if Country's cultural life undermined or enriched by immigrants; if Immigrants make country worse or better place to live. The fourth set relates attitudes towards refugees (agreement or disagreement with the following statements: - Government should be generous judging applications for refugee status; - Most refugee applicants not in real fear of persecution own countries; - Granted refugees should be entitled to bring close family members).

Method

These dimensions, synthesized by PCA (Principal Components Analysis), will constitute the output variables of the following analyzes.

Subsequently, we will proceed to the construction of a typology of intergenerational educational mobility based on the intersection between the cultural capital of origin and the interviewee's educational level. The typology obtained will be crossed with the age cohorts in order to estimate the persistence, the increase or reduction of the phenomena of reproduction of inequalities and to check the goodness of the relationship between family background and educational credential.

After analyzing educational mobility, we will analyze the differential between the various categories of the typology on the various measures of civiness and openness to diversity.

Outcomes (expected)

In a purely exploratory perspective, we will try to understand how the combination of family cultural capital and the education of the subjects produce different effects on various measures of civiness, to estimate if the positive effect of school socialization is more or less constant over time (between cohorts) and in space (between countries).

References

Assirelli, 2014, “Studiare di più rende cittadini migliori? Analisi della relazione tra istruzione e civiness in Italia”, Scuola Democratica, 1.

Campbell, 2006, What is education's impact on civic and social engagement? Paper presented at the Symposium on Social Outcomes of Learning, Danish University of Education.

Sullivan et al., 1982, Political Tolerance and American Democracy, Chicago, University of Chicago Press.

A.10. | Ethical-political socialization

104 The democratic revolution is better than the technological revolution

Aali Hacene |

Keywords: Democratic Revolution; Technological Revolution; The Application Of Justice And; Equality ; Social Exclusion ; The Priorities Of Community Development.

The industrial revolution could not have developed without coal. Coal was not only used as fuel to drive steam engines but was an essential part of the iron making process. Early iron making required the raw ore to be refined to molten iron by heating it in a charcoal fired oven. Since charcoal is derived from wood and England had essentially used up all of her Oak forests another fuel was needed (Harmon, 1999). Abraham Darby developed a method of processing iron ore by using coke, which is derived from coal. England had large coal reserves available so it was a natural fit. At first, the coke-fired iron was brittle and more difficult to shape than charcoal fired iron, but Darby's son, Abraham II further developed his father's process to produce easy to manage coke-fired iron. Around the same time, Henry Cort had developed a puddling furnace to purify iron and created advanced rolling machinery to produce iron in shapes other than thin sheets. Prior to Cort's advances, the relatively impure iron did not easily take to shapes other than sheets. By 1830, nearly all the basic machine tools necessary for modern industry were in general use.

Method

A democratic revolution is a political science term denoting a revolution in which a democracy is instituted, replacing a previous non-democratic government, or in which revolutionary change is brought about through democratic means, usually without violence..

Based on the views and ideas of Alexis de Tocqueville

Outcomes (expected)

The impact that the Industrial revolution had on education in the United States is truly what defines education as we know it. The growth of factories and the homogenization of people to the schedule of industry spawned the "factory model" for schools to follow. Teachers' roles were taken seriously enough to create training schools specifically for their skills. Education in general moved away from a right of privilege to a societal necessity. a growing democracy was mimicked closely by a changing educational system.

References

- Barlow, M.L. (1967). History of industrial education in the United States. Peoria, Illinois:
Bennett, C.A. (1937). History of manual and industrial education 1870-1917. Peoria, Illinois:
Harmon, D. (1999). The industrial revolution in America. Retrieved September 30, 2003, from
Lampard, E.E. (2001). Industrial Revolution. In World Book 2001 (Vol. 10, pp 246-255). Chicago:
Moore, G. (2001). Horace Mann. Retrieved October 3, 2003, from
Rempel, G. (2001). The industrial revolution. Retrieved September 30, 2003, from
Smith, M.K. (2002). Johann Pestalozzi and informal education. Retrieved October 1

A.11. | Economic and financial literacy and economical citizenship

182 Economic and Financial Education for a Global and Sustainable Citizenship and Lifelong Learning

Gabriella Aleandri |

Keywords: Economic And Financial Education, Global Citizenship, Sustainability, Inclusion, Lifelong Learning.

[Economic and financial education in the Italian school, in all its degrees, has been for (too many) years almost completely absent from the school curricula, except for some "happy islands" in secondary education, such as technical institutes, the economic-social curriculum of the Human Sciences High School, the professional institutes. Such a lack, especially in lower levels and in the other types of high schools, has had significant, if not dramatic, effects. In many national and international researches, in fact, the results on economic and financial literacy reveal that Italy is far below the average, in the lowest positions of the rankings, both for school students and for the competencies of adults. The UNESCO 2030 strategy, activated through the UN General Assembly resolution of September 25th, 2015 "Transforming our world: the 2030 Agenda for Sustainable Development", as well as the Communication from the Commission to the European Parliament, the Council, the European economic and social Committee and the Committee of the Regions, through "The new skills agenda for Europe" of June 10th, 2016, concerning new skills for development and growth, recognise economic education and financial literacy as important factors for "economic and financial stability and for the development of countries". The Recommendation of the European Council on key competences for lifelong learning in 2018 reiterates: "every person has the right to quality and inclusive education, training and lifelong learning, in order to maintain and acquire skills that enable participate fully in society and successfully manage transitions in the labour market". Among the eight key competences outlined there are also the mathematical and entrepreneurial skills, essential to be able to make decisions and act in everyday contexts, from home, to the working, civil, social, financial contexts, etc. Certainly, in recent years, something is changing in Italy, many projects of economic and financial education have been activated, in high schools, but also in the lower secondary and primary schools and even in adult education, often with the participation of associations and banks, primarily the Bank of Italy, but these are still heterogeneous and non-systemic projects. What are the prospects for establishing, also in our Country, a culture for global and inclusive citizenship, which has also based on economic and financial education, starting from the lower school levels and continuing throughout the entire life, in a perspective of lifelong learning?

Method

Starting from the analysis of the literature and documentation available, at national and international level, we will provide a reading key based on mainly critical-hermeneutical and heuristic research methods.

From the analysis of recent data and studies, we aim to envisaging pedagogical proposal for including curricular and interdisciplinary economic and financial education, in order to create a global, active and inclusive citizenship, also marked by choices aware in economic and financial fields for individual and social well-being, within a perspective of lifelong, lifewide and lifedeeep learning.

References

COUNCIL OF EUROPEAN UNION (2018). Council Recommendation on key competences for lifelong learning. Brussels.

UN (2015). Transforming our world: the 2030 Agenda for Sustainable Development. New York.

A.11. | Economic and financial literacy and economical citizenship

426 Formation and implementation specifics of financial practices in modern Russian society.

Olga Kitaitseva |

Keywords: Financial Literacy, Russia, Personal Finances Financial Management

Financial literacy of Russians as known from numerous studies conducted by leading Russian research centres is still being formed. At the same time, globalization processes significantly complicate the financial system,

modern technologies give life to new financial products and services, for which the majority of the population is not prepared. Russians lack necessary financial knowledge for making decisions on the use of certain financial products which leads to the accumulation of significant risks that adversely affect the welfare of the population. At the same time, the financial situation of Russians has deteriorated significantly over the years of the crisis. According to VTsIOM experts, the financial situation of Russians approached the situation of 2009 - the worst year of the previous crisis. Today, about 10% of Russians do not have enough money even for food, and 29% - barely enough money for clothes. Slightly more than a third of Russians currently have savings, and 63% report a lack of savings in their families. In this regard, there is a need to study the state of involvement of different social groups of the Russian population in the management of personal finances, as well as the factors determining the level of interest of Russians to master financial literacy. "The Life World of Russians", held in 2014 and in 2018, in 18 regions of the country, representing Central Russia, Povolzhye, South of Russia, Ural, Siberia megalopolises and the Far East, Moscow and Saint Petersburg. It's not a matter of how much you get; "The Life World of Intelligentsia", conducted in April 2016, using semi-formalized personal interviews.

Outcomes (expected)

Despite the fact that the tasks set in the state program to improve financial literacy are aimed at improving financial literacy in a wide segment of users of financial services with different income levels, in the largest Russian segment of the financial services market are people using a salary project who are not able to use innovative investment services offered by financial institutions. Their main interests are to protect their savings, and not to invest or correctly distribute their finances, because almost everything they get is spent on current needs. For a large part of this audience, financial management has lost relevance due to a drop in income due to the crisis changes in the external economic environment.

References

Kititseva O.V. Interest in mastering financial literacy in the life practices of Russians // Vestnik of the RSUH. № 2 (4), Series "Philosophy. Sociology. Art Criticism. Moscow, 2016. P.57-62. (№ 1508 of the HAC List), 0.5 p.p. Contradictory financial literacy of Russians // NAFI [Electronic resource], June 2015. Access mode: <http://nacfin.ru/protivorechivaya-finansovaya-gramotnost-rossiyan/> (appeal date: 05.09.2018).

The strategy of increasing financial legality in the Russian Federation for 2017-2023. Approved by the order of the Government of the Russian Federation of September 25, 2017 No. 2039-p. [Electronic resource]. - Access mode: <http://www.misbfm.ru/node/11143> (appeal date: 11/05/2018).

A.II. | Economic and financial literacy and economical citizenship

427 Financial Education at School: An International Comparison from the OECD PISA Survey

Carlo Di Chiacchio | Sabrina Greco |

Keywords: Financial Literacy; Financial Education; Oecd Pisa; School Context; International Comparison

Financial literacy is recognised as an important life skill. As recommended by the OECD, people should develop this competence starting from school age (OECD, 2005; 2013).

Schooling is an opportunity for young people to acquire the necessary skills to deal with financial issues as citizens who participate actively and consciously in economic life. Financial education is a long-term process. An appropriate role of financial education within the school curriculum would make possible to help people to develop appropriate financial behaviour. Starting from 2012, the Programme for International Student Assessment (PISA) assessed the financial literacy of 15-year-old students. In addition to the students' financial competencies, PISA allows to describe financial education at school through the information provided by school principals and those provided by students. Characteristics of the school context, such as the availability of financial education courses (in 2012), and variables at the student level, such as having learned to manage one's own money through courses either at school or outside (in 2012 and in 2015), were collected. This study represents a comparative analysis of the different international contexts with respect to financial education at school. It is well known that financial education proposals are diversified among countries (OECD, 2014; 2017) and within each country (Rinaldi, 2015). Without going through the specifics of the initiatives that are

implemented, the aim is to provide an international overview of financial education at school, as observed in PISA.

Method

The analyses were carried out on the international databases PISA 2012 and 2015. First, for 2012, the comparison is made with regard to the availability of financial education at school according to school principals and to the experiences of students. Secondly, for both cycles, the point of view of students is analysed

Outcomes (expected)

The analysis of the different international contexts allows to see where financial education is present, how it is offered (as a specific subject or as a cross-curricular subject or as a course outside the school context) and how many students have access to financial education. This analysis may help to open a debate on the need to ensure that as many students as possible have access to financial education and on the need to pay attention to the course content, in order to help schools to play an effective role.

References

OECD (2005), Recommendation on Principles and Good Practices for Financial Education and Awareness, OECD Publishing.

OECD (2013), PISA 2012. Assessment and Analytical Framework: Mathematics, Reading, Science, Problem Solving and Financial Literacy, OECD Publishing.

OECD (2014), PISA 2012 Results: Students and Money: Financial Literacy Skills for the 21st Century (Vol. VI), PISA, OECD Publishing.

OECD (2017), PISA 2015 Results: Students' Financial Literacy (Volume IV), PISA, OECD Publishing.

Emanuela E., Rinaldi (2015), Perché educare alla finanza? Una questione sociologica, Milano, FrancoAngeli

A.II. | Economic and financial literacy and economical citizenship

475 Economic citizenship: a new challenge for the Italian school

Luca Refrigeri |

Keywords: Economic Citizenship, School, Teacher Training, Economic And Financial Education, Economic And Financial Literacy

Education for citizenship in schools aim to meet the needs of today's society must also consider the economic and financial matters; this is now a debated issue because it wants to aim at the formation of an economic and financial culture, that is to the ability to make informed choices of economic and financial nature for the management of daily life both current and future and not to the formation of an extra in the economic and financial field. This issue has been studied for just over a decade, if we consider the first analyzes carried out by the OECD in 2005, which created a specific Financial Literacy survey within the framework of the Program for International Student Assessment (PISA) project. We do not want to discuss the detection of the low level of literacy of young people but report the lack of attention that the world of the school has towards this aspect of citizenship that is increasingly a social problem of great importance, so that, in some cases, part of the responsibility of the incapacity of the European population to manage the recent economic crisis has been attributed. For this reason it is necessary to concentrate the attention on the didactic question, ignoring the theoretical question of the belonging of this line of research to pedagogy rather than to the economic and the institutional one of which educational agency must deal with it in a pre-eminent way. The priority now is to identify, as they have already done in some OECD countries, whether it is more appropriate to identify economic and financial education as a specific discipline to be included in school curricula or to consider it a transversal discipline, to be introduced through the current disciplines, history and geography before others. The assumption of this work is that the teacher must be placed at the centre, who must learn how to design his disciplines by introducing the economic and financial aspects. Before this, however, the level of economic and financial literacy of the teachers themselves must be investigated. An initial survey was made at the University of Molise; this has revealed the level of literacy of future teachers, that is, of the students of primary education sciences.

Method

The first part of the work has a reflective nature and the second part is empirical; we will use the data collected through a questionnaire administered to approximately 380 students to reveal the poor economic and financial culture of future teachers.

Outcomes (expected)

The aim of the work is to draw the attention of the educational world to the emerging issue of the low levels of economic and financial culture held by young Europeans. It is necessary to start a systematic reflection on the possible solutions to increase it, starting from the idea that it is necessary to train the teachers first in the economic and financial aspects and then in the methodological ones for the formation of the economic culture of young people. References

OECD. (2005). *Improving Financial Literacy: Analysis of Issues and Policies*. Paris: Oecd.

OECD. (2011). *Improving Financial Education Efficiency*. OECD-Bank of Italy Symposium on Financial Literacy. Paris, Oecd.

OECD. (2014). *PISA 2012 Results: Students and Money: Financial Literacy Skills for the 21st Century*, VI, Pisa, Oecd. Estratto da <http://dx.doi.org/10.1787/9789264208094-en>.

OECD-INFE. (2010). *Guide to Evaluating Financial Education Programmes*. Estratto da <http://www.OECD.org/finance/financial-education/EvaluatingFinEdEN.pdf>.

OECD-INFE (2010). *Guidelines on financial education at school and guidance on learning framework*. Estratto da <http://www.OECD.org/finance/financial-education/48493142.pdf>.

A.II. | Economic and financial literacy and economical citizenship

627 Financial education at school: Citizenship and wellbeing building

Michele Aglieri | Monica Parricchi | Paola Iannello |

Keywords: Financial Education; School; Citizenship; Wellbeing; Teachers

According to research, school represents the most appropriate and effective channel to educate the younger ones on financial issues, as shown by the indications of the Organisation for Economic Co-operation and Development OECD

This contribution presents some projects coordinated by the Table for Financial Literacy by Ufficio Scolastico Regionale of the Lombardy, managed for teachers or for students. Takes part in this team an interdisciplinary working group made up of researchers and professionals with pedagogical, psychological and economic skills named LIFE (Interdisciplinary Laboratory for Economic Education, Catholic University Milan) and 5 Organizations active in the promotion of financial education

It is fundamental to introduce more and more financial education tools, strategy within the school curricula, in order to promote well-being from childhood.

One example of financial education at school is represented by the project Economic-financial skills in school curricula, coordinated by the Ufficio Scolastico Regionale, in which 10 high schools have been involved in the course of the 2014-2015 throughout the Lombardy.

Each school participated with one or more classes, involving a total of about 400 students. The educational pathway was created thanks to the cooperation of 5 economical and educational Organizations.

The last experience has been a training module for teachers, engaged in school-work alternation. The teachers will provide students with basic skills on economic topics before the young enter in the workplace to take school-work alternation.

Method

The methodology to be used is the analysis of cases in order to identify specificity, strengths and weaknesses.

Outcomes (expected)

Identification and promotion of good practices in order to promote and strengthen economic knowledge and skills at different stages of life, through educational reflection and analysis of didactic models for school, territorial education and adult education.

A.13. | Local case studies in a global educational world

103 'See it, say it, sorted'. The 'Prevent duty' its impact on English secondary schools in 'An Age of Anger'

Adam Peter Lang |

Keywords: Dispositif, Securitisation, Parrhesia, Populism, Citizenship Education

[...In July 2015, a legal duty came into force requiring that 'specified authorities' in England, which included schools show 'due regard to the need to prevent people from being drawn into terrorism'. This is popularly referred to as the 'Prevent duty'(Counter Terrorism and Security Act 2015).. Prevent, first developed by the Home Office in 2003 out of full public scrutiny, and only fully operationalised following the 7 July 2005 London bombings, has consistently been the most controversial and contentious element of the UK Government counter terrorist strategy

CONTEST

The first responsibility of government is traditionally that of protector (Hobbes 1651) and hence in the UK, as in any other state, the desire is for national security. The Prevent duty is situated within this context where real and perceived threats of terrorism have brought this responsibility to the forefront. The context is complicated by the fact that we are also witnessing a period of time, when liberalism and neoliberalism economics are being strongly challenged: a period of economic and cultural insecurity when some argue that the liberal progressive consensus is breaking down and economics and politics are moving in a post-liberal direction (Pabst 2017; Brender and Pisani 2010; Mason 2015). In essence there is a need to debate theories of neoliberalism which have become a normative and political construct. My work, in the spirit of critique and scholarship wishes to think through the utility of the concept of neoliberalism around issues of education and education policy.. I am using Foucault as a theoretical lens to explore how to think differently about how we problematise, research and make sense of education, in this case the 'Prevent duty' and its perceived impact on selected English secondary schools. What would Foucault, as a disruptive scholar, write about 'the Prevent duty' in this 'age of Anger'(Mishra 2017)? I use Foucault to consider if it is now possible to describe a new populist dispositif.. One in which economic populism is rejecting globalisation. Within this emerging populist dispositif Foucault, in his lecture course in Paris (1981-84) and in Berkeley (1980-1983) provides modern scholars with a further very interesting tool, the ancient concept of parrhesia, truth telling or 'free-spoken-ness', and within it the possibility to identify both good and bad parrhesia. Can we detect bad forms of parrhesia that appeal to base, xenophobic instincts in the prevailing global economic/cultural populist discourse, and specifically in the UK? My research is examining if and how the 'Prevent duty' has been shaped by this emerging parrhesia.. My work draws on Stephen J. Ball and seeks to analyse policy enactment in this case of a contemporary statutory education policy and to understand how it has been interpreted and enacted by school leaders. My own context is that for over thirty years I worked as a secondary school teacher in London teaching history and citizenship and for twenty of those years I was a secondary school leader working in a range of diverse schools.

Method

I am applying a pragmatic mixed methods approach to my research combining qualitative and quantitative methods including in-depth, semi-structured interviews as well as questionnaires. I am at present in the field collecting my data from interviews in schools and with policy makers.

Outcomes (expected)

I intend to have my research completed by June 2019 but will be able to share a number of my findings at your conference.

References

- Ball, S.J., Foucault as Educator (2017).
- Foucault, M. 'The Subject and Power' (1982)
- Foucault, M. Archaeology of Knowledge (2002)...
- Mishra, P. Age of Anger (2017)

A.13. | Local case studies in a global educational world

363 Meritocracy, justice and democracy: Reflecting on the counter-current paths in state school

José Augusto Palhares | Leonor L. Torres |

Keywords: Meritocracy, Justice, Student Craft, Counter-Current Paths, Democratisation

The democratizing project of the state school has been incorporating, in an increasingly explicit way, the meritocratic principles, although in varying degrees of diverse geographic and temporal scales (Branden, Avermaet & Houtte, 2011; Maxwell & Aggleton, 2016; Derouet, Yiping, Savoie & Charlier, 2017). In Portugal, where democratization is still recent (four decades), the expansion of the meritocratic ideology has generated several tensions and contradictions among schooling processes. Our research on academic excellence in state schools has highlighted one of these tensions: the persistence of conventional inequalities (exclusion) and the emergence of new meanings of justice and democratization (inclusion) (Torres & Palhares, 2017). On the one hand, results-oriented management emphasizes the effects of social reproduction, excluding culturally “less strong” students from the ranks of excellence; on the other hand, this performative culture seems to encourage the “weaker” students to invest in studying and to demote other “stronger” players in the competitive game. These apparent paradoxes require a closer look at the complexity of the categories inclusion and exclusion and the new meanings of justice and democratization that are currently in confrontation in the state school.

Method

The empirical evidence uses data from a recently concluded research project on the construction of academic excellence in the Portuguese state school, anchored in a multi-scale methodology. In this text we support our analysis based on four case studies developed in secondary state schools in the north and centre of Portugal, with similar characteristics. We applied two questionnaires: i) 200 questionnaires to the excellent students that correspond to all students at this level of performance; ii) and 822 questionnaires to non-excellent students. We also have collected several biographical interviews and focus groups with students, teachers and head teachers. Outcomes (expected)

The results show the existence of linear paths of excellence that reinforce the weight of social origin as an inclusion / exclusion factor, but also point to the emergence of non-linear pathways (ascending and descending counter-trends) that defy sociological determinism (Lahire, 1995) and put to the test the dominant conceptions of justice and democracy. The results also point out some convergences in the students' representations about meritocracy as a regulating principle of social justice. More disturbingly, the dominant conception of excellence and merit shared by students, teachers and headteachers is amputated from the social, artistic and cultural dimensions, dimensions that are considered relevant in the process of inclusion in the global world.

References

- Branden, K., Avermaet, P. & Houtte, M. (Ed.) (2011). *Equity and excellence in education: Towards maximal learning opportunities for all students*. New York: Routledge.
- Derouet, J.-L., Yiping, H., Savoie, P., & Charlier, J.-E. (Dir.). (2017). *La formation des élites en Chine et en France (XVIIe-XXIe siècles)*. Louvain-la-Neuve: Éditions Academia-L'Harmattan S.A.
- Lahire, B. (1995). *Tableaux de familles. Heurs et malheurs scolaires en milieux populaires*. Paris: Seuil - Gallimard.
- Maxwell, C. & Aggleton, P. (Ed.) (2016). *Elite education. International perspectives*. New York: Routledge.
- Torres, L. L. & Palhares, J. A. (Org.) (2017). *A excelência académica na escola pública portuguesa*. Vila Nova de Gaia: Fundação Manuel Leão]

A.13. | Local case studies in a global educational world

341 Learning to Learn: a Quali-Quantitative Comparative Analysis of Curricula and Education Systems for Mandatory Education in Italy and Latin America

Salvatore Patera |

Keywords: Learning To Learn, Compulsory Education, Education Systems, Curricula, Comparative Analysis

Over the last ten years, "learning to learn" has assumed a central importance both in policies of European and non-European international organizations and in education systems and national curricula. This importance comes also from the impulse to the debate provided by international studies. As part of the international research project carried out by Invalsi "Learning to learn in Italy, Europe and Latin America", the objective of this contribution is to introduce a comparative analysis of national education systems and curricula, currently used in Latin America and in Italy, with reference to compulsory education levels.

Method

The research methodology is based on a qualitative-quantitative approach with two levels of analysis. For the first level of analysis, we introduce a comparative quantitative analysis of both education systems and national curricula for compulsory education in Latin America and Italy with reference to some variables considered significant for our research purposes (presence of the terms "competence" and "learning to learn"; updates to the curriculum carried out in the last 5 years; updates to the curriculum planned for the next 5 years, etc). The second level of qualitative analysis has the purpose to compare the formulation of the constructs of "competence" and of "learning to learn" in the analyzed curricula. For the second level of analysis, a double and complementary research strategy based on the use of mixed methods has been adopted.

Outcomes (expected)

The results for the first level of analysis show a high heterogeneity of the educational systems both in terms of the overall duration for each study cycle and the different naming of the cycles. It emerges that all countries have at least one national curriculum but not all have curricula for all education cycles. In addition, almost all countries focus on the constructs of "competence" and of "learning to learn" in the declarations of the curricula, while only a few do so in the curricula of specific cycles of education. For the second level of analysis, the results obtained from the application of the first deductive research strategy (variable based) are illustrated. They illustrate if "learning to learn" and its constituent components - as adopted by the literature used in our research project - are present in the examined national curricula. Upcoming developments of our work can be referred to the second explorative research method (case based). Its aim is a comparative analysis of the textual corpora of the curricula, in order to explore the cultural connotations of "Learning to learn" with reference to the "local" theories derived inductively by the analysis of the curricula. Results and future developments of this work can be useful both to policy makers and socio-psycho-pedagogical researchers dealing with Learning to learn curriculum development and practices.

References

- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage
- Deakin Crick, R, Stringher, C. & Ren, K. (2014). *Learning to learn. International perspectives from theory and practice*. London: Routledge
- UNESCO, available at: <http://www.unesco.org/new/en/education/themes/strengthening-education-systems/quality-framework/core-resources/curriculum> (Retrieved 18-04-2018)

A.13. | Local case studies in a global educational world

398 Building a semi-structured interview aimed to approach teacher representations on Learning to Learn in different cultural contexts

Daniela Torti |

Keywords: Learning To Learn, Qualitative Interview, Cultural Representation, Latin America, Cultural Connotation

In this contribution, a process of construction of a semi-structured interview guide is described with the aim of investigating how Learning to Learn (L2L) is acted in daily practices of different cultures, particularly in Italian and Latin American school contexts. The research objective is to know the cultural connotation that this competence assumes in countries which have not been considered by the Western scientific debate. L2L competence is among the eight key competences for lifelong learning according to UE (2018). It is considered

as a fundamental component of lifelong / life-wide learning. L2L represents a transversal competence which promotion is necessary from childhood in order to promote a regular schooling, prevent school dropouts, encourage the updating of work skills, provide an integral development and reduce social inequalities. The project "Learning to learn in Italy, Europe and Latin America", which includes the participation of Brazil, Ecuador, Italy, and Uruguay, adopts a socio-cultural research approach, organized in sub-projects by means of a multi-method research design. The general aim of the project is to understand: 1) which characteristics regarding this competence are assumed in different cultures; 2) how these characteristics have an impact on the problem of their measurement in different contexts. With the aim of overcoming a comparative conception in the use of research instruments, the construction of the interview guide represented a process articulated in the next phases:

- Discussion of theoretical references (Hautamaki et a, 2014; Stringher, 2014) to identify three macro-categories of the L2L: ability to adapt to novel tasks, continuous learning and self-confidence;
- Construction of the interview guide with the help of an Italian expert teacher (in order to define seven sub-categories referring to the macro-categories);
- Pre-piloting of eight interviews in Italy (taking into account two different methodological strategies; a direct and an indirect interview) with mathematics teachers of pre-elementary, elementary, secondary and high school educational levels;
- Modifications and additions to the interview guide in consideration of the results obtained, with the aim of avoiding the social desirability and the activation of professional "labels".
- Translation from Italian into Spanish and Portuguese languages;
- Training process performed by the principal investigators in the participating countries in order to share a common methodological framework;
- Pilot trial of the interview guide by the local researchers;
- Preliminary data analysis and collection of observations / revisions proposed by the local researchers in order to fit the instrument according to the different contexts;
- Final pilot trial phase (which included modifications suggested by the research teams);

The expected results are:

- 1) Understanding how teachers conceive L2L on the basis of their declarations about "learning" and according to their daily school practices;
- 2) Approaching the representation of L2L;
- 3) Identifying the components as emerged from the cultural analysis of the interviews;
- 4) Highlighting the relationship between culture and L2L in every country.

The different versions of the interview guide will be presented and discussed as outcome of the different connotations that have already been identified in this stage.

A.13. | Local case studies in a global educational world

400 Pathway, guidance, Academic Orientation, Mentor, Secondary School.

David Doncel Gia Lin |

Keywords: Pathway, Guidance, Academic Orientation, Mentor, Secondary School

One of the Government's priorities is to swap from an industrial economy and low salaries to one of services and high salaries. For this, the government needs to increase the quality of Human Capital, understood as the increase in the average educational level of the population. An educational measure to achieve this goal is to enhance educational and vocational guidance. Orientation conceived as a measure designed to optimize the adjustment between the education system and labour market. Although this measure was present in the Chinese educational system before, it is not until 2012, when the government is committed to a model of Educational and Professional Guidance focused on the development of the individual's career.

The objectives of this paper consist of analyzing educational transitions from one educational stage to another or from one educational level to another, and unveiling the social factors associated with these transitions. Besides, we contrast these processes with the theoretical model of educational and professional guidance

focused on the development of the individual's vocational career. To achieve these goals we take into account the main agents involved in the guidance process: parents, teachers and students.

Method

In the methodological dimension, we have carried out a survey in 18 universities, in 5 provinces and 2 autonomous municipalities. The final sample is n = 1121 questionnaires answered. We have used multivariate grouping techniques to analyse the data.

Outcomes (expected)

The outcomes expected consist of finding out if social and cultural factors shape the guidance process. Specifically, we expect to find differences between social groups and types of educational schools. We also expect to discover new patterns of career decision making in students.

References

Lan, Gao (2011), *Impacts of Cultural Capital on Student College Choice Process in China*. Ed Rowan & Littlefield.

Sung, Brown and Fong, Vanessa (2016), "Credentialism and career aspiration: How urban Chinese youth choose High School and colleges Majors", *Comparative Education Review* 60, no. 2 (May 2016): 271-292. DOI: 10.1086/685554

Loyalka, et al. (2013), "Can information and counselling help students from poor rural areas go high school? Evidence from China". *Journal of Comparative Economics*. Volume 41, Issue 4, November 2013, Pages 1012-1025. doi.org/10.1016/j.jce.2013.06.004.

A.13. | Local case studies in a global educational world

685 When Repetition Gains the Strength of a Pedagogy: An Ethnographic Study in the Brazilian and French Context

Raquel Gomes |

Keywords: Repetition, High School, Intra-School Inequalities

Since 1990, Sérgio Costa Ribeiro has established the concept of "redoubling pedagogy" through the researches he carried out in elementary school, noting that the numbers attributed to evasion were actually repetition, a practice that gained a pedagogical strength and was widely disseminated and accepted in the Brazilian school environment. In 1997, Jean Jacques Paul, in the face of an extensive research on repetition in several countries in contrast to the French context, attested to the existence of a "pedagogie du redoublement" that, from multiple motivations, took care of the school experience of the French young people. The present work, following the tracks left by researchers in the 1990s, observed that the same mechanism still operates strongly in the school system and in secondary education. The two countries in question have historically high repetition rates, especially among students from the poorer classes who attend school in popular neighborhoods. In this sense, public policies aimed at improving school flows were implemented in order to reduce the indices and solve the problem of repetition. In addition to the mechanisms of school attendance, in the two contexts studied, measures that sought to prohibit reprobation were launched, promoting interesting impacts from a sociological point of view. In fact, failure rates have declined, contributing to a better positioning in international rankings such as PISA, but it is not possible to speak of a disappearance of repetition in the school environment.

Based on intense fieldwork conducted between August 2013 and May 2017 in a secondary school in a favela in the northern part of the city of Rio de Janeiro / Brazil and a lycée on a banlieu north of Paris / France, and about 1,000 questionnaires applied with students and teachers, this paper aims to describe and analyze these school cultures, trying to understand how the repetition becomes part of the school experience these days.

In the Brazilian case, the prohibition of reprobation in theory has contributed to the fact that in practice it takes another form. Students considered "weak" and "unconditioned" to be approved were often referred to the night shift, initially set up to accommodate adults who may have dropped out before graduating, but that has become the "place of repeaters". In the French context, in the face of the impossibility of reprobation a student who does

not "deserve" an approval, the class councils decide for the referral of these students to the less prestigious filières, namely, the vocational routes. Therefore, the work concluded that the simple interdiction of the practice of repetition in the two cases studied did not prevent it from existing in other forms. The nocturnal course and the vocational pathways then became the new expression of the redoubling pedagogy.

References

Paul, J.-J. [1997], "Le redoublement à l'école : une maladie universelle ? ", *International Review of Education*, 43 (5-6), p. 611-627.

Ribeiro, S. C. [1991] "A pedagogia da repetência". *Estudos Avançados*, São Paulo, v. 5, n. 12, maio/ago

B.1. | Teachers and educational inequality

122 Do the CPIA's educational programs and teaching reproduce social inequality?

Igor Deiana |

Keywords: Social Inequalities, Adult Migrant Learners, Illiterate Students, Teachers, Cpia

During the last ten years the development of new and intensive migration flows has impacted on the Italian everyday school life. On the one hand it is possible to outline the absence of valid, continual and consistent political actions aimed to guide schools (and in particular teachers) in order to facilitate the social and linguistic integration of these new members of the society. On the other hand, the Italian school system (made by people who everyday work in schools and for schools) and the loyalty of some volunteering associations have given an important contribution to this process of integration. This sudden change of our society brought to teachers and educators' attention sets of problems that they would have never taken into consideration before. Every level of education (from the primary school to the university) has run into new stimulating, and sometimes not easy to manage, situations. Paying attention to secondary schools and the CPIA (Centro Provinciale per l'Istruzione degli Adulti), it is clear how teachers had to face new students 'profiles that in the past were not conceivable. In fact, being literacy and schooling always taken for granted, the insertion of quite a large number of illiterate students has been something unforeseen and difficult to approach. In this context, all the educative and didactic projects had to be rethought and reconsidered. This session will focus on the analysis of the teaching and the didactic practices used during the courses of Italian as a foreign language held by CPIA called "Percorsi di alfabetizzazione e apprendimento della lingua italiana". We must underline the central role that language classes can have in migrants' life. These moments of schooling do not just represent an occasion to improve language fluency, they can also help migrants to develop social and intercultural skills that will make them feel better in the hosting society. In addition, as these classes prepare students for the exam by which foreigners have to prove they have reached a certain level of proficiency in the language of the host country, it is clear their importance. On this basis, this session aims to analyse in which measure migrants, and in particular the ones who don't have basics of literacy, can be considered disadvantaged. My reflections are based on my experience as a teacher of the CPIA n.3 in Nuoro during the school year 2017/2018 and on data collected from several CPIA. I will critically evaluate if the CPIA's education program is able to integrate migrant adult learners or if it put them, especially the illiterate ones, in disadvantage. Reasoning on this fact, we will try to understand if the metaphor of "les initiés", employed by Piet Van Avarmaet of the Ghent University in his recent studies concerning integration, citizenship policies and social inequality and inspired to Hugus Draelants' research on the role of school in social reproduction, can be used to describe and explain the outcomes of CPIA's educational programs and measure their validity.

B.1. | Teachers and educational inequality

192 Equally Performing, Unfairly Evaluated: Does Social and Migration Background Influence Teachers' Decisions on Grade Repetition?

Guido Salza | Dalit Contini |

Keywords: Teachers, Inequality, Educational Practices, Discrimination, Longitudinal Data

Grade repetition (GR), the practice to retain underperforming students and do not allow them to progress to the next school grade, has been often called into question for its potentially unfair selection mechanisms. While GR is expected to give a student the necessary additional time to re-align competencies and knowledge before moving forward in the educational path, opponents maintain that this provision potentially harms repeaters' self-esteem and eventually bring about their definitive disaffection toward further education. The present paper intends to contribute to the literature investigating how schools react to student's failure and address the issue of discrimination in teachers' GR decisions. By exploiting a large dataset which collects administrative microdata for an entire cohort of Northern-Italian students, we estimate the net social and migration background differential

in the probability to get retained after the first year of high school (9th grade) once individual ability is taken into account.

Method

Controlling for a broad set of ability measures, we estimate a two-level mixed-effect logistic regression model with random intercepts at the school level, to evaluate the effect of the students' background on the probability to get retained in 9th grade. The dependent variable is the occurrence of GR, and the covariates of main interest are the socio-economic index and migrant background. To explore the role of the context in the GR decision, we also estimate models where we include school-level variables describing the student body composition and the school track.

Outcomes (expected)

We find that students from disadvantaged family background are exposed to much larger probabilities of being retained. This gap is wider in advantaged school contexts. After taking under scrutiny alternative concurrent explanations, we discuss whether these results can be interpreted as evidence of discrimination in teachers' GR's decisions.

References

- Autin, Frédérique, Anatolia Batruch, and Fabrizio Butera. n.d. "The Function of Selection of Assessment Leads Evaluators to Artificially Create the Social Class Achievement Gap," 20.
- Boone, Simon, and Mieke Van Houtte. 2013. "Why Are Teacher Recommendations at the Transition from Primary to Secondary Education Socially Biased? A Mixed-Methods Research." *British Journal of Sociology of Education* 34 (1): 20–38. <https://doi.org/10.1080/01425692.2012.704720>.
- EURYDICE (Bruselas, Bélgica), and Audiovisual y Cultural (Bruselas Agencia Ejecutiva en el Ámbito Educativo Bélgica). 2010. *Grade retention during compulsory education in Europe: regulations and statistics*. Brussels: Eurydice.
- Gamoran, Adam. 1992. "Synthesis of Research: Is Ability Grouping Equitable?" *Educational Leadership* 50: 11–11.
- OECD. 2016. *PISA 2015 Results (Volume II)*. PISA. OECD Publishing. http://www.oecd-ilibrary.org/education/pisa-2015-results-volume-ii_9789264267510-en.

B.1. | Teachers and educational inequality

270 Do high school teachers grade females more generously? A multilevel regression analysis on students-teachers matched data

Ilaria Lievore | Moris Triventi

Keywords: Teachers, Educational Inequality, Gender Grading Mismatch, Teacher Bias, Gender Inequality

In this work we are interested in understanding to what extent teachers grade more or less generously girls than boys. Teachers' evaluations of students do not take into consideration only the student competence, but they are likely to be imbued by social considerations (OECD 2013), related to both teachers and students' characteristics and their interaction (Costrell 1994). Relevant to our work is research that tries to assess whether there are systematic biases in grading students related to their gender. A few studies explore systematic differences in the way teachers in upper secondary education grade female and male students, with virtually the same level of competence, and they found that girls obtain higher grades than boys in "non-blind" tests in which the evaluator did know the identity of the student compared to "blind" test (Lavy 2008; Lindahl 2007; Angelo 2014; Enzi 2015; Kiss 2013). Despite these scattered theoretical arguments and empirical results, a comprehensive assessment of the gender gap in teachers' grading and how it varies across educational contexts is lacking.

This paper aims at filling the gap in the existing literature, by analysing recent matched student-teachers data from Italian upper secondary education. We rely on the 2013-14 INVALSI-SNV Italian data, in which we were able to link information on students in 10th grade with those from their teachers in Italian and mathematics. First, we aim to establish to what extent females are graded more generously by their teachers compared to boys, expecting a mismatch in grading in favour of female students. Second, we are interested in understanding

which characteristics of the students, teachers and classroom are likely to enlarge such grading mismatch. We will do this by relying on a grade equation model embedded in hierarchical linear regression analysis, in which students are the first level, subjects are the second level, classrooms are the third level and schools are the fourth level. This model takes into consideration the hierarchical nature of the data, constitutes a general analytical framework to investigate by means of cross-level interactions whether the advantage of females over boys varies across 1) school types, 2) classroom characteristics (percentage of male students, size of the classroom) and 3) teacher characteristics (gender, age, teacher assessment practices).

Angelo, C. S. (2014): Is there a Bias towards Girls in Non Anonymous Evaluation? Working Paper

Costrell, R.M. (1994): A Simple Model of Educational Standards, in *The American Economic Review*, 84(4):956-971

Enzi, B. (2015): Gender Differentials in Test scores and Teacher Assessments: Evidence from Germany, Working Paper

Kiss, D. (2013): Are Immigrants and Girls Graded Worse? Results of a Matching Approach, in *Education Economics*, 21(5):447-463

Lavy, V. (2008): Do Gender Stereotypes reduce Girls' or Boys' Human Capital Outcomes? Evidence from a Natural Experiment, in *Journal of Public Economics*, 92(10):2083-2105

Lindahl, E. (2007): Comparing Teachers' Assessments and National Test Results – Evidence from Sweden, in W.P.24. IFAU

OECD (2013): Grade expectations, PISA in Focus no. 26, Paris: OECD Publishing

B.1. | Teachers and educational inequality

321 Observing and acting on inequality in an afterschool service

Giada Gentile |

Keywords: Educational Inequality, Afterschool, Educators, Educational Anthropology, Critical Theory

The contribution aims to share some consideration on educational inequality potentially expressed in the relationship with teachers and educators, observed from the outside school education context of a local public afterschool service for primary school in the North East of Italy, where I've been working as an educator for more than three years. Educational context like this, can be a very special place to observe the effects of inequalities in school and the power dynamics involved, not only on an ethnic basis. This setting, laying in some kind of "middle land" between a scholastic and an informal context, can be a key place where educators can try to fill up the "holes" left by school in terms of communication with children, time and opportunities offered especially to the more needed ones, in order to empower their basic abilities to succeed in school and come out of fragile socio-economic positions. It is also a space for every child for exercise social abilities and handle emotions, beyond the very normative classroom context, and for negotiate power among the peers. Coming from anthropology, and having special interest in anthropology of education, I'd like to contribute to the debate by sharing this highly reflexive experience with a double identity, of educator and of anthropologist, based on two main aspects. The first, the observation that changes in behaviour, attitude and in communication ways of educators, can help to change the behaviours of children, working on inequalities, power and on opportunities to access school abilities for everyone. Second, conflicts and inequality are also part of the peer group dynamics, involving, again, power, prestige and cultural production. The afterschool service, is a privileged observatory not only for the dynamics involving children and teachers, but also teachers and families, where educators can witness the misunderstandings going on between the two institutions and educative agencies. In this specific case, the afterschool service itself is carrying on a strategy based on some kind of educative alliance with both of them, implementing a network work based on a strong communication. Taking it as an example of good practice, it can be discussed the utility of this approach in similar cases, to enhance the possibility for all children to get equal opportunities and to express themselves. Method

This empirical example, is still not a systematized case study, but a result of a quite long reflexive and critical observation of the context and of my own work, with a special attention to the contribution and legacy of the U.S. critical school (Holland, Levinson, Foley, Carspecken), taking the first reference in the work of John Ogbu,

and to the vigotskian and contestualist school (Lave and Wenger, Rogoff). In Italy we can find in the work of Simonicca and Gobbo a valid reference for the reflection on education issues in anthropology, which has much to give to school.

B.1. | Teachers and educational inequality

382 School guidance and school choice of students aged 11 to 14. Research Design

Giuliana Parente |

Keywords: School Guidance, School Choice, School Transition

[The reference literature on school inequalities calls into play several factors, mostly extra-scholastic (economic, cultural, social), which influence the orientation counsellor and the choice of the high school, proposing a reading of the scholastic choice through mechanisms of social reproduction that are linked to ascribed characteristics of individuals. The present study instead focuses on the role of the school and of the orientation activities in the choices of direction towards high school, conceiving the orientation both in its function of self-empowerment and social promotion. School orientation has assumed an important role in the Italian school system with and after the D.P.R. n. 362 of May 14, 1966 which in art. 2, paragraph 2 makes counselling mandatory. From this point on, it has been followed by numerous national and European legislative and institutional initiatives aimed at affirming the importance of guidance as a strategy for preventing school drop-out, but there are still very few studies on the effectiveness of the orientation understood as a process capable of avoiding future school failures and personal hardships. The central hypothesis of the research grasps the school as a reproductive institution of social inequality through processes of self-exclusion and selection by teachers who lower the educational aspirations and constrain the choices of students to "less prestigious" paths based on class membership (Bourdieu and Passeron, 1970). By agreeing with the model of Boudon's rational choice, it emphasizes the link between socio-economic and cultural influences linked to the family to which students belong with the scholastic choices conditioned by class aspirations. However, the project also conceives the school as the place where pupils - expressing more personal skills and ambitions - can be architects of their own scholastic destiny. The school orientation then becomes a central practice depending on the choice of school that takes place at the turn of the the first and second grade of secondary school.

Method

The research design involves the collection of information through a mixed strategy able to integrate the information collected through quantitative and qualitative techniques. Specifically, it consists in a structured questionnaire to pupils and parents, semi-structured interviews with teachers and counsellors as well as the analysis of official school documents to identify consolidated guidance practices in Roman institutions selected through a typological-factorial sampling

Outcomes (expected)

The objectives of the research are, on the one hand, to highlight the influence of socio-cultural capital on the paths of orientation and scholastic choice; on the other, to evaluate the effect of school guidance practices on expectations and decisions to understand interacting mechanisms. and encourage young people of different social groups to enrol in institutions aligned with their needs and interests, taking into account the received counselling.

References

- Barone C. (2005), «La teoria della scelta razionale e la ricerca empirica. Il caso delle disuguaglianze educative», *Rassegna Italiana di Sociologia*, 46(3), 411-446. doi: 10.1423/20430
- Bourdieu P. e Passeron J.C. (1970), *La reproduction. Éléments pour une théorie du système d'enseignement*, Editions de Minuit, Paris; trad.it (1972), *La riproduzione*, Guaraldi, Rimini.
- Pitzalis M. (2012), «Effetti di campo. Spazio scolastico e riproduzione delle disuguaglianze», *Scuola Democratica*, 6, 26-46.

Romito M. (2016), «Una scuola di classe. Orientamento e disuguaglianza nelle transizioni scolastiche», Guerini Scientifica, Milano.

B.1. | Teachers and educational inequality

418 Teachers' counselling and social inequalities in track choice

Carlo Barone | Gianluca Argentin | Gianna Barbieri

Keywords: Teachers, Educational Inequalities, Counselling, Grades, Tracking

Il ruolo degli insegnanti per la generazione delle disuguaglianze è rimasto in gran parte inesplorato in Italia. Questo lavoro intende contribuire a rimediare a questa lacuna mediante un'analisi del legame tra origini sociali, consiglio orientativo al termine della secondaria di primo grado e scelta di iscrizione al liceo. Nello specifico, proveremo a rispondere a tre interrogativi di ricerca. La nostra prima domanda è se, a parità di rendimento pregresso, gli studenti delle famiglie più istruite siano indirizzati più spesso verso il canale liceale. La seconda domanda di ricerca riguarda il legame tra consiglio orientativo e scelte effettive delle famiglie: il consiglio orientativo viene seguito allo stesso modo da famiglie di diversa estrazione sociale? In altre parole, ci chiediamo se, a parità di rendimento e di consiglio orientativo, le famiglie più istruite iscrivano più spesso i figli al liceo. Il terzo interrogativo che affronteremo riguarda le conseguenze complessive del consiglio orientativo per le disparità di accesso al canale liceale: in che misura esso media il legame tra origini sociali e iscrizione al liceo, a parità di profitto? In sintesi, l'obiettivo di fondo di questo lavoro è ricostruire se e come il consiglio orientativo rappresenti un meccanismo di disuguaglianza scolastica. Per rispondere a questi interrogativi utilizzeremo i dati dell'Anagrafe Nazionale Studenti del Miur. Difatti, unitamente alle questioni di carattere sostantivo appena evocate, il nostro lavoro intende anche illustrare il potenziale informativo di questa base-dati censuaria. Come vedremo, essa consente di ricostruire in dettaglio la carriera scolastica degli studenti secondo una prospettiva longitudinale e con il massimo grado di disaggregazione territoriale possibile. Vedremo inoltre che tramite i codici SIDI le informazioni disponibili in questa banca-dati possono essere agganciate a quelle di altre fonti statistiche sull'istruzione, come le rilevazioni SNV di Invalsi, ottenendo così informazioni sulle origini sociali e sulle competenze degli studenti

B.1. | Teachers and educational inequality

530 Push- and pull-out phenomena in Italian schools: a risk for equality?

Rosa Bellacicco | Heidrun Demo | Dario Ianes |

Keywords: Push Out, Pull Out, Teachers, Equality/Inequality, Inclusive Education

The terms pull-out and push-out refer to situations in which some groups of students in regular schools learn in settings apart from their peers (Nes, Demo & Ianes 2018). It may be for the whole school day or only part of it. A typical situation is when students perceived as having difficulties leave their class to follow some support programs. Looking at the existing data, for some groups of students push and pull-out are common experiences (D'Alessio, 2011; ISTAT, 2015), but their effects on the students' development are unclear (McCoy & Banks, 2012). Furthermore, qualitative research suggests that push and pull out can't be described as one uniform phenomenon: it involves different students and takes different forms varying from separate solutions – as for example dedicated rooms with dedicated teachers – to flexible grouping forms for all children (Buli-Holmberg & Jeyaprabhan 2016; Nes, Demo & Ianes 2018). Further research is needed regarding pull- and push- out phenomena, in order to understand their role in the production or reduction of educational inequalities. This research project aims at describing push and pull-out phenomena in all school grades from primary to upper secondary school from the teachers' perspective and its impact of pupils' school experiences.

Method

In an on-line questionnaire teachers are asked to describe the way push and pull-out take place/do not take place in their schools and to evaluate the effects of these practices on the students' school experiences. 3087 in-service teachers working in schools in the role of "referenti" for the "GLI" (Gruppo di Lavoro per l'Inclusione) participated to the survey. Schools were selected by means of a stratified random sampling, based on school grade and type. Statistical methods such as descriptive statistics and multivariate analysis were performed for data analysis.

Outcomes (expected)

Descriptive data on different forms of push and pull-out and their impact on the learning and socialization processes of students will be presented. Moreover, this data will be analyzed in relation to some school characteristics, such as school policies on inclusion and school ethos.

Finally, results will be discussed trying to differentiate different forms of push and pull-out taking into account the potentials and risks their impact seems to have for equality in school.

References

- Buli-Holmberg J. & Jeyaprabhan S. (2016) Effective Practice in Inclusive and Special Needs Education, *International Journal of Special Education* 31 (1): 119–134.
- D'Alessio, S. 2011. *Inclusive Education in Italy: A critical Analysis of the policy of integrazione scolastica*. Rotterdam: Sense Publisher
- McCoy S. & Banks J. (2012) Simply academic? Why children with special educational needs don't like school, *European Journal of Special Needs Education*, 27:1, 81-97, DOI: 10.1080/08856257.2011.640487
- ISTAT– Institute for Statistics. 2015. *L'integrazione degli alunni con disabilità nelle scuole primarie e secondarie d I grado, a.a. 2014/2015*
- Nes, K., Demo, H., & Ianes, D. (2018). Inclusion at risk? Push-and pull-out phenomena in inclusive school systems: the Italian and Norwegian experiences. *International Journal of Inclusive Education*, 22(2), 111-129.

B.1. | Teachers and educational inequality

584 Teacher training and working conditions: what impacts on educational attainments inequalities in Madagascar?

Antonia Verger |

Keywords: Education; Developing Countries; Teacher Training; Poverty; Social Inequalities

Madagascar is one of the poorest country in the world. 75,6% of the population lives under the poverty line (WB, 2012). Its Gross National Income (GNI) is ranked 158 in the line amongst 161 countries. The primary education gross and net enrolment rate are respectively 108,4% and 69,4% (Suivi OMD,2012). The government has demonstrated commitment to promoting the 'Education for All Plan' since 1990. But despite this education policy, several political and economic crisis have increased the poverty rate across the population, while leading to significant shortages in the national education budget. Nowadays only 68,8% of children manage to achieve the primary education cycle (Aiglepiere, 2012). In light of this daunting findings, this paper aims to assess whether teachers working in the public education system can tackle educational attainment inequalities. The paper enquires whether or not teachers benefit from the right working conditions that enable the promotion of a fair and equal education system.

Method

As part of our doctoral research, we conducted a qualitative survey covering a period of 16 months in a rural state school in a Malagasy's village. As a result, we gathered data about teaching conditions, children's and families' life conditions as well as the interaction between children work and children formal education.

In particular, we conducted semi-structured interviews with parents, children and teachers. Moreover, we did an ethnographic survey of this Malagasy's school, and we regularly provided French teaching classes in order

to gain hands-on experience with the school daily life. We also collected observations from inhabitants of the village. These methods have allowed us to gather data about poor children schooling process.

Outcomes (expected)

Following the survey, data analysis has shown that households lived in poor conditions and the government had not been able to pay a large part of primary teacher salary. 50% of teachers' salaries were funded by parent's communities.

Due to the presence of several factors such as the need for children workforce, household social and economic poverty or high education expenditures for parents, poor children are more likely to drop out of school before achieving the primary school cycle. We noticed that teachers suffered from a lack of professional training. Most of them weren't paid enough to survive in proper living conditions and, therefore, had to complement their teaching activities with farming, retailing or others informal jobs. Our observations drawn up from the inspection of several state schools showed that there was scarce teaching material, and teachers lacked basic teaching skills. Students didn't have enough school books, notebooks and pens. The students/teacher ratio was high, as there was a rate of 40 to 72 students per teacher in each classroom. What is the impact of pedagogical training, teachers' remuneration and their working conditions on the educational attainment of poor children? How can teachers influence children's learning process? How can teachers overcome educational inequalities amongst social classes and the resulting reproduction of the poverty cycle in Madagascar?

References


Bernard, J.M. ; Kouak Tiyab, B. ; K. Vianou. 2004. Profils enseignants et qualité de l'éducation primaire en Afrique subsaharienne francophone : Bilan et perspectives de dix années de recherche du PASEC. PASEC / CONFEMEN Novembre 2004

Confemen, 2004, Enseignants contractuels et qualité de l'école au Mali: quels enseignements ?

Delorme, C. 2011. « Les parents et l'école en Afrique de l'Ouest », Revue internationale d'éducation de Sèvres [En ligne], 31 | décembre 2002, mis en ligne le 25 novembre 2011, consulté le 18 octobre 2012. URL : <http://ries.revues.org/1949>

ILO, 2015. Vocational teachers and trainers in a changing world: the imperative of high- quality teacher training systems. Employment Policy Department Employment Working Paper No. 177

Martin, J.Y. 2003. Les écoles spontanées en Afrique subsaharienne. Champ éducatif et contre-champ scolaire. In Cahiers d'études africaines 2003/1 (n° 169-170), p. 19-40.

Sushaut, B., 2002, La qualité de l'éducation de base en Afrique francophone : contexte, constat et facteurs efficacité- Université de Bourgogne. Communication au colloque «L'éducation, fondement du développement durable en Afrique ». Organisé sous l'égide de l'Académie des sciences morales et politiques  Fondation Singer-Polignac, 7 novembre 2002.

Unesco, 2005. Rapport mondial du suivi de l'EPT, l'exigence de la qualité pour tous.

B.1. | Teachers and educational inequality

585 Socio-demographic characteristics of teachers and impact on the achievement of theirs students. Evidence from Italy

Giovanni Abbiati | Gianluca Argentin | Tiziano Gerosa |

Keywords: Student Achievement, Italy, Student-Teacher Sorting, Gender Gap, Educational Inequality

Research on school effectiveness has long since recognized that teachers play a crucial role in determining their students' achievement. Still, the analysis of how the socio-demographic characteristics of teachers - in combination with those of their students - affect learning outcomes is a debated research topic. Previous literature identifies multiple mechanisms through which the effectiveness of teachers could change according to the match of their ascribed characteristics - such as gender or social origins - with those of the students. A first influential theory focuses on teachers as interpreters of socially constructed role models: teacher characteristics represent reference elements for the students' social identity developmental process, allowing them to build parallels between their experience in classroom and the wider societal system of roles. Other theories refer to implicit and explicit prejudices, hypothesizing that teachers treat students differently according

to a set of personal preferences, such as similarity or expected outcomes inferred from students' traits. Teachers would implicitly or explicitly reward/sanction students using marks and rejections. Conflict theories postulated that differential treatments according to students' social class were functional to the reproduction of social inequalities via the school system. Gender studies hypothesize the same mechanism at play to explain the gender gap in mathematics achievement and in enrolment in tertiary STEM fields.

The present study aims at ascertaining whether in Italy the teachers-students match is associated to achievement gains with respect to gender and social origins and whether this influence varies according to the subject taught. The analyses are conducted on 4 cohorts of INVALSI data (2013-2017) that provide students-teachers matched data for grades 2, 5, 8 and 10. In case of associations, the richness of the INVALSI database will allow us to test the explanatory power of mediators such as teachers' pedagogical practices, students' motivation and the gap between teachers' evaluation in a subject and standardized test scores. The latter measure will be used to infer the existence of potential discriminatory phenomena.

Method

The impact of teacher variables on student achievement will be estimated using students' fixed effect models, taking advantage of the link between student and teacher data for competence scores in both language and mathematics. Models, (run separately by level), are estimated first on the whole sample and then separately for male and female students and for students different social background, in order to verify whether being exposed to female or male teachers, or to high or low social origins teachers, exert an influence on their achievement. An interaction with the subject is

Outcomes (expected)

Preliminary evidence on the 2014 data shows that in secondary schools teachers-student matching exert a 0.08 sd difference in mathematics achievement with respect to gender matching in mathematics (male teachers negatively influence female students), and an effect of similar entity is found as concern social origins (high social origins teachers negatively influence mathematics achievement of low social origins students). None of the mediators, though, seem to account for such association.

B.2. | Tackling intolerance and promoting citizenship at school: The state of the art of action research and program evaluation

286 Through the lens of the biographical evaluation. Suggestions from the educational experience of successful immigrant students

Mariagrazia Santagati | Rita Bertozzi |

Keywords: Successful Immigrant Students; Multicultural Schools; Democratic School; Biographical Evaluation; Definition of the Situation

The paper focuses on the impacts of different educational contexts on the trajectories of young migrants in Italy, using a biographical approach. Following the method of the biographical policy evaluation (Apitzsch, Inowlocki, Kontos, 2008), we take into account the features of the educational contexts (more or less welcoming, tolerant, democratic, etc.) and the impact of such contexts on biographical processes. Immigrant students' biographies point out how the educational contexts and programs can affect educational career in a longitudinal perspective, giving insights on elements of strength and weakness of the educational contexts in which these students have grown up.

Method

We use data coming from the research project Su.Per. (Success in educational pathways of students with immigrant background). The research is based on written autobiographies of students attending upper secondary schools. The research project has involved a group of 65 immigrant-origin students – selected through specific criteria defined by researchers and teachers – aged 14-19, foreign born and native-born, with 23 different citizenships and attending different kind of upper secondary schools, in the province of Brescia. Autobiographies have been analysed with the software Nvivo.

Outcomes (expected)

In our analysis, we focus on some key areas: entrance of newly-arrived students and integration in the educational contexts; practices and programmes to support learning process of immigrant students (including the Su.Per. project; and the quality of teacher-students and peer relationships).

In the evaluation of their educational experience, students referred to specific measures and projects for immigrant students, implemented in order to foster equal opportunities through welcome measures, Italian courses, integration activities, disciplinary support, etc. However, the positive role of the educational institution in the integration process is influenced by some specific characteristic: the multicultural nature of Italian schools is a good surprise for immigrant students and an opportunity to increase citizenship skills; some students point out the “democratic nature” of the Italian schools, evaluating positively the chance and the right of students to participate and to indicate representatives involved in the decisional process at school and provincial level. Also, the sensitive attitudes of some teachers and peers matter, in order to tackle discriminating experiences. Furthermore, students point out in their narratives that the educational success of immigrant students is considered possible in this “multicultural/democratic schools”: following the idea introduced by the researchers and the teachers involved in the project, students introduce a “new definition of the situation” that make possible what before was socially defined as impossible. We know that the “definition of the situation” precedes, orientates and limits any possible action, but a “new” (exceptional) definition of the situation can change the biographical trajectories, institutional expectations and orientations. Therefore, effective programs and practices have to start from a change in the definition of situation, namely in cultural meanings that have to be combined with programmes, measures, and activities.

B.2. | Tackling intolerance and promoting citizenship at school: The state of the art of action research and program evaluation

303 Cross-cohort Changes in Indicators of Tolerance among Italian Youth

Maria Magdalena Isac | Laura Palmerio | Elisa Caponera |

Keywords: Tolerance; Attitudes Toward Equal Rights; Cived; Iccs; Measurement Invariance

Tolerance, generally defined as positive feelings toward diversity as well as an understanding and endorsement of equality between different groups (Cote and Erikson 2009), is considered an important democratic attitude and an essential prerequisite for a peaceful coexistence in the increasingly diverse contemporary societies (Freitag and Rapp, 2015). In the Italian context challenged by unprecedented migration, monitoring and promoting tolerance in schools is an essential part of policies focused on active citizenship and intercultural dialogue. Therefore, comparative studies focused on identifying patterns of change in young people's tolerant attitudes are highly needed. In this research, we argue that comparability must be empirically assessed and ensured for the measurement of relevant indicators that serve to monitor cross-cohort changes in indicators of tolerance among Italian youth. To this end, we aim to a) evaluate the extent to which the scales of tolerance toward equal rights for immigrants, ethnic groups, and women are measurement invariant in three cohorts (1999; 2009; 2016) and b) explore how patterns of change in tolerant attitudes vary by cohort.

Method

Using the framework and data provided by the Civic Education Study (CIVED, 1999) and the International Civic and Citizenship Education Studies (ICCS, 2009 and 2016) (Schulz, Ainley, Fraillon, Kerr, & Losito, 2010; Schulz et al., 2018; Torney-Purta, Lehmann, Oswald, & Schulz, 2001) conducted by the International Association for the Evaluation of Educational Achievement (IEA) International Civic and Citizenship Education Study (ICCS, 2016), we examine the extent to which average comparisons of cross-cohort differences in young people's tolerant attitudes toward immigrants, ethnic/racial groups, and gender equality are empirically justified. Multiple-group confirmatory factor analysis (MG-CFA) (Joreskog, 1971) is applied to estimate the three-dimensional measurement model of the concept and test its measurement invariance across the three cohorts.

Outcomes (expected)

The findings will show whether average scores based on the three interrelated scales can be validly compared across the three cohorts. Provided that cross-cohort comparability can be achieved, the work will illustrate patterns of change in tolerant attitudes across time.

References (selective)

- Côté, R. R., & Erickson, B. H. (2009). Untangling the roots of tolerance. *American Behavioral Scientist*, 52(12), 1664–1689. doi:10.1177/0002764209331532.
- Freitag, M., & Rapp, C. (2013). Intolerance toward immigrants in Switzerland: Diminished threat through social contacts? *Swiss Political Science Review*, 19(4), 425–446. doi:10.1111/spsr.12049.
- Jöreskog, K. (1971). Simultaneous factor analysis in several populations. *Psychometrika*, 36(4), 409–426. doi:10.1007/BF02291366
- Schulz, W., Ainley, J., Fraillon, J., Kerr, D., & Losito, B. (2010). ICCS 2009 International Report: Civic knowledge, attitudes, and engagement among lower-secondary school students in 38 countries. ICCS Intl Report. Amsterdam, The Netherlands, The Netherlands: International Association for the Evaluation of Educational Achievement (IEA).
- Schulz, W., Ainley, J., Fraillon, J., Losito, B., Agrusti, G., & Friedman, T. (2018). *Becoming citizens in a changing world: IEA International Civic and Citizenship Education Study 2016 international report*. Springer.
- Torney-Purta, J., Lehmann, R., Oswald, H., & Schulz, W. (2001). *Citizenship and Education in Twenty-eight Countries*. Delft, Netherlands: International Association for the Evaluation of Educational Achievement (IEA).

B.2. | Tackling intolerance and promoting citizenship at school: The state of the art of action research and program evaluation

477 SELMA (Social and Emotional Learning for Mutual Awareness) – Empowering young people and educators to hack online hate

Viola Pinzi | Hans Martens |

Keywords: Citizenship Education, Media Literacy, Social And Emotional Learning, Tolerance, Online Hate Speech

Online hate speech is a growing problem. People often experience the internet to be a hostile space. Hateful messages are increasingly common on social media. To complement existing initiatives to regulate, monitor or report online hate speech, a more pro-active approach is needed. SELMA is a two-year project co-funded by the European Commission, which aims to tackle the problem of online hate speech by promoting mutual awareness, tolerance, and respect. The overall vision of the project is to explore research strategies and methods to develop an informed understanding of obstacles and enablers, when tackling online hate speech, from practitioners' point of view. SELMA approach builds upon three pillars, to empower young people to become agents of change: social and emotional learning framework – SEL (self, peer/social and society), media literacy (from analysis to production) and citizenship education (local to global). In more concrete terms, SELMA targets young people (age 11-16), primarily in schools, but also in the out-of-school communities that impact on their wellbeing, engaging them – together with their peers, teachers, parents etc. – in a multifaceted learning journey, while fostering a wider dialogue with education stakeholders (including Ministries of Education), civil society organisations and industry. In order to take an evidence-based approach to prevent and remediate online hate speech, it is fundamental to first understand what online hate speech is and how it works. Therefore, the SELMA action plan is built on a comprehensive research programme which comprises three interrelated components enriching each other: a literature review, a series of qualitative focus groups and an online quantitative survey. Consequently, to transfer the results of the initial research into a practice-oriented schema, the initiative have developed a Toolkit, a collection of principles, methods and practices. The Toolkit includes elements of media literacy, critical thinking and active citizenship in a digital world.

Outcomes (expected)

The initiative will result in increased awareness, knowledge and understanding of online hate speech and how young people can play an active role to prevent or counter it. The lesson learnt of the implementation offers a concept model and education strategy, built upon evidence arising from the initial research, as well the experience of national organisations implementing the Toolkit in practice, integrating feedback from the participants.

References

- Ash, T.G. (2016). Free speech: Ten principles for a connected world. New Haven, CT: Yale University Press.
- Foxman, A.H. & Wolf, C. (2013). Viral hate: Containing its spread on the internet. New York, N.Y.: St. Martin's Press.
- Keen, E., & Georgescu, M. (2016). Bookmarks - A manual for combating hate speech online through human rights education. Revised edition. Strasbourg, France: Council of Europe Publishing.
- Keipi, T., Näsi, M., Oksanen, A., & Räsänen, P. (2017). Online hate and harmful content: Cross-national perspectives. London, UK: Routledge.
- Potter, W. J. (2004). Theory of media literacy: A cognitive approach. Thousand Oaks, CA: Sage.
- Lipman, M. (2003). Thinking in education. Cambridge: Cambridge University press.
- O'Neill, B., Staksrud, E. & McLaughlin, S. (2013). Towards a Better Internet for Children? Policy pillars, players and paradoxes. Göteborg, Sweden: Nordicom.

B.2. | Tackling intolerance and promoting citizenship at school: The state of the art of action research and program evaluation

520 Facing hate speech: the three circles approach to education in CIFA's project #iorispetto

Emanuele Russo |

Keywords: Hate Speech, Public Policy, Citizenship, Human Rights, Empowerment

In democratic societies hate speech represents a threat of systemic impairment of the relationships amongst people, realized through the obliteration of specific categories of the population, whose voice is systematically ridiculed to the point that their very existence is insulted and reduced to zero. Even though hate speech does not automatically result into physical violence, it often creates the environment for the latter to explode, and it is certainly used by the offenders to justify their actions, as they were the interpreters of a widespread feeling of hatred. Social networks amplify the phenomenon. Efficient strategies able to fight back hate speech and to let democracy and human rights take the political floor are probably yet to be found, but a joint effort of youngsters, civil society and public administration seems pivotal to reach a relevant result. The project #iorispetto, co-funded by The Italian Agency for Development Cooperation and implemented by CIFA Onlus in partnership with Amnesty International – Italian Section, ICEI, AMMI, COREP and the Municipalities of Torino, Milano, Palermo and Albano Laziale, aims at i) creating an educational product able to explain to teachers, children and their parents what hate speech is and how it affects society, ii) at creating a network of intercultural mediators trained to work throughout the Country, iii) to build urban networks in four Italian cities and iv) to push all these stakeholders to joint actions. Project activities such as educational programs and active citizenship actions are being implemented in 400 classes throughout the country involving over 10,000 students.

Method

The paper explores the “three circles approach”, which has been put in practice for the first time within the project #iorispetto. The starting point of the approach is that, in order to promote the active participation of youth, it is necessary for youngsters to find a positive environment where their activation may succeed. Teachers and parents shall support the efforts of their children and students. Intercultural mediators can help the educational community around children to better understand the impact that hate speech has on minority groups. However, no action at the grassroots level can be effective in the long term without an inclusive urban environment. Public administration shall not remain silent over hate speech. The three circles thus are: children, teachers and parents, cities.

The project adopts and applies best practices such as the Anti Rumors Strategy (Council of Europe), the Amnesty Kids! Human Rights Education Approach (Amnesty International – Italian Section) and Social and Community Theatre, applied with the help of professionals such as intercultural mediators to create an environment in which a counter-narrative to hate speech can breed.

Outcomes (expected)

The aim of the paper is to demonstrate that the only way to deconstruct hate speech is through a joint strategy able to move all levels of civil society and institutions. Theory and figures are important, but not enough, as hate speech proliferates when fear and insecurity take the lead over reason, and the community has to be strengthened.

References

www.coe.int/en/web/interculturalcities/anti-rumours/
www.amnesty.it/scuole/amnesty-kids/
www.socialcommunitytheatre.com/en/

B.2. | Tackling intolerance and promoting citizenship at school: The state of the art of action research and program evaluation

654 Videoconference dialogue as a collective participatory practice for learning about tolerance and respect

Lorenzo Raffio |

Keywords: Tolerance, Dialogue, Respect, Facilitated Videoconferences, Identities

Tolerance and respect are often concepts taught as a tick box exercise. Yet, they are at the base of social interactions and material collective practices. We believe that their understanding should not be left out of classroom activities but rather explored as a way to mediate bodily interactions and encounters with the other. In this paper we intend to describe the experience of a network of Italian schools, Rete Dialogues, part of Generation Global, an international education project that aims at disseminating the pedagogy of dialogue and develop students' critical thinking skills and open-mindedness, thus developing attitudes of tolerance and respect. Assuming that tolerance and respect as attitudes and acts are not only the fruit of rational convictions, but are mediated by practices in which students participate, Generation Global promotes activities where they can be enacted. Among them, facilitated videoconferences between students from more than 20 countries which aim at allowing young people to learn from one another and share their values and beliefs. Videoconferences are treated as dialogical objects that students construct collectively during their virtual encounter. Students can negotiate their identities in a safe space that goes beyond social structures, political biases and geographical settings. The virtual encounters are facilitated by expert educators, trained on the skills of dialogue and experienced in managing cultural diversity. Within the framework of Generation Global, since 2014 Italian students have had the chance to participate in videoconferences with peers at national level. The decision was made in order to allow younger students, whose English is not yet suitable for international connections, to participate in dialogues of meaning and significance on pressing issues in their native language. Experience has shown that despite the lack of dramatic differences such as those between schools in different countries, the learning outcomes from meeting the "other" were significant even in dialogues from schools in Venice and Catania.

Method

We will draw on the analysis of 52 reports that the facilitators have produced after each videoconference, following the global programme's protocols and rubric to understand highlights, challenges and critical incidents encountered in student dialogue about crucial issues concerning tolerance and respect.

Outcomes (expected)

These reports follow a common format and offer detailed contextual descriptions that will allow us to assess what happens in practice when students are engaged in a dialogue of depth, to derive hints on how to improve their effectiveness and reflect on ways to create new formal and informal learning opportunities centred around the encounter with the other.

References

- Anker, T., & Afdal, G. (2018). Relocating respect and tolerance: A practice approach in empirical philosophy. *Journal of Moral Education*, 47(1), 48–62.
- Barzanò, G., Raffio, L., Lissoni, M., & Mallardi, R. (2017). Spazi virtuali per il dialogo tra studenti sulle religioni. *Scuola Democratica*, 8(3), 645–654.
- Freire, P., & Macedo, D. (1995). A dialogue: Culture, language, and race. *Harvard Educational Review*, 65(3), 377–402
- Gee, J. P. (2017). Identity and diversity in today's world. *Multicultural Education Review*, 9(2), 83–92.

B.3. | Residential and Scholastic Segregation: Mechanisms of Inclusion and Exclusion

159 School Segregation and Home-School Proximity among Immigrant-Origin Youths: A Case Study in Bologna, Italy

Federica Santangelo | Giancarlo Gasperoni | Debora Mantovani |

Keywords: School Segregation; Lower Secondary Education; Home-School Proximity; Immigrant-Origin Student; Bologna

School segregation affecting immigrant-origin students depends on residential segregation but also exists as a separate phenomenon, determined by differences in families' school choices, in turn reflected in distances between residence and attended schools. Socially disadvantaged students are more likely to attend the nearest school to their home and respect schools' suggested catchment areas, since school selection depends more

on convenience rather than on an evaluation of multiple schools' pros and cons, thus engendering potential educational inequality. This paper explores home-school proximity among students attending lower secondary schools in a major city in Northern Italy (Bologna) and identifies both student/family and school characteristics associated with proximity differences.

Method

The data primarily used in our analyses were provided by INVALSI and refer to students enrolled in the final year of lower secondary education in the 2014/15 school year. Data includes addresses of students' homes the schools they attended, but also comprise other information, including students' native/immigrant-origin status (and, if applicable, their belonging to so-called first or second generations), gender, and other socio-demographic characteristics concerning the pupils themselves, their families, and their schools. After having implemented a geolocation procedure to this data-base as well as a student-school matching procedure in light of schools' official catchment basins, we examine the characteristics of students who attend close-to-home vs. distant schools and catchment-mandated vs. other schools as a function of factors including neighbourhood of residence (and its social profile), migration status, socio-economic status, and parental education. Schools are also classified according to the degree with which they exert differential attraction or repulsion among students originating from more vs. less privileged families.

Outcomes (expected)

We expect immigrant-origin students are more likely to attend the closest school to home. Furthermore, this difference between native and immigrant-origin students is expected to fade away after controlling for socio-economic background. Additionally, some differences are expected to reflect the city's socio-economic areas.

References

Pacchi C. and Ranci C. (eds., 2017), *White Flight a Milano. La segregazione sociale ed etnica nelle scuole dell'obbligo*, Milano: Franco Angeli.

Santangelo F., Gasperoni G. and Mantovani D., *Interstizi scolastici: la prossimità residenza-scuola fra gli alunni di origine immigrata a Bologna*, «*Sociologia Urbana e Rurale*», 2018, 117, pp. 98-116.

B.3. | Residential and Scholastic Segregation: Mechanisms of Inclusion and Exclusion

267 Like with like or take a hike? Friendship networks in Italian schools

Jonathan Pratschke | Giovanni Abbiati |

Keywords: Homophily, Friendship Network, Secondary School, Italy, Educational Inequality

A key issue in educational research involves the role of peers in shaping trajectories and outcomes for students. Research in this field has yielded insights into how relationships in the school environment relate to academic achievement, school adaptation, dropping out and making the transition to higher or further education. At the same time, there are considerable gaps in our knowledge about how students choose their friends, how peer relationships are structured within the school and how the resulting networks relate to broader socio-economic inequalities. A concept of particular interest in this area of research is homophily, which represents a very general characteristic of social networks. Existing research strongly suggests that school students tend to choose friends who are similar to themselves in terms of demographic characteristics and family background. The Italian school system, which tracks students at the age of 14 into different types of school (broadly speaking into academic, technical and vocational schools), favours the creation of relatively homogeneous classes on the basis of social background, academic proficiency and gender. Within this relatively uniform environment, students may still choose peers who are similar to themselves, accentuating the baseline homophily that characterises their classroom. In this paper, we assess to what extent friendships among final-year secondary school students in Italy are homophilous with respect to: (a) values, attitudes and beliefs, (b) social background and (c) academic proficiency. The aim of this analysis is to determine whether peer processes have the potential to reinforce or accentuate social segregation within the school system.

Method

We use social network analysis to explore the characteristics of classroom friendship networks in a large sample of fifth-year Italian secondary school students. Each class is treated as a whole network and all classes in the sample are analysed in parallel. The data come from an innovative survey of pupils in a stratified sample of secondary schools in the Provinces of Milan, Vicenza, Bologna and Salerno. In total, 62 schools participated in the project and 9,058 students completed the first paper-and-pencil questionnaire in October 2013. As part of the survey, respondents listed the names of their three closest friends in their class. A range of characteristics were measured for each participant, including socio-economic position, academic ability, post-diploma plans and their attitudes and beliefs about school.

We exploit information on directed friendship ties to study how these relationships are patterned on the basis of ascribed characteristics and attitudinal traits, using a simple but powerful measure of 'inbreeding' homophily.

Outcomes

The empirical research results show that although the Italian secondary school system already groups 'like with like' through tracking, friendships are strongly homophilous in relation to gender, and moderately so in relation to migration background and academic proficiency. Parental education, social class and attitudes show little evidence of homophily after controlling for the composition of the class. Implications for further research on homophily and the estimation of peer effects are discussed, with reference to recent innovations in statistical modelling techniques.

B.3. | Residential and Scholastic Segregation: Mechanisms of Inclusion and Exclusion

353 Segregated by choice: special schools and students with disabilities

Alessandra M. Straniero |

Keywords: Disability, Education, School Segregation, Special School, Exclusion

Italy has legislation on the right to inclusive education of people with disabilities particularly advanced. Unlike other European countries, where there is still a separate system of education for people with disabilities, in Italy the Convention on the Rights of Persons with Disabilities (ratified by Italy under Law No. 18 of 2009) took place into a legislative framework on school and university already strongly oriented towards inclusion, a peculiarity that has made the Italian educational system particularly avant-garde and a "school for all" model for other countries. In spite this culturally advanced legislative apparatus, Italy has, however, some serious problems with the application of this legislation. ISTAT data on inclusion of students with disabilities and the recent report of the Court of Audit on the management of actions and resources of the Ministry of Education, Universities and Research on the educational inclusion of student with disabilities points out various forms of inefficiencies which considerably limit the effectiveness of the educational system and the respect of the their right to education. It emerges a significant gap between the principles present in the Italian legislation, which are largely consistent with the most inclusive views on the protection and promotion of the right to education for persons with disabilities, and their actual implementation in the process of scholastic and educational inclusion. This gap is triggering forms of nostalgia towards the practice of special schools – intended especially for the education of students with intellectual disabilities –, that progressively disappeared as a result of the promulgation of the law n. 517/1977, which anticipated the model of scholastic inclusion which had later become the international standard. The growing consensus that these schools are raising among families is putting at risk some basic human rights of children and young people with disabilities.

Method

Review of the relevant scientific national and international literature; analysis of testimonies and interviews.

Outcomes (expected)

The paper intends to investigate the processes and factors that lead a family to choose the special school as the best possible choice to respond to the needs of their child, implementing a decision that leads explicitly towards a form of school segregation.

References

1. ISTAT. 2018. L'integrazione degli alunni con disabilità nelle scuole primarie e secondarie di primo grado – Anno scolastico 2016-2017, <https://www.istat.it/it/files/2018/03/alunni-con-disabilita-as2016-2017.pdf?title=Integrazione+degli+alunni+con+disabilit%C3%A0+-+16%2Fmar%2F2018+-+Testo+integrale+e+nota+metodologica.pdf>
2. Court of Audit - Central Section for the control of the management of the state administrations. 2018. Le risorse e le azioni per la didattica a favore degli alunni con disabilità e bisogni educativi speciali (anni 2012-2017). Deliberation July 16 2018, n. 13/2018/G, http://www.corteconti.it/export/sites/portalecdc/_documenti/controllo/sez_centrale_controllo_amm_stato/2018/delibera_13_2018.pdf
3. G. Merlo. 2015. L'attrazione speciale. Minori con disabilità: integrazione scolastica, scuole speciali, presa in carico, welfare locale. Santarcangelo di Romagna: Maggioli.

B.3. | Residential and Scholastic Segregation: Mechanisms of Inclusion and Exclusion

354 Ethnic concentration and diversity in primary and lower secondary Italian schools

Emanuele Fedeli |

Keywords: Course-Taking Pattern; Peer Effect; Friends

Following the expansion of enrolments in education and the almost universal character of secondary education, in many educational systems there is a growing trend to differentiate learning environments by creating binding or voluntary advanced courses or grouping students by ability. This enrollment may depend on socioeconomic origin, previous ability, classroom mates, and features of educational systems. Disentangling the cumulative consequences of a between and within track learning environment enrollment is an important issue not fully addressed with implications on performance, motivation, and educational aspirations, expectations, and choices. Aim is to test to what extent peer effect (networks of friends) explains the enrollment in course-taking patterns, and related educational attainment over time, taking account a gender divide, and features of educational systems. Previous studies argue that the formation of students' skills as well as their educational aspirations, expectations and choice is the resulting of different interaction between actors such as parents, friends, teachers across several social environments such as family, school, and workplace. Classroom is, among the others, an ideal - physically bounded - environment where students spend a lot of time, around 6 hours per day in OECD countries. In such environment, status concern, group membership, and eventually social hierarchies take place resulting in a peer pressure able to shape educational patterns. According to the Social Construction Theory people may be structurally advantaged for some characteristics such as ability, socioeconomic origin, ethnic background, weight, height, popularity, love stories, as well as enrollment in some advanced courses. These advantages may produce a social status belief resulting in a social hierarchy and a related run for social status because an "associations between a social difference and indicators of esteem and competence" come out. This "run for social status" is explained by the embedded tendency to compare themselves to others according to distinct reference groups. I argue that classroom hierarchy and cliques of friends influence the educational aspirations, expectations, and choices of students on course-taking patterns with an ongoing peer pressure, once controlled for individual characteristics and homophily patterns. Using CILS4EU dataset, a cross-country longitudinal survey among high schools in England, Netherlands, Germany, and Sweden. I want to adopt a longitudinal design based with a IV approach namely indirect friend to identify a peer effect. My expected outcomes are that peer effect is present among students shaping enrollment in advanced courses in math and national language. A possible gender divide may take place because boys and girls have a different internalization

B.3. | Residential and Scholastic Segregation: Mechanisms of Inclusion and Exclusion

417 School segregation in Milan: the "white flight" dynamic

Marta Cordini | Andrea Parma | Costanzo Ranci |

Keywords: School Segregation, White Flight, School Exclusion, Social And Ethnic Segregation, Educational Inequality

The paper aims to show how and to what extent the system of compulsory education in Milan is affected by social and ethnic segregation. We argue that, despite being guided by the general criteria of universal access and equality of treatment, not only do Milan's schools fail to counter socio-economic inequalities and differentiation along ethnic lines in an effective manner, but they actually tend to amplify and entrench them. We begin with a theoretical discussion of the main factors contributing to school segregation and a general overview of Italy's compulsory education system. This is followed by a presentation of the empirical case of Milan, analysing social and ethnic segregation of children of primary school age (i.e. 6-10) by place of residence and school of enrolment. As a clear gap emerges between the "natural" and the "actual" school composition, our analytical focus then shifts to home-to-school mobility as an expression of parental choice. We show that 56% of all students in Milan do not enrol at local state schools and this is due to two main phenomena: families choosing private schools and families moving within the state school system. The analysis of these movements makes it possible to identify avoidance dynamics (i.e. in which disadvantaged or ethnic areas are avoided), as well as incoming mobility towards private schools and state schools located in affluent areas or with a lower intake of pupils of non-Italian ethnic backgrounds.

Method

The research is based on mapping and statistical analyses. Authors created an integrated database combining information regarding both schools and pupils resident in catchment areas (CA) combining different data sources (Municipality's register of students, 2011 census, INVALSI). Dissimilarity indexes have been used to measure and compare segregation levels in catchment areas and schools. Finally, a multinomial logistic regression model has been carried out to estimate the chances of choosing the local school or moving to a school located in another catchment area.

Outcomes

This research permits to detect the pupils flows among schools and catchment areas in Milan, identifying the territorial characteristics that affects the mobility. By taking into account the social profile and the ethnic composition of schools and catchment areas, the paper attempts to evaluate the weight of these factors in affecting the likelihood of choosing a different school from the local one. Considering the results in the light of the existing literature and comparing them with other cities, authors are able to identify a white flight dynamic which tends to reproduce and reinforce social inequalities into the school context.

References

- Boterman W.R. (2013) Dealing with diversity: middle class family households and the issue of "Black" and "White" schools in Amsterdam, *Urban Studies*, 50 (6): 1130-1147.
- Gewirtz S., Ball S., and Bowe R. (1995) *Markets, choice and equity in education*, Buckingham, Open University Press
- Oberti M. (2007) Social and school differentiation in urban space: inequalities and local configurations, *Environment and Planning*, 39: 208-227.
- Reay D., Crozier G., James D. (2011) *White Middle-Class and Urban Schooling*, London, Palgrave MacMillan

B.3. | Residential and Scholastic Segregation: Mechanisms of Inclusion and Exclusion

529 Scholastic paths and territorial inequalities: what the school can do?

Gianluca De Angelis | Barbara Giullari |

Keywords: Ibjj, School, Inequality, Policy Making, Gis

In Italy, the educational experiences of students are strongly conditioned by the origin of their family, both in terms of wages and of educational levels¹. This is especially true in higher education choices, also in richer

contexts². According to the results on the relevance of socioeconomic background in school achievements, we try to focus the school role in inequality reduction³ by a territorial analysis on scholastic paths of students in a social-health district in Bologna area. Starting from the geolocation of residence addresses of students, we observe how the socioeconomic background represents a useful point of view to explain the diffusion of delays in scholastic path. In the second part of the presentation, we'll observe the actions carried on by the schools in order to reduce student difficulties.

Method

We have used the data collected by the schools in the last years of the Observatory on education in the Province of Bologna, now dismissed, used in previous studies about the role of Informational Basis of Judgement in Justice in policy making process⁴. Since 2008 to 2012, the last period of data collection, the Observatory allows us to analyse the path of 27,747 students coming from one of the fifteen municipalities of the District. By this dataset, at first, we isolated the delays in scholastic paths accrued during the period with the purpose to analyse the condition at the base of scholastic difficulties; secondly, we focused on students living context. Indeed, in a sub-urban area, the family choices about school is highly conditioned by the very presence of scholastic institutions and by the presence of communication ways.

In parallel to the quantitative analysis, we performed qualitative observation regarding the projects and the initiatives implemented by the schools at local level.

Outcomes (expected)

Our analysis is framed by a project promoted and financed by the local administration of the Social-Health District. So, our outcomes are:

- Implementation of a system analysis, both quantitative and qualitative, to support the policy process;
- Integration of informative basis presently existing at local scale in order to reduce their fragmentation and the economic simplifications;
- Support the school initiatives aimed to inclusion and inequalities' reduction by growing the knowledge basis.

References

- Cecchi, D. *Immobilità diffusa: perché la mobilità intergenerazionale è così bassa in Italia.* (Il mulino, 2010).
- Giullari, B. & Rossi, G. *Studio congiunto sulla relazione tra diseguaglianze economiche e diseguaglianze scolastiche e formative della popolazione giovanile residente in ambito urbano.* (2014).
- Marks, G. N., Cresswell, J. & Ainley, J. *Explaining socioeconomic inequalities in student achievement: The role of home and school factors.* *Educational Research and Evaluation* 12, 105–128 (2006).

B.3. | Residential and Scholastic Segregation: Mechanisms of Inclusion and Exclusion

574 What I will do when I grow up: aspirations and future prospects for immigrant immediate descendents students

Giuseppe Gargiulo | Alessio Buonomo | Giustina Orientale Caputo |

Keywords: Immigrant Immediate Descendents, Educational Aspirations, Secondary School, Mixed-Method Approach, Naples

In Italy, the non-Italian students enrolled in all school grades are around 826 thousands in the school year 2016/2017. Immigrant immediate descendents represent one of the most interesting theme for contemporary sociological and statistical studies. Children of immigrants could or should be the main actors in the construction of the future society (Strozza et al. 2014). If these society must be multicultural and low-low level of conflict (Zinconone 2000) then it must be built primarily from the inclusion of children in schooling and training. The survey is aimed at the study of students with a migratory background and it focuses on immigrant child students. Our contribution deepens the determinants of pupil educational aspirations focusing on their relations with peer, teachers and parents. In order to gain some insight into the processes of educational aspiration formation, a mixed-method is proposed. The use of the mixed-method in this type of research has important precedents (Kao and Tienda 1998; Teney, Devleeshouwer and Hanquinet 2013) even if only few scholars applied it. A

mixed-method approach on such a small and important territory as the municipality of Naples is unprecedented. The main source of data is the new and unique data set collected by Italian national statistical institute (Istat) in 2015 on "Integration of the second generation" (ISG). Moreover, the results from seven focus-group discussions will allow us to illuminate some of our statistical results. These discussions are used to interpret the empirical analyses and to bring out the mechanism behind youth's educational aspirations. The understanding of these issues is even more relevant if we consider that the Neapolitan context is characterized by economic, social, cultural and ethnic-national fractures as well as those of gender, that overlapping in applying diversity and inequality. Our survey shown how it is important to consider the phenomenon of intersectionality (Serpieri, Grimaldi 2014) and "take the context seriously" (Ball et al. 2012, p.19). Almost all students in first degree secondary school want to continue their studies, however important differences in schooling tracks emerged both in Italy and in Naples among nationalities. Nationals have the highest propensity in choose an education voted to tertiary education and lowest propensity to school drop out. However, in the qualitative analysis made in Naples emerged that foreign students put higher expectations in the study to obtain good professional achievements.

Ball, S.J., Maguire, M., Braun, A.: How schools do policy. Policy enactments in secondary schools. Routledge, London (2012).

Kao, G., Tienda, M.: Educational Aspirations of Minority Youth. The University of Chicago press journals. (1998).

Teney, C., Devleeshouwer, P., Hanquinet, L.: Educational aspirations among ethnic minority youth in Brussels: Does the perception of ethnic discrimination in the labour market matter? A mixed-method approach. Ethnicities. (2013)

Serpieri, R., Grimaldi, E.: Inclusion e scuola multiculturale. Pratiche e contesti a Napoli. Franco Angeli, Milano (2014).

Strozza, S., de Filippo, E., Buonomo, A.: Immigrati, figli di immigrati e loro inserimento scolastico: Italia, Campania e Napoli. Franco Angeli, Milano (2014).

Zincone, G.: Primo rapporto sull'integrazione degli immigrati in Italia. il Mulino, Bologna (2000).

B.3. | Residential and Scholastic Segregation: Mechanisms of Inclusion and Exclusion

580 Divided we stand? Immigrants' and natives' decision-making processes at first tracking in Italy

Camilla Borgna | Dalit Contini |

Keywords: Children Of Immigrants, Educational Choices, Tracking, School Context, Peer Effects

Secondary schools in Italy are highly segregated by social and migratory background, partly as a consequence of tracking into distinct school types, which occurs in 9th grade and is guided by non-binding teachers' recommendations. Administrative data indicate that immigrant students, especially of first generation, are over-represented in technical and vocational schools. Previous research indicates that native/immigrant differentials in track choice persist after controlling for social background and previous school performance (Barban & White, 2011; Contini & Azzolini, 2015). Moreover, Minello & Barban (2012) showed that the lower propensity of immigrants for academic tracks is already visible in the intentions expressed shortly before the transition, at least for first-generation immigrants. However, they are not able to control for school achievement, dimension along which large native/immigrant gaps also exist. This paper explores the decision-making process of native and immigrant students at the key transition from lower to upper-secondary education in Turin, a large northern city with substantial immigration flows since the 1980s. We analyze track intentions expressed shortly before transition and actual track choices. As according to our findings the two often diverge (with a general tendency to a "cooling down" of choices compared to initial intentions), we explore possible mechanisms for this divergence: first, the role of the (non-binding) track recommendation given by a public school-guidance service in accordance with teachers; second, the role of the school context.

Method

Our analyses rely on a dataset collected by the school-guidance service of Turin municipality, which covers the whole population of 8th graders for the school year 2017/18 (N=6,046) and contains rich information on students' background, school performance, cognitive skills, motivations, and attitudes, as well as track intentions, recommendations, and choices. While we lack direct information on immigrant generation, we single out immigrant students with extremely poor command of Italian as a proxy of recent arrival.

Outcomes (expected)

We find that native students of privileged social background are by far the most ambitious group, even controlling for school achievement and skills, while the decision-making process of immigrant students of non-recent arrival is not remarkably different from that of non-privileged native students: the former are somewhat more uncertain before the transition and eventually less compliant with recommendations, which results in slightly more ambitious choices. Recent arrivals, who also display more uncertainty in their intentions, tend to be more (downwardly) guided towards vocational schools and training and comply more with such recommendations.

We expect significant differences between schools at each stage of the decision-making process and hypothesize that the social composition of the student body and peer intentions play an important role in this heterogeneity.

References

Barban, N., & White, M. J. (2011). Immigrant Children's Transition to Secondary School in Italy. *International Migration Review*, 45(3), 702–726.

Contini, D., & Azzolini, D. (2016). Performance and Decisions: Immigrant-Native Gaps in Educational Transitions in Italy. *Journal of Applied Statistics*, 43(1), 98–114.

Minello, A., & Barban, N. (2012). The Educational Expectations of Children of Immigrants in Italy. *The Annals of the American Academy of Political and Social Science*, 643(1), 78–103.

B.3. | Residential and Scholastic Segregation: Mechanisms of Inclusion and Exclusion

646 [Catchment areas and school segregation in Barcelona: a counterfactual analysis]

Xavier Bonal |

Keywords: School Segregation, Catchment Areas, Barcelona, Inequalities, Migration

This paper analyses the dynamics of school segregation in the urban context of Barcelona. The analysis builds on previous studies to point out educational and non-educational drivers that foster school segregation of foreign and poor students between the city neighbourhoods. In addition, it discusses current policy debates about school choice and segregation and questions the premises that supported higher school choice in the 2012 reform of catchment areas. The paper develops a counterfactual analysis to simulate different scenarios that compare real segregation with hypothetical changes in school choice policies within two different catchment areas. The analysis shows a substantial reduction of school segregation for different groups of students and a better distribution of students at risk between public and private schools in the scenarios restricting school choice. In the final part of the paper, and based on the results, the article elaborates on the challenges for local education policy making to address the dynamics of school segregation in urban spaces.

Method

The method is based on the calculation of dissimilarity and isolation indices of three groups of students (migrants, students that receive free meals and beneficiaries of emergency social funds –a proxy of very poor students). The two simulated scenarios are defined by identifying the geolocalization of all students in primary education in the city and allocating them to schools within two different catchment areas (the 'neighbourhood area' and the local-school area).

Outcomes (expected)

The analysis offers results to evaluate the relationship and the comparability between residential and school segregation in the city of Barcelona. It shows how residential segregation is notably higher than school

segregation. In addition, the results offer interesting differences among catchment areas, which differ in their social composition and in their school supply.

References

Alegre, M.A. and Benito, R. (2012) 'The best school for my child?' Positions, dispositions and inequalities in school choice in the city of Barcelona. *British Journal of Sociology of Education* 33 (6): 849-871.

Arbaci, S. and Tapada-Berteli, T. (2012) Social inequality and urban regeneration in Barcelona city centre: reconsidering success. *European Urban and Regional Studies* 19 (3), 287–311

Boterman, W.R. (2018) School segregation in the free school choice context of Dutch cities. In: Bonal, X. and Bellei, C. (eds) *Understanding school segregation: patterns, causes and consequences of spatial inequalities in education*. London: Bloomsbury.

Musterd, S. & Fullando, A. (2008) Ethnic Segregation and the Housing Market in two Cities in Northern and Southern Europe: the Cases of Amsterdam and Barcelona. *Architecture, City and Environment (ACE)* 3 (8): 93-113.

Tammaru, T., S. Marcinczak, M. Van Ham and S. Musterd (2015) *Socio-Economic Segregation in European Capital Cities: East meets West*. London: Routledge.

B.4. | Is it still the same school? Diversity management and the oblivion of differences

511 The role of « home culture » in the partnerships between families and school. Crossed analysis of two devices of intercultural mediation

Severine Chauvel |

Keywords: Educational Devices, Intercultural Mediation, Culturalism

Since the 1980s in France, the model of the partnership between school and families has emerged. Reinforcing links with parents has become a "quasi-institutional watchword" (Périer 2005, Baluteau 2017), and parents from working-class neighborhoods are in the center of many devices aimed at giving them resources to facilitate the schooling of their children. Sociological studies on the evolution of relationships between school and working-class family highlight the persistence of a social distance (Terrail 1984, Thin 1998, Périer 2005, Kherroubi 2008, Poullaouec 2010, Payet 2017). These studies show that to be part of a partnership logic requires social and cultural dispositions that are unequally shared. They also highlight the normative aims of these devices. Most of these devices do not explicitly address a specific type of public. Nevertheless, some directly target families categorized as "immigrants", and defend the idea that it is important to take into account the so-called "cultural specificities" in the relations between institutions and their publics (Abdallah-Preteuille, 1999). This phenomenon raises several questions: which conceptions of « culture » are promulgated by these devices? Who are the actors that participate in the diffusion of these conceptions and how are they perceived? This talk discusses how « culture » plays a central role in some devices that enable cooperation between schools, in Paris neighborhood, and the pupils' families that have been identified as having immigrant origins. From the observation of two intercultural mediation devices, we identify a major paradoxical effect: although the aim of these devices, which are quite appreciated by the families, is to establish bridges between the school and the parents and, at the same time, value a population that experiences social and racial discrimination in the French society, the devices also legitimate the culturalist views that are at the very base of discrimination processes. Finally, we discuss why these devices tend to last and even multiply in spite of the heterogeneous expectations of the actors that participate to them.

B.4. | Is it still the same school? Diversity management and the oblivion of differences

578 Hostis - Hospes, Connecting People for a Europe of Diversity: a multiple case study approach on school leaders' and teachers' perceptions of intercultural education

Giambattista Bufalino | Gabriella D' Aprile | Maria Tomarchio |

Keywords: Intercultural Leadership, Cultural Diversity, Immigrants, Multiple Case Study, Intercultural Education

The acknowledgement and evaluation of intercultural practices in educational institutions plays a crucial role to provide guidance for effective educational interventions (Fiorucci et al, 2017; Santerini, 2010). Within this scenario, the roles of school leaders and teachers in multicultural contexts are pivotal in determining educational processes and practices based on the principles of an open and inclusive intercultural school. To this end, the European project Hostis Hospes, Connecting People for a Europe of Diversity, funded by the 7th Framework Programme Horizon 2020, undertaken by the University of Enna, University of Palermo and University of Catania was designed with the aim of identifying and documenting the intercultural practices of multicultural schools in the region of Sicily. In fact, Sicily holds a particular position as a transit migration area and educational experimentations have been implemented in schools to facilitate the integration of immigrants.

Within this broader research project, the purpose of the study reported here and carried out by the research group of the University of Catania is to explore the mind-set and attitudes that school leaders and teachers have towards cultural diversity and the intercultural education, as well as the actions they take in this area. In addition, in relation to the teacher's role, this study discusses different pedagogical strategies in multicultural classrooms

where cultural diversity problematizes traditional education, with the aim of exploring: (a) immigrant population impact on classrooms and on schools; and (b) the involvement of teachers in these issues

Method

Using a multiple case study design (Yin, 2017), this paper presents the findings of a qualitative study conducted in 8 public schools (primary, secondary and CPIAs) which have been selected based on the highest enrolment of non -Italian students within the province of Catania (Sicily). This study used multiple data collection methods, including a total of 80 semi-structured interviews with school leaders (n= 8) and teachers (n= 72) together with an analysis of official school documents (PTOF, RAV, PDM, PAI) to achieve a holistic picture of the way each school operates. Adopting a grounded method approach (Mortari, 2007; Tarozzi 2008) emerging themes were identified to synthesise the information gathered while a cross-case thematic analysis of the qualitative data was undertaken to explore differences within and between cases.

Outcomes (expected)

The findings highlight the need to implement among teachers and school leaders an intercultural education that promotes the development of an inclusive professional culture, the creation of collaboration networks and the celebration of difference.

References

- Fiorucci, M., Pinto Minerva, F., and Portera, A. (2017) Gli alfabeti dell'interculturalità. Pisa: Edizioni Ets.
- Grant, C. A., and Portera, A. (Eds.). (2010). Intercultural and multicultural education: Enhancing global interconnectedness. New York: Routledge.
- Mortari, L. (2007). Cultura della ricerca e pedagogia. Prospettive epistemologiche. Roma: Carocci.
- Santerini, M. (Ed.). (2010). La qualità della scuola interculturale: nuovi modelli per l'integrazione. Trento: Edizioni Erickson.
- Tarozzi, M. (2008). Che cos' è la grounded theory. Roma: Carocci.
- Yin, R. K. (2017). Case study research and applications: Design and methods. Sage

B.4. | Is it still the same school? Diversity management and the oblivion of differences

609 Inclusion without hospitality? Rethinking ways of forging school social intervention

Bruno Dionísio |

Keywords: Inclusion, Vulnerability, School Social Intervention, Hospitality

The consolidation of school problems as public affairs has brought the grammar of inclusion to the front of line of educational policies. The paradigm of vulnerability, as an engine of public action, triggered the recognition of a plurality of territories, populations and fragile situations. This results in an impressive proliferation of priority intervention programs and devices that metamorphose school routines: teachers are called for other ways to qualify problems, to engage with vulnerable people, and to coordinate their actions with other professionals (psychologists, social workers, intercultural mediators, etc.). Recognizing plurality and singularity at the same time is a huge challenge. Inclusion is thus a complex task, composed of contradictory meanings of justice, moral and ethical disputes, and different regimes of engagement with "vulnerable beings."

Method

In my field work in Portuguese public schools, politically identified as education priority areas, I have followed, with a pragmatic approach, scenarios where controversies, tensions and dilemmas emerge regarding plural conceptions of what is "good inclusion". Interviews with teachers and "social intervention professionals" (mainly social workers, psychologists and mediators) and ethnographic observation of scenes from everyday school life (such as meetings for the preparation, implementation and evaluation of inclusive projects) highlight two major turbulent moments.

Outcomes (expected)

First, school social intervention is currently conditioned by the imperative of 'effective inclusion'. Schools must mobilize "industrial tools" to measure intervention successes and failures. How does this paradigm of

effectiveness transform the way inclusion is conceived, teamwork, and the relationship between professionals and vulnerable actors? What are the reasons why educational professionals face the injunction of effectiveness as a form of oppression? What other forms of inclusion are invisible and not recognized by the “tyranny of statistical data”?

Second, the experience of social intervention raises a relational tension, especially when vulnerable actors are not recognized in the format of inclusion that is proposed by the school. Schools move into intimate worlds of families and students to convert singular vulnerabilities into public problems. The ethical limits of public action are tested when families and students experience this public intervention as an unacceptable colonization of intimacy: forging lives through inclusive actions can thus paradoxically be experienced as unbearable. The empirical data seem to point out the need to rethink school intervention, proposing that inclusion policies incorporate hospitality policies more seriously.

References

MARTUCCELLI, D. (2010). *La société singulariste*. Paris: Armand Colin.

DIONÍSIO, B. (2018), «Políticas da reversibilidade: extensões e opressões da justiça escolar», *ETD – Educação Temática Digital*, Campinas/SP, v. 20, n°2, pp. 455-474.

Stavo-Debaugé, J. (2017). *Qu'est-ce que l'hospitalité ? Recevoir l'étranger à la communauté*. Editions Liber, Montreal.

B.4. | Is it still the same school? Diversity management and the oblivion of differences

657 Beyond Integration: students of foreign origins in a multilocal space

Elisabetta Perone |

Keywords: Foreign Students, Integration, Inclusion, School Slowdown

As well known, recently Italy is facing the issue of the inclusion of pupils of immigrant origins, as a consequence of the transformation of migration from the old type of work migration into the new type of a familial and stable migration, with the increasing presence of families and children. But, whilst at present the data do not highlight neither a concrete risk of developing opposite cultures among young minority groups, as someone fears, neither the risk of an incumbent invasion of foreign pupils as someone else prophesies, on the contrary it is clear that the way to reach the inclusion of these children is still long. Of course the transition from one to another school system is one of the things which mainly challenge the Italian educational system, which is traditionally very strongly linked to the national knowledge and till now mainly mono linguistic (Perone, 2011). As a result, in order to receive these students, the “sink or swim” path has been preferred, that is shaped on the Assimilation model, and implies the complete immersion in the new culture (and language) and the annulment of the specificity of the origins. Furthermore, to facilitate the inclusion in the classroom these students usually are included in a classroom lower than what corresponding to their age; but this practice leads a widespread slowing down school careers. In this perspective, we will discuss the results of a research conducted in Naples using the Biographical Narrative approach (Schütze, 1992; Spanò, 2007). Actually, the analysis of narratives seems to lead us to a direction very different from the type of assimilation (in the school and in the whole society) outlined for these young people. Similarly to the native peers, the image of the future they reported in the interviews at the moment is open to a lot of different possibilities: stay in Italy, return to the country of origin, go elsewhere, live in a transnational dimension of life (Perone, 2017). In other words the idea of spending the entire life in the country of destination, as provided by the model of assimilation, should not be taken for granted as in the past. Moreover, due to the fact that these guys, because of biographical reasons, have the experience of at least two cultures and two or more languages, they seem to be more at ease than others in facing the challenges of the globalized world with its *métissage* of cultures, habits, languages and so on. But, if they are destined to the same downward assimilation (Portes and Zhoé, 1993) as their parents or if they can be considered as a social vanguard (Colombo, 2007; Besozzi, 2009) on the basis of their more immediate experience of “difference” and “hybridization” will largely depend on the outcome of their experience within the new school context. Achievement/underachievement at school is in fact one of the main elements in shaping desires and aspirations

and, therefore, in outlining people's life trajectories, no matter the country where they will live. But, as emerged from this research, there are still many problems to be solved if Italian schools are to promote real and positive conditions of inclusion of the children of migrants, starting from the issue of school slowdown.

Colombo E. (2007), "Nuovi italiani. Forme di identificazione tra i figli di immigrati inseriti nella scuola superiore", Fondazione del Monte, Bologna, 3 maggio.

Besozzi E. (2009) "Una generazione strategica", in Besozzi E., Colombo M., Santagati M. *Giovani stranieri, nuovi cittadini. Le strategie di una generazione ponte*, Milano, FrancoAngeli.

Perone E. (2011), "La partecipazione scolastica dei figli degli immigrati tra dinamiche di inclusione e successo formativo", in Spanò A. (a cura di) *Esistere, coesistere, resistere. Progetti di vita e processi di identificazione dei giovani di origine immigrata*, FrancoAngeli, Milano. Perone E. (2017), *Per restare o per tornare? Studiare in Italia in tempo di crisi*, in *Mondi Migranti*, n. 1.

Portes A., Zho M. (1993), "The New Second Generation: Segmented Assimilation and Its Variants", in *ANNALS, AAPSS*, n. 530.

Spanò A. (2007), "Il metodo biografico narrativo: racconti di vita e mutamento sociale", in *Memoria-memorie*, n. 2-3.

Schütze F. (1992), "Pressure and guilt: War experiences of a young German soldier and their biographical implications" in *International Sociology*, n. 2.

B.5. | Femicide, Gender Inequality and Education

88 Gender (in)equality and migration: The new paradigm of civic integration

Angela Taraborrelli |

Keywords: Integration, Migration, Gender Inequality, Education

Countering and preventing gender inequality through education and educational policies is now part of many national agendas. This paper offers a critical analysis of the effects of the new paradigm of integration – the civic integration – on migrant women. On one hand, civic integration might have discriminatory effects on women, especially on old women and spouses who want to reach their partners in host States; on the other hand, it could be an educational means, whose effectiveness must still be evaluated, for containing and countering so-called “invisible phenomena” (Weil, 2016) as domestic violence and gender inequality, genital mutilation, polygamy, forced marriage, conjugal subordination of women within marriage, still widespread in some cultural communities living inside European States.

Method

1. Analysis: books, paper, reports on civic integration and migrant women in Europe;
2. Analysis and comparison: citizenship tests and practices in Netherlands, United Kingdom, France, Germany, Denmark;
3. Analysis and comparison: data drawn from the following Indexes on integration in Europe: Migrant Integration Policy Index (MIPEX), European Civic Citizenship and Inclusion Index.

Outcomes (expected)

1. Evaluation of the paradigm of civic integration from the point of view of gender equality;
2. Recommendations to enhance immigrant integration and counter gender inequality.

References

Prof. ssa Marina Calloni, Tenured Full Professor and Chair in Social and Political Philosophy, Department of Sociology and Social Research, University of Milano-Bicocca, marinacalloni@unimib.it

Prof. Stefano Petrucciani, Tenured Full Professor and Chair in Political Philosophy, Department of Philosophy, Sapienza University of Rome, petrucciani@tin.it

B.5. | Femicide, Gender Inequality and Education

99 Stereotype, language and education: the role of linguistic construction in the educational relation

Stefania Cavagnoli |

Keywords: Language, Stereotype, Educational Relationship

The lecture deals with the issue of education with regards to gender language education. The talk/lecture analyses some didactic practices starting from the issue of language and the respect of the adequacy to the communicative situation. Constructing and using a gender-fitting language, starting from the school environment, means laying the foundations for an equal society that reflects societal reality. The use and subsequent acquisition of stereotypes with regards to diversity conditions and shapes relationships and one's worldview. It is thus necessary to start from the first schooling to reflect upon this issue and to act upon it.

Method

By means of a survey completed by different school levels and in different regional realities (Trentino, South Tyrol, Lazio and Istanbul, Italian schools) the aim is to demonstrate a differentiation related to gender stereotypes dependent on schooling age. Outcomes (expected)

The analysis and interpretation of the expected outcomes and data should confirm whether a gender-fitting language education allows for a society that is more equal and respectful of diversity and one that respects words and as such of those individuals who use them. As a matter of fact, appropriate language reduces violence in relationships.

B.5. | Femicide, Gender Inequality and Education

107 Preventing Femicides

Marina Calloni |

Keywords: Violence, Femicide, Convention, Prevention, Review

In the last years the debate on femicide has become in Italy one of the main issues not only for civil society and women's associations but for institutional politics as well. Namely, starting from 2013 and the inception of the 17th legislature, ad hoc laws were issued and related social policies aimed at fighting gender-based violence, like for example the ratification of the Istanbul Convention, Decree Law 93 / 14-8-2014, Law 119 / 16-10-2013, Law 122. / 7-7-2016, Law 21-12- 2017 for the protection of orphans. Within this social and political framework, in 2017 the "Parliamentary Commission for the investigation of femicide and all forms of gender-based violence" was set up in order to have an overview about the phenomenon under consideration. I participated in this Commission as director of the departmental research center "EDV Italy" Project - Against domestic violence", developing a work focused on a possible application in Italy of the Domestic Homicide Review proceeding (as required by UK legislation), in cases of femicide. Twenty cases of femicide were therefore examined, analyzing related sentences issued by Italian courts. The results of the analysis indicated that in most cases the femicides under examination were predictable and perhaps avoidable, due to the escalation of violence, the obsession with control and the growing resentment against the victim by the sex offenders. Yet, in present Italian political situation, this transversal and shareable issue no longer seems to be a decisive question in government decisions, in the face of the continuous perpetration domestic violence against women and children as well as of femicides and filicides.

Method

Analysis of sentences related to cases of femicide in Italy

Outcomes (expected)

Further researches and application of the Domestic Homicide Review proceeding in Italy

References

Commissione parlamentare di inchiesta sul femminicidio, nonché su ogni forma di violenza di genere – Senato della Repubblica (XVII Legislatura)

131

B.5. | Femicide, Gender Inequality and Education

190 Femicide, a cultural tradition?

Claudia Gina Hassan |

Keywords: Femicide, Victim, Prejudice, Best Practice, Gender Violence

The paper investigates power relations based on exclusion, domination and control within the framework of conflict theory. The female figure is the emblem of this fundamental asymmetry, personification of symbolic capital. The paper analyzes long-term cultural heritage and symbolic systems that reveal the masking of ancient prejudices. In this context, the focus is on the phenomenon of femicide and on the preventive and contrast policies implemented by various governmental agencies. The analysis moves by comparing two plans, that of the reaction and the actions of the feminist movements in the face of this phenomenon and, on the other, the reaction of politics in implementing law enforcement and educational measures. Statistical data on violence against women start quite late and as we know they are of no simple interpretation. Whether we are faced with femicide, or another type of violence, data does not always tell us. There is a web of sentimental, familiar, friendly bonds that prevent the reporting of abuse, but there are feelings of shame, for example in the case of raped women, which inhibit the will to act against the abuser. The experience of sexual violation of women is

closely connected to a deep-seated anthropological perception of the violability of the female body, in opposition to a projected inviolability of the male body.

Method

1 Analysis: books, paper, report and interviews

2. Analysis and comparison: Italy and Europe

Outcomes (expected)

1. Evaluation and comparison

2. Recommendations on best practices for the elimination of femicide.

References

Calloni M. (2018). Un'ipotesi di lavoro mutuata dall'Inghilterra. La Domestic Homicide Review. In Relazione Finale (pp. 253-267). Roma : Senato della Repubblica.

Corradi C., Marcuello-Servós C., Boira S. and Weil S. (2016), Theories of femicide and their significance for social research. *Current Sociology* 64 (7): 975-995. Special Issue on Femicide. Sage journal. DOI: 10.1177/0011392115622256.

S.Weil, C. Corradi, M. Naudi, *Femicide across Europe, Theory, research and prevention*. Policy Press. University of Bristol , 2018

B.5. | Femicide, Gender Inequality and Education

207 Femicide in Visual Arts

Rossana Buono |

Keywords: Art, Body, Iconography, Performance, Denunciation

In history of Art, the female figure holds a central role in the iconography and in the subjects represented in several centuries: Mother, Madonna, Saint, Goddess, Heroine, Queen, incarnation of Allegories, Sinner. The male hand pounces on the Sinner, or presumed to be such, in Tiziano and Botticelli's paintings. And the moral judgment, which is implied in the composition and consequently in the observation of the work, doesn't absolve the woman. In contemporary art, there is a "female issue". The presence of female artists grows more and more, and the transition from the "represented" body to the "acted" one in the performance assumes an ideological value in favor of a defense of freedom and a denunciation of abuses. Art of the 21st century becomes an action tool thanks to the great contribution of women. By selecting four works of female artists from different countries and cultures, we will describe the different ways of joining the theme of femicide: Rape scene (1973) by Ana Mendieta; Il male inflitto alle donne (2008) by Gioietta Fioroni; Zapatos Rojos (2009) by Elina Chauvet; Femminicidio (2017) by Paola Volpato.

132

B.5. | Femicide, Gender Inequality and Education

250 Is teaching and educating with a gender sensitive approach still a challenge for educational contexts? Problems and suggestion from the field

Lisa Brambilla | Giulia Maria Cavaletto |

Keywords: Social Education, Intersectionality, Gender Stereotypes, Educational Agencies, Educational Practitioners

An attention to the gender dimension should be part of the education referred to new generation and to the professionals that will work into schools and in the not-formal educational system (Gamberi, Maio, Selmi, 2010). Nowadays gender represents a useful category that could not be considered an obvious professionals' educational tool. This invites to consider gender first as a kind social education (Tramma, 2019) and a formative experience which mainly has a social nature, that contributes to the definition of different and unequal living

conditions which have qualitatively different impacts –on the feminine and masculine life stories (Connell, 2009). The areas in which the gender stereotype takes shape are different: family, work, society, school. The family forms, the role of fathers in caring, career opportunities, career paths, and training choices are the result of invisible conditioning (Saraceno, 2017; Musumeci e Santero, 2018; Del Boca, Mencarini, Pasqua, 2012). This premises invites to explore gender cultures that concretely live in the different educational agencies where, in most cases, educational models and practices remain characterised by gender cultures which matrixes mainly are unwittingly performed and reproduced. As informal education, gender passes through intentional educational projects and interventions, influencing them and acting with or without the practitioners' awareness.

Method

In their presentation the authors will discuss examples drawn from two different experiences:

1. the preliminary results coming from a research of Department of Educational Human Sciences of the University of Milano-Bicocca, which aims is to understand whether and how gender dimension influences the definition of educational needs and the structuring of the educational services, using the active involvement of the educational practitioners.
2. suggestions from a workshop set up with primary, lower and upper secondary school students and teachers, as part of the Turin City Education Festival 2018. The laboratory was designed and implemented by authors on the theme of gender intentional education at school, using visual, textual and narrative stimuli.

Outcomes (expected)

The laboratory and the research confirmed the presence of stereotypical narratives based on gender and the reinforcement in this direction acted out by the school and the not formal educational services. They confirmed problematic misalignments between gender (and its epistemological potential in the educational field) and the objectives (didactical and formative) of educational agencies. These two experiences provided however useful indications regarding the recognition of possible resistances and impediments that the use of a critical gender approach (or a formative proposal aimed to its acquisition) could meet in the complexity and variety of educational services and also on possible levers useful to this goal.

References

- Del Boca D., Mencarini L., Pasqua S. (2012), *Valorizzare le donne conviene*, Milano, Mondadori.
- Gamberi C., Maio M. A., Selmi G. (2010), *Educare al genere. Riflessioni e strumenti per articolare la complessità*, Roma, Carocci.
- Musumeci R. e Santero A. (2018), *Fathers, Childcare and Work: Cultures, Practices and Policies*, UK, Emerald.
- Saraceno C. (2017), *L'equivoco della famiglia*, Bari, Laterza.
- Tramma S. (2019), *L'educazione sociale*, Bari-Roma, Laterza.
- Connell, R. (2009), *Gender*, Cambridge, Polity press.

B.5. | Femicide, Gender Inequality and Education

485 The gender issue in migrants representation: a case study on Italian school textbooks and European online newspapers

Valentina Tudisca | Adriana Valente |

Keywords: Migrants, Textbooks, Document Analysis, Media, Gender

This research was conducted within the project *Imago migrantis*, aimed at analysing the vision of migrants and migrations, including the related values, that emerges from two different kinds of “media” having a crucial role in shaping social representations: school textbooks and online newspapers. The issue of gender representation is an aspect we payed particular attention while addressing the chosen documentary units to be analysed.

Method

The methodology adopted is document analysis, based on research forms we developed to record several features of texts and images – plus videos in the online newspapers; gender issue was considered while analysing images and videos including migrants. As for which textbooks and newspapers, in the first case we

selected the History and Geography textbooks most used in 2016 using a mixed-methodology that considered those adopted by relevant secondary schools and sold by main bookshops of Rome, Naples and Milan and the most sold ones by Amazon; while in the second case we selected the most read online newspapers and, considering political orientation balance, chose 2 newspapers for Greece, France and United Kingdom and 5 newspapers for Italy.

Outcomes (expected)

The analysis shows that the presence of female migrants tends to be under-represented, in both school textbooks and online newspapers: in the first case male gender overcomes female gender of more than 2/3, giving a distorted representation of the Italian migration reality, basically characterized by a gender balance; in online newspapers migrant men prevail on women in most images and videos as well, even with reference to events where, according to real data, the presence of migrant males and females was balanced. However in the textbooks we noticed an "improvement": migrant women are still under-represented and much more portrayed with children than males, but at the same time they are represented more and in a more complex, less stereotyped way compared to previous studies on textbooks published between 2004 and 2011.

References

- Valente A., Tudisca V. et al. (2017), Iconografia delle migrazioni nei libri di testo, , in *Migrazioni e integrazioni nell'Italia di oggi*, in Bonifazi C. (a cura di), Roma: CNR-IRPPS e-Publishing
- Tudisca V., et al. (2017), La rappresentazione dei migranti nelle testate giornalistiche online europee: un'analisi pilota, in *Migrazioni e integrazioni nell'Italia di oggi*, in Bonifazi C. (a cura di), Roma: CNR-IRPPS e-Publishing
- Valente A., Castellani T. e Caravita S. (2013), The role of textbooks in science education: a case study on human migrations, in Raschi A., Di Fabio A. e Sebastiani L. (a cura di), *Science Education and guidance in schools: the way forward*, Pisa, Edizioni ETS.
- Valente A., Castellani T. e Caravita S. (2014), Rappresentazione dei migranti nei libri di testo italiani di storia e geografia, in CNR-IRPPS Working Paper n. 59.
- Valente A., Castellani T., Vitali G. e Caravita S. (2016b), Le migrant dans les manuels italiens d'histoire et de géographie: le migrant, la femme, la mémoire, in Maurer B., Verdelhan M. e Denimal A. (a cura di), *Migrants et migrations dans les manuels scolaires en Méditerranée*, Parigi, l'Harmattan.

B.5. | Femicide, Gender Inequality and Education

698 Violence against women in the age of digital reproduction

Maria Giovanna Musso |

Keywords:

The new phenomena of online violence against women - made possible by new technologies and social media (revenge-porn, sexting, doxxing, sextortion, etc.) - are not only a new piece of the already diversified VAW (Violence Against Women) puzzle, but also a challenge in view of a more accurate understanding of these phenomena and more effective policies and interventions (legal, social and educational) in post-democratic societies. Particularly in contexts characterized by a strong reduction of the gender gap and a high level of technological advancement, VAW takes forms so "original" as to make the legislation and the policies unprepared to deal with them. One of the reasons for this difficulty is also that often the theoretical models developed by scholars (sociologists, criminologists, psychologists) have difficulty in conceptualizing "new" phenomena in the framework of a hypothetical overcoming of an "ancient" problem (such as that of VAW) which is supposed outdated in post-traditional societies. This paper intends to offer a VAW analysis focused on new forms of online violence (including cyber-bullying with a sexual background) in order to grasp elements of continuity and discontinuity with traditional forms, investigating both their specific phenomenology and the crucial nexus between technology, violence and the imaginary, with its particular implications in terms of socialization.

Bibliography

- Boyd Danah (2017). *It's complicated: la vita sociale degli adolescenti del web*. Roma, Castelvechi
- European Women's Lobby (2017), #HerNetHerRights, Mapping the state of online violence against women in Europe, Report 2017
- McGlynn, Clare, and Erika Rackley. (2017) Image-Based Sexual Abuse, "Oxford Journal of Legal Studies 37: 1- 17
- Henry, Nicola, and Anastasia Powell (2016). Sexual Violence in the Digital Age: The Scope and Limits of Criminal Law, "Social & Legal Studies" 25(4)
- Kelly, Liz (2012) Standing the test of time?: reflections on the concept of the continuum of sexual violence, in Brown, Jennifer and Sandra Walklate, eds., (2012), *Handbook on Sexual Violence*. London: Routledge, pp xvii-xxv.
- Shariff S. (2016). *Sexting e Cyberbullismo: quali limiti per i ragazzi sempre connessi?*. Edra S.p.A.
- Stanko, Elizabeth (1985) *Intimate Intrusions: Women's Experience of Male Violence*, London: Routledge & Kegan Paul
- Turkle S. (1997), *La vita sullo schermo. Nuove identità e relazioni sociali nell'epoca di internet*, Apogeo, Milano, [ed. or. (1995), *Life on the screen. Identity in the Age of the Internet*, Simon & Schuster, New York]
- Vera-Gray, Fiona (2017), *Men's Intrusion, Women's Embodiment: A critical analysis of street harassment*. London, New York: Routledge
- Wallace Patricia (2017), *La psicologia di Internet* (a cura di Ferri P. e Moriggi S.) Raffaello Cortina, Milano
- Ziccardi Giovanni (2016), *L'odio online, la violenza, lo stalking, il cyberbullismo*, Raffaello Cortina.

B.6. | De-colonizing, de-territorializing and creolizing: A pedagogical challenge to post-democracy

241 Dia-Logue of Cultures: Reading “the in between”

Flavia Stara |

Keywords: Cultures, Dia-Logue, Difference, Space In Between, Pedagogy

[The concepts of de-colonizing, de-territorializing and creolizing open up a huge problematic that need to be critically analyzed and reflected upon. The semantic boundaries of the concepts need to be delimited at least for the purposes of present discussion. The author feels that these concepts hide much more than they reveal. The goal to construct educational school models “to facilitate the awareness of the process of transnationalization of cultures as well as to promote cognitive decentralization actions”, is a desirable goal though somewhat utopian. This paper will examine and analyze the issues involved, in the light of the philosophy of the French thinker François Jullien, especially taking into account his concept of “*écart*”. The concepts of de-colonizing, de-territorializing and creolizing seem to operate in the conventional framework of identity/difference while the author would like to explore a different paradigm such as the one provided by Jullien, which is more heuristic and in consonance with the pedagogy that is conducive to a post-democratic scenario. While the difference analyzes, but does not produce other than itself, the notion of *écart* generates “the between”, which has nothing of its own but always refers to another from itself. It is precisely this “between” which brings out the Other, who is not only an imaginary projection of ourselves, but is really the Other with whom there is space for dia-logue, for the creation of something that is really common. The otherness should not be assimilated, precisely because the common is not the similar, the repetitive, the uniform, nor the overcoming of differences, but rather is an opening of *écarts*, a fruitful tension precisely because it is always declined in the plural. The *écart* operates within the distance and so it makes us exit from the typologies, from secured enclosures. It liberates us from the cultural constraints and helps us in transcending the cultural boundaries. While in the difference, once the distinction is made, each of the two terms forgets the other and remains closed in its own specificity, in the *écart* the distance keeps the two terms in tension leaving open the richness of the comparison. The *écart* is an adventurous figure, it disturbs and gives new impetus to the thought, it allows to explore and to bring out glimpses of unexpected possibilities; this is because it makes visible “the in between” that opens terms that, instead of falling back on themselves, remain turned towards each other.

Method

Critical analysis of the concepts based upon deep textual study. Attempt to reach conclusions and derive inferences based upon both deductive and inductive logic.

Outcomes (expected)

Cross cultural understanding and appreciation on the part of educators and policy makers. Critical deconstruction of the received concepts and categories within the delimited field. Delineation of pedagogical path to meet the new challenges and scenarios.

References

Jullien F.(2014), Contro la comparazione. Lo “scarto” e il “tra”, Mimesis.

Benhabib S.(2002), The Claims of Culture, Princeton University Press.

Foucault M.(1963). Le parole e le cose. Un’archeologia delle scienze umane, Rizzoli.

B.6. | De-colonizing, de-territorializing and creolizing: A pedagogical challenge to post-democracy

381 Challenging interculture: from decolonization of differences to experiences of educational creolization

Rosita Deluigi |

Keywords: Participatory Planning, Creative Education, Intercultural Experience, Displacement, Creolization

The promotion of pedagogical reflections and educational strategies capable of de-colonizing distant positions characterized by different levels of power requires critical intercultural reflection. The de-construction of the monolithic concept of culture can take place through the development of educational and intersubjective

experiences. In this sense, it is important to give voice to the plurality of authenticities that coexist and describe trajectories of interdependence among the subjects that redefine the cultures through interaction. The construction of relationships in which to discover oneself as otherness requires a decentralization capable of widening the hybridization spaces. Designing and sharing educational experiences allows social actors to negotiate different ideas and overcome individual cultural models. From this overcoming the paradigm of bottom-up democracy and participatory-planning originates. In both cases, knowledge is redefined in the encounter and sharing of times and places of experience. It is important that the interlocutors identify their boundaries and margins to understand which border spaces we are willing to inhabit. De-colonization is a mutual process between colonizers / colonized and oppressed / oppressors that weakens conditioning and representations that undermine a unique vision of authenticity. Overcoming such stereotypes allows creatively to promote creolization processes with unexpected outcomes.

Method

The challenge of decentralization requires an identity reformulation. I will present a research experience realized in Kilifi County (Kenya), a specific 'elsewhere', at the crossroads of different and sometimes hardly accessible worldviews. This allowed me to compare fragments of my personal and professional history within the narratives of others. The different 'face to face' biographies have intertwined with the 'distance' mutual interpretations, causing a cultural short circuit and starting a generative displacement. The challenge was to become part of a new context, without invading it, through the combination of action-research in education and ethnographic interpretation.

Outcomes (expected)

Starting from the assumption of being all foreigners, I experienced the difference and the search for a new definition and placement of myself, as well as forms of community relationship and education, based on the logic of 'we care'. I will present some results that emerged following the realization of urban explorations (reflexivity on intercultural vocabulary) and of educational projects in a specific local context (community impact and empowerment). I will focus on some details of the research carried out to reconstruct the meanings of the intercultural itineraries undertaken, in order to generate new creole educational harmonies.

References

- Aman, R. (2018), *Decolonising Intercultural Education. Colonial differences, the geopolitics of knowledge, and interepistemic dialogue*, New York: Routledge.
- Andreotti, V. (2011), *Actionable Postcolonial Theory in Education*, New York: Palgrave MacMillan.
- Chambers, I. (2018), *Paesaggi migratori. Cultura e identità nell'epoca postcoloniale*, Milano: Meltemi.
- Cohen, R., Toninato, P. (2010), *The Creolization Reader. Studies in Mixed Identities and Cultures*, New York: Routledge.
- Freire, P. (2002), *Pedagogia degli oppressi*, Torino: EGA.
- Geertz, C. (1999), *Mondo globale, mondi locali. Cultura e politica alla fine del ventesimo secolo*, Bologna: Il Mulino.
- Hannerz, U. (1996), *Transnational Connection. Culture, People, Places*, London: Routledge.
- Mayo, P. (2013), *Echoes from Freire for a Critically Engaged Pedagogy*, New York: Bloomsbury.

B.6. | De-colonizing, de-territorializing and creolizing: A pedagogical challenge to post-democracy

408 Being-other-together. De-territorialize the Self for a transcultural future.

Stefano Casulli |

Keywords: Transculturality; Deterritorialization; Subjectivity; Apparatus; Neoliberal Society

"The old world dies and the new one can not be born", Antonio Gramsci said. The non-neutral processes of transnationalization and globalization of the markets, the new migratory cycles, the polycentricity of global institutions and a redeclination of the production-reproduction mechanisms: all this imposes an epistemological and semantic enlargement to the pedagogical reflection, in order to understand how to give rise to a conscious "new". With postcolonial studies, it's possible to understand the ambivalence of ongoing processes: métissage

and cultural homogenization, work cognitivation and precariousness, crisis of the vertical mechanisms and neo-authoritarianism, multiplication of spaces for speeches, reduction of democratic power. To investigate this ambivalence, to understand the structuring of neoliberal “dispositifs” (apparatus) that traverse the everyday life, in which our being and becoming subjects structure themselves, it’s also a central task to modulate our educational action and produce a practical innovation up to these days. The fluid and dynamic element of individual (and collective) identity is accentuated: the reification of consumer products, the splitting of social networks, the sharing of spaces with cultural diversities that get closer in space and time. Two concepts become very important: transculturality and deterritorialization. Is it possible to master the intercultural position by overcoming it? How can we emphasize the common ground and the co-construction of subjectivities, avoiding stereotypes and essentializations? To think about transculturality in and beyond interculturality means to recognize the difference as a constitutive element of the relationship with the Other: a difference that becomes culture in the wider processes, but which is ontologically constitutive of every singularity. Taking the difference as a dynamic movement not only “between different people”, but also as comparison between what one is and what one can be, the present self and the future self. Temporalize the difference: I am different from what I was and what I’ll be, as well as from what you’re. To assume this point of view means to adopt the fundamental educational space-time apparatus, opening up to the possibility of a being-other-together. A double movement: recognizing, listening and narrating diversity in practice; co-building future diversity. Valuing deterritorialization as an existential gesture, as a practice of a freedom from myself and transformation. It can be said that deterritorialization means abandoning any place of subjectivity: being it geographical, experiential, identity. Deterritorializing and re-territorializing, two simultaneous processes in the constitution of subjectivity, need to be assumed, nurtured, made aware, shared as concepts of educational action. And practically? Although it is true that openness and questioning can always take place at the micrological level, we need to equip ourselves with some lines of action. This work provides some concrete examples which took place at CCFSL in Recanati, where the varied composition of the participants (age, nationality, residence, social provenance) makes possible to refer to this as a transcultural and radically democratic educational experience. Assembly as a place for the definition of the educational pact: collective definition of the rules, debate about the problems, questioning of the attitudes, renegotiation of the horizons of action.

B.6. | De-colonizing, de-territorializing and creolizing: A pedagogical challenge to post-democracy

483 Analysis of multiculturalism through official statistical information

Angela Maria Digrandi | Pasquale Cimmino |

Keywords: Multiculturalism, Multidimensional Descriptors, Statistical Data, Training Processes, Social Integration

Statistical data describe the profound contiguity that we all live every day in our work and in our scholastic paths. Appropriate tools for critical analysis of available statistical information can allow researchers and scholars, as well as those who work every day in multicultural contexts, to know not only the quantitative dimensions but also a multitude of multidimensional descriptors. The census surveys on population and employment and, lastly, a recent survey on second generations of foreigners describe such contiguities and profitable exchanges that, when avoided or prevented, act as well as expressions of intolerance and cultural deprivation that all economic and social development policies should actively combat. The multicultural path, described through the statistical data of the survey on second generations of foreigners, is still today a challenge, despite history could support the positive and enriching results of multiculturalism. The Italian school is the first and perhaps the main area of multiculturalism and it is for this reason that knowing the structural dimensions of participation in training processes and integration are the foundation of subsequent reflections.

Method

exploration of sources, descriptive statistics analysis, construction of synthetic indicators.

Outcomes (expected)

Outcomes are dissemination, among the researchers, the knowledge and the use of the official statistical information available about the phenome of the presence of various populations and various cultures in Italy

References

<https://www.istat.it> The scholastic and social integration of the second generations
<http://www4.istat.it/it/immigrati>.

B.6. | De-colonizing, de-territorializing and creolizing: A pedagogical challenge to post-democracy

537 A Pedagogy of the Forgotten Ones to rebuild the social dimension of democracy

Giancarlo Costabile |

Keywords: Pedagogy Of The Forgotten Ones, Emancipation, Social Justice, Civilization, Relational Ethics,

The pedagogy of cultural and social hatred towards any form of diversity not focused on the neo-liberal doctrine and theories of the so-called sovereignism constitutes an epistemological and ethical-political wound of the very idea of human relation. A Pedagogy of the Forgotten Ones which, according to the model hypothesized by Paulo Freire, focuses the research-action on the ontological reconstruction of the inter-subjective relationship between human beings, represents the attempt to state an ethic of global fraternity and a pedagogical routine of the gift as an antidote to the continuous erosion of the rights of citizenship and work, and consequently to the reduction of the democratic organization of human societies. The Forgotten Ones represent the key category of a hermeneutical narrative that wishes to cut the roots of this anthropology of violence that is fueling exclusively societies of inequality, characterized by widespread poverty and conflict among the marginalized. The Pedagogy of the Forgotten Ones is essentially a theoretical-practical tool capable of producing, at the level of historical-social reality, an alphabet of the Us in a dialectic relationship with the grammar of the ego of capitalist origins. Saying We means, in fact, (re)discovering the gift and the practice of the relationship with the Other from the self, the different, the ones living at the margins, the periphery of existence: thus, de-colonizing the monocultural mind; de-territorializing culture; dis-westernizing our view of the world. Cvetan Todorov teaches that every man is the existential outcome of what others have given to the formation of his historical biography. This ontological reconstruction of the intersubjective relationship therefore means deconstruction of the purely quantitative epistemology of owning, that translates human experience solely through the neo-liberal paradigm of the pedagogy of accumulation. Getting to know yourself through the Other by itself triggers all levels of civilized life, which are educative of the social changes functional to the process of augmenting the inclusive origin of the political concept of democracy. In the unrestrained race to declare pieces of humanity moving in the states illegal, thinking, for example, of the social democracy in the world means talking about the illegality of poverty (understood as betrayal of the principles of equality) and of illegitimacy of the policies of distribution of wealth, for the benefit of restricted oligarchies of power. Thinking to the Forgotten Ones as a pedagogical task enucleate the sense of an educational commitment that has to pass from a revival of the relational ethics theorized by Lévinas and the Milanian idea of 'pedagogy of gift' to achieve a new state civilization.

References

Freire P. (2018), *La pedagogia degli oppressi*, Ega, Torino
Lévinas E. (1984), *Etica e infinito. Il volto dell'altro come alterità etica e traccia dell'infinito*, Città Nuova, Roma
Lévinas E. (1998), *Umanesimo dell'altro uomo*, Il Nuovo Melangolo, Genova
Scuola di Barbiana (2017), *Lettera a una professoressa*, Lef, Firenze
Todorov C. (1984), *La conquista dell'America. Il problema dell'altro*, Einaudi, Torino
Todorov C (2009), *La paura dei barbari. Oltre lo scontro delle civiltà*, Garzanti, Milano.

B.6. | De-colonizing, de-territorializing and creolizing: A pedagogical challenge to post-democracy

576 "Coming out of problems alone is greed. Together it is politics." An approximation to the political pedagogical process of the Molacnats

Camilla Bellatalla |

Keywords: Working Childhood; Political Participation; Popular Education; Social Transformation; Decolonialidad

At the end of the eighties a group of young peruvian workers felt the necessity to give their younger colleagues (Nats[1]) the opportunity to organize and educate themselves in order to face their difficult conditions. Today the Molacnats is a network of local organizations coordinated throughout Latin America, fighting for the children's recognition of a dignified work and life. Work is at the center of a tension between being a "duty" and possible source of exploitation, and a "right" and potential means of emancipation. Condemning every form of exploitation, children with the support of adults collaborators, rethink their working experience in its instrumental, identitarian/relational, playful, formative and transformative dimensions. This last dimension develops from a uncommon idea of children as political actors. Taking the transformative dimension as starting point, this research aims to comprehend the pedagogical political process which allows it. This study employs a qualitative approach following the Ethnographic method. The field of the thesis was not a specific and delimited space, but the Movement itself, in order to grasp the new spatiality which characterize the formation and transformation in the identities of communities and individuals (Marcus, 2000). Written and contextual sources built the "field frame" during the whole thesis process. Observed participation, informal and planned conversation happened in Argentina, Bolivia and Colombia, and later on via Skype. For the interpretation, analysis and writing processes the researcher used family concepts from the literature, while trying to be open to new analogies from the field. The analogies were rethought and readdressed after the fieldwork in order to put them in text, give them a 'name' and an 'order'. For this task researcher used metaphors or participant's words. The final product is however a transcultural approximation to the topic. The pedagogical/political process of the movement is based on the Integral Protagonism of Childhood and children are those who lead and decide in the groups. Following the Popular Education, the movement elaborated a methodological proposal which rethink education within an alternative plan for "development". Starting from the reality of those children, education becomes a tool which instead of excluding popular sectors, addresses their social and cultural needs in order to generate self-awareness and transform it into a mobilization force. Education becomes therefore the engine of a political project of daily practice for social transformation. From this tension arises the need for a critical and alternative reconstruction of society and human relations, starting from the reconfiguration of the naturalized power relationships between adults and children. The possibility of an authentic protagonism of childhood also result to be connected with a wider decoloniality perspective which contests the unique "western" modern normative categories of childhood and work, development and wellbeing on which communities are evaluated and often stigmatized, and opens the door to reimagine different meaning of knowledge, social action and ethical behaviour.

B.7. | Intercultural education, citizenship and democracy

136 The challenge of the multi cultural teacher

Giulia Maria Cavaletto | Roberta Ricucci |

Keywords: Multicultural School Contexts; Multicultural Teachers; Multicultural Socialization

Multi-cultural school contexts, from kindergarten to secondary education, constitute a challenge for education policies and inclusive citizenship. For over a decade, Italy has experienced a constant increase in the number of foreign students within the school classes; but if much has been said and written on foreign students, much less has been said about the role of a teachers in this process. In migratory dynamics, most of the teachers do not receive specific training, much is left to personal initiative, to group work within the school and to the collaboration between school networks. The paradox of teaching profession, in Italian school, is seen in the tension between the loss of prestige and weakening of the social role on the one hand (Besozzi et al., 2010), and the transfer of expectations and, requests that increasingly make them subjects to which family and society confidently delegate an educational task, socialization and guidance. There is a process of "breaking down" the role of teacher, no longer aimed only at teaching but at building relationships that, in multicultural educational contexts, are even more complex (Ricucci, 2015). The contribution presents the educational, professional and organizational repercussions of a FAMI project within the Piedmont Region, for the "EducAzione" Action line, whose objectives were:

strengthen the training offer

preventing failure, school drop out

involving families in the paths and training choices

orientate and support scholastic path

enhance the experiences of peer-education, peer-tutoring, participation and cultural identity through workshops for citizenship education and multicultural socialization.

Method

Four focus groups and interviews were made with teachers of schools involved in the project; the cognitive object has been the reflection on the figure of teachers, their skills and the increasing contamination / transformation of their role related to teaching in multi-cultural contexts.

Outcomes (expected)

The role of the teacher seems to be increasingly challenged by other issues, alongside the didactic one. Education and training that already constituted the goal of the teacher, in every order and degree of school, are increasingly supported also by the challenge of innovation and the response to diversified needs on the part of the students and their families. This plurality of tasks produce an effect of "mission displacement", a real shift with respect to their task: the focus highlighted in this aspect a growing tension among teachers resulting from loss or flaking of the original task and at the same time the burden of taking on new and different tasks, for which, however, they don't have a specific or certified training. The coexistence of several roles also creates an identity conflict and generates tensions within the institutions among less cooperative and sensitive colleagues on these issues.

References

Besozzi E., Colombo M., Santagati M. (2010), *Formazione come integrazione. Strumenti per osservare e capire i contesti educativi multietnici*. Rapporto 2009, Fondazione Ismu, Osservatorio Regionale per l'integrazione e la multietnicità, Milano.

Ricucci R. (2015), *Allievi stranieri crescono*, in Cavaletto G.M., Luciano A., Olagnero M., Ricucci R., *Questioni di classe*, Rosenberg&Sellier, Torino.

B.7. | Intercultural education, citizenship and democracy

188 [Intercultural pedagogy: a methodology for contemporary society

Giovanbattista Trebisacce |

Keywords: Interculture, Society, Democracy, Alterity, Identity

Major societal transformations have occurred worldwide in the twentieth century, and more markedly in the last decades, affecting the social, cultural, political and economic spheres of human activity. Such transformations contributed to the realization of Marshall McLuhan's prophecy about the advent of the "global village", characterised by the growing expansion of mass communication and mass media, by the birth of new economic markets and significant geopolitical changes. The latter, usually identified via the term "globalization", evidence a shrinking of distances and a growing number of ties between the most diverse territorial realities and, above all, greater mobility resulting in numerous and varied migratory directions. A greater cultural, economic, scientific and religious pluralism distinguishes today's society, urging the individual inhabiting it to adapt to the incessant flow and circulation of things, people and ideas, and to master new multimedia and technological systems through previously separated spheres and fields which are now interconnected and interdependent. Within the context briefly outlined here, intercultural pedagogy emerges as a necessity. Any reflection on it must begin with an epistemological differentiation among the concepts of multi-, pluri-, inter- and trans- culture, sometimes mistakenly used in everyday discourse. Interculture characterises itself as a critical exercise able to restore a plural memory, through which we can recognise the positive value of cultural diversity, and of the communal character of humankind, made of exchanges, borrowings, intersections, hybridisms. Discourse must include a meditation on the concepts of personal identity and of alterity, so that we can learn how to look at and interpret reality from multiple, varied interpretative stances, and compare these different interpretations. The aim is to realise how multiple readings of reality provide us with a much more articulated and complex image of reality. Identity, alterity and an innate need for interaction, exchange, dialogue, and communication are fundamental categories for intercultural pedagogy, whose educational goal is the development of open, flexible, anti-dogmatic and inquisitive thinking. Such thinking is capable of putting aside its mental references and values, of meeting other cultures, of acknowledging and understanding analogies and differences, and of going back to its culture enriched by the encounter and the comparison with others. Strengthening the identity of the individual or of the group is a necessary condition for intercultural pedagogy. The school is the institution most directly involved in providing an intercultural education. Its task is to develop a critical thinking, a mindset open to dialogue and to interrelationship. In the current (and so complex) historical phase, when our coasts are, almost on a daily basis, the landing place for entire migrant communities, intercultural education is a vital priority and opportunity to lay the foundation for a common and solidary history. In order to meet such a crucial objective, school is paramount; however, the educational model characterising it, historically too rigid and limited in scope, its curricula and teaching methodologies must be redesigned in order to meet new goals. It would not be fair to disavow the accomplishments of this institution over the last few years driven by the urgency and pressures exercised by the incoming migratory flows; yet its structural foundations remain ossified and monocultural.

8.7. | Intercultural education, citizenship and democracy

239 Communities of migrants, active citizenship in public spaces and potential effects of reframing in the intergenerational transmission of faith

Maddalena Colombo | Barbara Pizzetti |

Keywords: Interreligious Dialogue, Intergenerational Religious Education, Performative Practice, Local Community, Immigration.

In a multi-cultural Europe, where religions from different origins and levels of secularization meet locally everyday, the interreligious dialogue enhances the awareness of faith, therefore reducing the risk of radicalization, intolerance and segregation, both on the side of migrants and that of people belonging to the religious majority. Starting points for interreligious dialogue are: the free expression of the minority religions, especially in public space, and the constructive elaboration of immigrant's faith during the intergenerational transmission. When existing, these two conditions can add to the development of reciprocal recognition of religions in a democratic society. The intervention refers to the artistic project Dòsti- Ideas for a Festival of Arts and Religious Cultures, held in Brescia (in 2017 and 2018) and now at its third edition, initially endorsed by the

Central Direction of Faith Affairs at Department of Civil Freedom and Immigration at the Ministry of Home Affairs. Managed by a spontaneous committee made of artists and representatives of the main religious communities and local institutions, the project leads the intimate dimension of religion to be shown in public spaces (museums, schools, cinemas, squares and city halls): so it facilitates the different expressive, festive and rituals “mise en scène” of each confession in front of others. Moreover, thanks to the actual participation on the stage not just of the ministers of worship, but also of the believers (women and second generations included), it has developed a social sense of belonging in each of the religious communities.

Method

Through multi-media documents recording the three different evenings held in Brescia in March 2018 - when two religions at a time were presented and compared (first evening: Hinduism and Buddhism; second evening: Islam and Sikhism; third evening: Hebraism and Christianity) - we aim to show how this experience has been the opportunity for a “transfer” of religious rituals from ordinary worship places (which have definite memberships) to “mixed” public spaces and it has positively contributed to let other religious communities meet each other and get involved in a context that was totally unusual to many, especially to the religious minorities.

Outcomes (expected)

Given the difficult inter-generational transmission of faith between migrating parents and children in the host country, faith communities need to be redefined through new grounds. The hypothesis is that during *Dòsti* it has taken place what Goffman calls “frame breaking” and an interesting reframing, indicating a new kind of engagement of religious minorities within the local community (and a way to avoid the risk of religious frictions between immigrant parents and children).

References

- Bernardi C., Giaccardi C. (eds.), *Comunità in atto. Conflitti globali, interazioni sociali, drammaturgie sociali, “Comunicazioni sociali”*, 3, 2007.
- Bichi, Introini, Pasqualini (eds), *Di generazione in generazione: La trasmissione della fede nelle famiglie con background migratorio*, Vita e Pensiero, Milano, 2018.
- Casanova J., *Public Religions in the Modern World*, Chicago, Univ. of Chicago Press, 1994.
- De Kesel, J., *Un nuovo ruolo per le religioni nella società post-secolare*, “Vita & Pensiero”, 6, 2017,
- Goffman E., *Frame analysis. An essay on the organization of experience*, Northeastern University press, N.Y., 1974.
- Habermas J., *Religion in the Public Sphere*, «European Journal of Philosophy», 14, 1, 2006, pp. 1-25.
- Pace E., *Il dialogo interreligioso nell’agenda politica europea*, “Pace e diritti umani”, 2, 2008, pp. 23-42 500 words

B.7. | Intercultural education, citizenship and democracy

535 Second generation migrants and active citizenship: intercultural education, post-colonial studies and participative processes from a gender perspective

Erika Bernacchi | Tiziana Chiappelli |

Keywords: Second Generation Migrants; Active Citizenship; Intercultural Education/Post-Colonial Studies; Participative Processes; Democracy And Social Cohesion

According to second generation migrants, school and in general education have a major role for inclusion processes for children and their families. Through the empirical research conducted in Italy in the period June-December 2018, it emerges that the Italian school, although rich in examples of good practices, still struggles to include migrant children and second generation. Through the analysis of the experiences of 2G children in 5 social areas (school, family in Italy, family in the country of origin, peers, social participation/active citizenship), the paper deals with the theme of inclusion, participative processes and social cohesion with attention to the gender perspective.

Method

The research has been conducted using focus groups methodology, qualitative interviews and participative activities like world café and OST. More than 100 second generation migrants and associations' representatives have been involved in connection with the AGIA research on L'inclusione e la partecipazione delle nuove generazioni di origine immigrata. Focus sulla condizione femminile and the Regione Toscana #IOPARTECIPO project (<http://open.toscana.it/web/-iopartecipo>)

Outcomes (expected)

Outline the main obstacles that second generation migrants face, with a specific focus on girls and young women. Outline the central role of school and intercultural education for inclusion processes and active citizenship. Outline policy strategies and recommendations to build social cohesion through education from an intercultural perspective.

References

- Autorità Garante per i Diritti dell'Infanzia e Adolescenza (2019) L'inclusione e la partecipazione delle nuove generazioni di origine immigrata. Focus sulla condizione femminile. AGIA, Roma.
- Bolognesi, I., Lorenzini S. (2017), Pedagogia Interculturale. Pregiudizi, razzismi, impegno educativo, Bononia University Press, Bologna.
- Ceravolo F., Molina S. (2013), Dieci anni di seconde generazioni in Italia, in Quaderni di Sociologia, 63:9-34, <http://journals.openedition.org/qds/415>; DOI:10.4000/qds.415.
- Frisina A., Hawthorne C. (2015), Sulle pratiche antirazziste delle figlie delle migrazioni, in Giuliani G. (a cura di), Il colore della nazione, Le Monnier, Roma, pp. 200-214.
- Colombo, E., Rebughini, P. (2012), Children of Immigrants in a Globalized World: A Generational Experience, Palgrave Macmillan.
- Lorenzini, Stefania, Cardellini, Margherita (a cura di) (2018) Discriminazioni tra genere e colore. Una analisi critica tra impegno interculturale e antirazzista, FrancoAngeli, Milano.
- Pozzi S. (2011b), Diversi da chi? Presentazione di sé, identità, valori, compiti e ruoli degli adolescenti di origine immigrata in chiave di genere, in Rauty R. (a cura di) (2011), Il sapere dei giovani, Aracne, Roma, pp.247-255.
- Pozzi S. (2011c), Compiti e ruoli familiari presenti e futuri degli adolescenti figli di immigrati, in Mondi Migranti, 1:153.171.
- Riccio B., Russo M. (2011), Everyday practiced citizenship and the challenges of representation: second-generation associations in Bologna, in Journal of Modern Italian Studies, 16:360-372.
- Ricucci R. (2010), Italiani a metà. Giovani stranieri crescono, Bologna, Il Mulino.

B.7. | Intercultural education, citizenship and democracy

539 The psychomotor approach and non-verbal language for intercultural dialogue

Laura Pomari |

Keywords: Expressive Activities, Body, Interculture, Training, Systemic Project

In the increasingly multicultural classes (primary school) where I work as psychomotor educator and anthropologist, I ask to myself what are the specificities of the psychomotricity for the purposes of the inclusion between children and families with different cultures. What role do expressive activities play in creating an inclusive environment? For the purposes of intercultural dialogue, it would be interesting to deepen the aspects of non-verbal communication to activate new ways of interaction with families and new ways of Sharing among the children. In this regard, always with a method projected towards the interculture, the intervention intends on the one hand to tell the specificity of the psychomotor approach in its characterizing aspects: the importance of the spontaneous game in the children group, the importance of the look on the body and mind in constant relation, the specificity of the materials and the setting for the spontaneous expression of the child, the welcoming and non-judging relationship which finds its foundation in tone, voice, gaze. On the other hand, this intervention intends to deepen the importance for the psychomotor educator to open his gaze towards a complex and systemic design for the realization of truly inclusive classes: work with children; the continuing training of teachers in aspects of non-verbal communication; the continuous dialogue with the territorial

educational organizations that, adopting the psychomotor philosophy, can offer support to the children and the families. It is very important to build bridges between schools and districts through systemic projects

Method

1. Expressive laboratories with children for the shared creation of new intercultural meanings
2. Theoretical and practical training for teachers on non-verbal language issues
3. workshops for families (e.g. workshops to prepare reading to children in their mother tongue)
4. Activation of laboratories of psychomotricity (education and prevention) on the Territory
5. Systemic projects: bridges between school and territory.

Outcomes (expected)

1. Classes of children who share and create new cultural meanings and grow as cooperative communities
2. Teachers capable of activating new languages in the classroom
3. Territory that is active to promote the well-being and the language of childhood in collaboration with the school
4. Families protagonists in school life

References

- Le Vine Robert A. e New Rebecca S. (2009), *Antropologia e infanzia. Sviluppo, cura, educazione: studi classici e contemporanei*, Milano, Raffaello Cortina.
- Pinelli B. (2011), *Donne come le altre. Soggettività, relazioni e vita quotidiana nelle migrazioni delle donne verso l'Italia*, Firenze, editpress.
- Stone L. (2014), *Kinship and Gender*, Washington State University, Westview Press.
- Tobin J.J., Hsueh Y. e Karasawa M. (2011), *Infanzia in tre culture. Vent'anni dopo*, Milano, Raffaello Cortina.
- Zoletto D. (2007), *Straniero in classe. Una pedagogia dell'ospitalità*, Milano, Raffaello Cortina.
- Zoletto D. (2010), *Il gioco duro dell'integrazione. L'intercultura sui campi da gioco*, Milano, Raffaello Cortina.

B.7. | Intercultural education, citizenship and democracy

586 Migrants Souls – Pedagogy of the Border. Dancemovementtherapy for Intercultural Education

Fernando Battista |

Keywords: Identity, Inclusion, Prejudice, Body, Relationship

The research comes from a laboratory involving migrant people of Laboratorio53 (an Association for migrants), and Italian High School adolescents, using DMT methodology.

The project was catalysed by a desire to initiate collective agency and self-worth, to restore identity, identification and belonging, to channel creative expression of one's being, and to re-discover or discover capacity for positive interaction, in and between the migrants and adolescents. In fact, migrants and adolescents have similar needs such as identity, autonomy, self-esteem as well as similar characteristics such as transition, sense of belonging and identity. DMT became an instrument of well-being and caring and can become a bridge between cultures, acting as a setting for friendship for those who are foreigners with Italian students. The research intends to demonstrate how the Dmt can have a great efficacy in creating embodiment and empathy and in recognizing the other as just a person without prejudice.

Method

The research-action is the method used during the research where the conductor was a participant observer, and where the goal was to transform the contest. The DMT Integrata® is the synthesis of three different approaches to dance and movement and Dancemovementtherapy: an anthropological ethnographic approach; the experience of modern dance-theatre and contemporary and kinesiological research. This methodology has been used during the laboratory. In particular an ethno-anthropological approach based on the rituals and the ancestral gestures has been used.

Outcomes (expected)

The results have been treated in statistic form coming from interviews/questionnaires. Different moments of the workshop have been recorded on photos and videos. The video-documentary with interviews to the participants is part of the presentation.

References

- AA.VV. I Ragazzi dell'Axe (2008) Fabula, Cagliari
Ammanniti M., V. Gallese, La nascita della intersoggettività, Raffaello Cortina, Milano 2014
Bellia V., Danzare le Origini, (1995) Cuecm, Catania
Bellia V., Dove Danzavano gli Sciamani, (2001) Franco Angeli, Milano,
Bellia V., Dmt & (Complic)Azioni Transculturali, La Rivista dell'Arte n.3 dicembre 2013;
Carli R. Paniccia R.M. (2003) – Analisi della Domanda. Il Mulino, Bologna
Fiorucci M. (a cura di), Una scuola per tutti. Idee e proposte per una didattica interculturale delle discipline , FrancoAngeli, Milano, 2008.
Fiorucci M., Bonetti S., Uomini senza qualità. La formazione dei lavoratori immigrati dalla negazione al riconoscimento , Guerini, Milano, 2006.
M. Fiorucci e G.Lopez, (a cura di) La pedagogia democratica del '900 Roma Tre-press 2017 introduzione
Husserl E. – Meditazioni Cartesiane (1997) Bompiani,
Merleau-Ponty Fenomenologia della Percezione (1980) Il Saggiatore, Milano
Lumsden M. (1999) - Breaking the Cycle of Violence: Three Zones of Social Reconstruction. in Ho Won Jeong, ed. The New Agenda for Peace Research. Brookfield, Vermont: Ashgate.
Lynne Hanna J. To dance is human: a theory of nonverbal communication (1979) University of Texas
Schechner R. in Approaches to Theory/Criticism in Tulane Drama Review n. 4 vol. 10 1966;
Serrano M. Semi di Cola. Filosofia di Migrazione (2012) Lithos Editrice, Roma
Sironi F. Persecutori e Vittime. Strategie di Violenza (2001) Feltrinelli, Milano
Schott-Billmann F., Quando la danza guarisce, 1994, Milano, Franco Angeli
Tambiah, S.J. (1985) - Culture, Thought, and Social Action. An Anthropological Perspective.

B.7. | Intercultural education, citizenship and democracy

607 The artistic laboratories as an opportunity for integration and learning

Francesca Audino |

Keywords: Artistic Laboratories, Art, School, Integration, Learning

This study is based on a research made during the PhD program in Educational Sciences, carried out during the years 2013/15. The study aimed to verify whether the artistic laboratories could prove to be an effective learning and integration tool for pupils with migratory backgrounds. In the same project have been involved also children generally considered “peculiar” because of learning difficulties in term of time to learn or methodological handicaps. According to different authors there is a strong relationship between neuroscience and education that emphasizes the interdependence between body and mind. This has been observed more and more, claiming the leading role played by physical activities and emotions in the learning process. As part of the research, a particular space was dedicated to current artistic workshops and the difference between art at school transmitted as an artistic education or emphasizing the ability to be educational of the art. To better explain what is meant by educational art, we defined our agenda with two international activities of high profile such as the West-Eastern Divan Orchestra and the Abreu System. Furthermore, the working method of a non-profit organization that operates in public primary school classes using art workshops as a tool for integration was also adopted. The research has highlighted the links between this kind of approach and authors such as Maria Montessori, Émile-Jaques Dalcroze and Bruno Munari. Although who, even if with very different backgrounds, they have in common the role of direct experience for cognitive development underlining how the perceptive-sensorial apparatus plays a decisive role for learning.

Method

For the experimental research, referring to the humanistic interpretive theory, results were obtained through an activity of observation and of interviews in three classes in Rome. The remaining part of the research was based on the existing literature on the subject and on the filmography based on related experiences

Outcomes (expected)

The analysis supports the laboratory-based didactic experience transversally to all school subjects, since the active methodologies are once again successful in terms of participation and learning with respect to traditional frontal teaching. Artistic laboratories, in particular, enhancing emotions and personal stories, are able to involve those with linguistic difficulties and offer very positive implications from the point of view of socialization, self-esteem and learning.

References

'interpretative, qualitative, humanistic' theory illustrated by Lee J. Cronbach and Donald T. Campbell in the '70s and even earlier by Wilhelm Dilthey between the late '800 and the beginning of '900. Contributions of neurosciences to theories on learning through emotions and movement (E. Boncinelli, A. Damasio, D. Goleman, J. Le Doux, E. Frauenfelder, D. Siegel, F. Varela) pedagogical activism (Scuole attive), pedagogy of art.

8.7. | Intercultural education, citizenship and democracy

690 Promoting communication, cultural diversity and solidarity inside organizations. The educational european project Codes

Gaia Peruzzi | Raffaele Lombardi |

Keywords: Intercultural Communication, Cultural Diversity, Communication For Organizations, Educational Policies, Citizenship

The October first 2017 is the opening day of the three-years European project Codes – Communication Diversity Solidarity. Its goal is to design a course focused on intercultural competencies. Such course is intended to train future experts in this field that will be working as “attachés of the communication for cultural diversity” in several types of organizations. Codes is based on the idea that professional organizations living in multicultural societies need to develop specific sets of competences, to answer to complex situations and to communicate with groups of people who are victims of socio-political, ethnic and gender asymmetries. Indeed, asymmetries create not only vulnerabilities and barriers to full citizenship in public life, but also a not optimal distribution and efficiency of human resources inside the companies. A distinctive feature of Codes is that the planning of the course has to be consistent with the EU approach to intercultural competence, cultural diversity, and specialized training for professionals. Formally, Codes is a partnership among the following research groups: Lumière University Lyon 2 (the leader project), Sapienza University of Rome, University of Bucharest, University of Coimbra, University of Flensburg, Panteion University of Athene.

Method

Codes project is a very emblematic case in the landscape of educational policies. It is a unique experiment in Europe, that is mean a unique occasion to compare different concepts about intercultural issues, different approaches to the management of diversities, different ideas of the role that public and private institutions can have in national life. Other 3 aspects worthy of attention: the network supported by the European community is made only by public universities (with the exception of one private enterprise, for the fast supply of the digital technologies); secondly, the partners come from all the different areas of Europe; thirdly, every steps of the work has to be presented and discussed with different kinds of stakeholders (students, media, local institutions, Ong, companies). This proposed paper will inquire the development of this projects, by focusing on the different meanings that different social actors give to cultural diversities and to strategies to counter them, and to the opportunities and difficulties that the co-construction produces in the field of high education. The empirical study will be conducted by using different qualitative technique: interviews, ethnographic research on the ground, analysis of original project documents, communication materials and evaluation reports. As the authors are members of the Sapienza team, they can count on the availability of the entire network.

Outcomes (expected)

The proposed paper intends to discuss the first outcomes of the projects, both on theoretical and practical sides. Especially, it would bring to light the different conceptions on cultural diversities that different national cultures can have, and the different ways to “manage” them they imagine.

References

- Benadusi, Molina. 2018. Le competenze. Una mappa per orientarsi. Bologna, il Mulino.
- Clark, Hinxman. 1999. Developing a framework of competencies for facilities management. *Facilities*, 17(7/8), 246-252.
- Emmerling, Boyatzis, 2012. Emotional and social intelligence competencies: Cross cultural implications. *Cross Cultural Management: An International Journal*, 19(1), 4-18.

B.8. | Intercultural education and antiracism

180 What does “intercultural projects” means? The antiracism commitment of intercultural education in multi-ethnic and mono-ethnic primary classrooms

Margherita Cardellini |

Keywords: Intercultural Education, Antiracism, Primary Schools, Intercultural Projects, Primary School Children

Does intercultural education have an antiracist objective? This is the main question which guided my PhD's research project in Intercultural Education. This mutual relation is not at all a foregone conclusion. Not all “the intercultural pedagogies” highlighted the importance of antiracism over the decades. On the contrary, some of them carried out (even unknowingly) a colour-blind intercultural education, promoting a colorblind “rhetoric” such as “colors do not matter”, “children do not see colors”, etc. Other intercultural pedagogies promoted an explicit color conscious educative approach, which might help teachers and educator to be aware of the possible inequalities also related to skin colors. Therefore, I try to make a systematic review of the most important intercultural educative volumes, focusing on if and how the relationship between intercultural education and antiracism has been made clear. Indeed, my PhD's research project aimed to empirically detect how intercultural education became “practices” and “projects” in some primary schools which define themselves as “intercultural” ones.

Method

After a specific and systematic literature review of the most important intercultural educative volumes, I searched for some schools which explicitly affirm to have activated “intercultural educative projects”. I asked for schools which considered intercultural education as a transversal through and practice, and not as a sporadic activity. I selected two specific schools, located in Emilia-Romagna and Sicily (during my presentation I will better explain the reasons of this choice); the first school was a multi-ethnic school (more than 70% of “foreign origin pupils”), while the second one was a mono-ethnic school (almost 100% of “Italian origin pupils”). Using a qualitative methodology and a visual method, I interviewed some teachers and I realize focus groups with their pupils, trying to understand how their intercultural project was “practically” perceived and realized and if it included (even implicitly) an antiracist objective.

Outcomes (expected)

I found a very different reality between the “written project” and the practices (both positive and negative). Indeed, in this presentation, I will focus on a specific aspect of my research project and I will critically reflect on how a multi or mono-ethnic school composition might influence both intercultural education and antiracism. Even if – of course - intercultural education is not a pedagogical perspective only related to foreign origin children, it is also important not to deny such an important variable which - I think – co-contributes to create specific needs.

References

- Aluffi-Pentini A. & Lorenz W. (1996). *Anti-racist Work with Young People*, Dorset, RHP
- Arfini E. A.G., Deplano V., Frisina A., Giuliani G., Tesfaù M.G., Perilli V., Pes A., Petrovich Njegosh T., Proglione G., Salerno D., Surian A. (2018). *Visualità e anti-razzismo*, Padova, University Press.
- Beverly D.T. (1992). Talking about Race, Learning about Racism: The Application of Racial Identity Development Theory in the Classroom, “*Harvard Educational Review*”, vol. 62 (1), pp.1-24.
- Cardellini M., *Colorism and primary school children in Italy: opinions and representation about skin colors*, «*CIVITAS EDUCATIONIS*», 2018, VII, pp. 285 - 299
- Cochran-Smith, M. (1995), Color-blindness and basket-making are not the answers: Confronting the dilemmas of race, culture, and language diversity in teacher education, in *American Educational Research Journal*, vol. 32, n.3, 493–522.
- Derman-Sparks, L., & Edwards, J. O. (2010), *Anti-bias education for young children and ourselves*, Washington, DC, National Association for the Education of Young Children.
- Lorenzini S. e Cardellini M. (2018), *Discriminazione tra genere e colore. Un'analisi critica per l'impegno interculturale e antirazzista*, Milano, FrancoAngeli.

Lorenzini, S. (2017), Educazione interculturale per la pluralità nell'identità. Il colore della pelle è parte dell'identità, in I. Liodice, S. Ulivieri, (Eds.), Per un nuovo patto di solidarietà. Il ruolo della pedagogia nella costruzione di percorsi identitari, spazi di cittadinanza e dialoghi interculturali, Bari, Progreedit.
Taguieff, P.A. (1997), Il razzismo. Pregiudizi, teorie, comportamenti, Milano, Raffaello Cortina.
Tantum B. (1992). Talking about race, learning about racism: The application of racial identity development in the classroom, *Harvard Educational Review*, 62(1), 1-24.

B.8. | Intercultural education and antiracism

220 Racisms of the past to understand racisms of the present. The importance to promote the intercultural and antiracist commitment.

Stefania Lorenzini |

Keywords: Racism, Episodes Of Racism Today, Dark Skin Color, Intercultural Education, Antiracism

Pierre-André Taguieff (philosopher, historical of ideas, one of the most important scholars of French racism) tries to answer a very important question "What is racism?". He examined the most important racist events happened in the modern Occidental history (Europe and America). Starting from this analysis he proposed an intelligibility model highlighting the fundamental and common elements in different forms of racism. Why – from an intercultural educative point of view - is it important to follow a similar path? Because it allows knowing the most important racism phenomenon. And despite that, staying only on a theoretical level, it is not sufficient. Racism is a "living experience" which mix non-conscious explanations, "good and justifying reasons" of the racist, discursive instrumentalized practices, emotions, passions, convictions, interests and discriminatory practices related to institutional and political contexts. To studying the racisms of the past may support to have more critical reflective elements to understand racisms of the present (or racist elements). It is also important to base an effective antiracist action. Including antiracism is the highest point of a study which includes educative practices which feel the need to act in antiracist direction.

Method

The ongoing and pervasive discrimination forms are nowadays highly supported by the great number of news, research projects and experiences of people who are often identified as "foreigners" because they are dark-skinned. My research projects, from 1999 to until now, focused on the international adoption reality through qualitative interviews, whit specific attention on those boys and girls who have those somatic traits not still so diffuse in the Italian contest (Lorenzini, 2012; 2013; 2018b). More recently, my research projects also included unaccompanied foreign children, interviewing second reception communities' educators and coordinators (Lorenzini, 2018b; Cardellini, 2018).

Outcomes (expected)

From the interviews, several discriminatory episodes emerged starting from their skin color. This element show how much is important starting to develop a conscious which may be more sensitive to the extremely painful consequences of discrimination. Indeed, I suggest the importance to support an educative intercultural and antiracist responsibility.

References

- Barbujani, Cheli P. (2008), Sono razzista, ma sto cercando di smettere, Laterza, Bari.
Ben Jelloun T. (1998), Il razzismo spiegato a mia figlia, Milano, Bompiani.
Bolognesi I., Lorenzini S. (2017), Pedagogia interculturale Pregiudizi, razzismi, impegno educativo, Bologna, Bononia University Press.
Burgio A. (2010), Nonostante Auschwitz. Il «ritorno» del razzismo in Europa, Roma, DeriveApprodi.
Cardellini M. (2018), Colorism and primary school children in Italy: opinions and representation about skin colors, «CIVITAS EDUCATIONIS», VII, pp. 285 – 299.
Cardellini M. (2018), C'erano una volta I luoghi della discriminazione... e ci sono ancora: racconti di quotidiano razzismo verso minori stranieri non accompagnati. In: A. Traverso (a cura di), *Infanzie movimentate. Ricerca*

pedagogica e progettazione nei contesti di emergenza per minori stranieri non accompagnati, Milano, FrancoAngeli, pp. 196- 210.

Lorenzini S. (2018a), L'intervento educativo nelle Comunità di Seconda Accoglienza per Minori Stranieri Non Accompagnati: quale valore alla prospettiva pedagogica interculturale nei riferimenti teorici e nelle prassi educative? Esiti da una ricerca qualitativa in Emilia-Romagna. In: A. Traverso (a cura di), *Infanzie movimentate. Ricerca pedagogica e progettazione nei contesti di emergenza per minori stranieri non accompagnati*, Milano, FrancoAngeli, pp. 172-190.

Lorenzini S. e Cardellini M. (2018b), *Discriminazione tra genere e colore. Un'analisi critica per l'impegno interculturale e antirazzista*, Milano, FrancoAngeli.

Lorenzini S. (2017), *Educazione Interculturale per la Pluralità nell'Identità. Il colore della pelle è parte dell'identità*. In: Loiodice I., Olivieri S. (a cura di), *Speciale «MeTis». Mondi educativi*, 2017, *Per un nuovo patto di solidarietà. Il ruolo della Pedagogia nella costruzione di percorsi identitari, spazi di cittadinanza e dialoghi interculturali*, pp. 152-163.

Lorenzini S. (2013), *Adozione e origine straniera. Problemi e punti di forza nelle riflessioni dei figli*, Pisa, ETS.

Lorenzini S. (2012), *Famiglie per adozione. Le voci dei figli*, Pisa, ETS.

Taguieff, P.A. (1997), *Il razzismo. Pregiudizi, teorie, comportamenti*, Milano, Raffaello Cortina.

Wieviorka M. (1998), *Il razzismo*, Bari, Laterza.

B.8. | Intercultural education and antiracism

261 When adoption becomes a complication: first evidence regarding the discrimination suffered by young adoptees in Italy due to phenotypic differences and/or because of their adoptive identity

Monya Ferritti | Anna Guerrieri |

Keywords: Adoption, Racism, Adoptive Identity, Discrimination, Youth

[Between 2001 (ratification of the Hague Convention, L.149/2001) and 2017, 49,460 children were adopted in Italy through international adoption (IA). For many years Italy has been the first European country in terms of numbers of IA, and the second in the world, after the US. In the same years (2001-2016) 13,628 national adoptions (NA) were completed in Italy. The study analyzes, also in terms of gender, the discrimination suffered by Italian young adoptees, both regarding their phenotypic differences and their adoptive identity, with the aim of studying the identity strategies they implement in the process of "integration" into the Italian society.

Method

20 interviews (CAPI) will be carried out to national and international adoptees (age 16-24), to collect elements useful to describe the phenomenon. At the same time a quantitative survey (CAWI) will involve adoptive families (non-representative sample) who adopted between 2001 and 2018 to gauge the phenomenon from their point of view.

Outcomes (expected)

The study will return a photograph of how young adoptees manage their hybrid identity when facing episodes of open racism or more latent but equally pervasive episodes of micro-discrimination. Furthermore, the study will trace if and how adoptive families might be changing their perception of the racist or discriminatory risk affecting their children with attention to their transition in adulthood.

References

Stefania Lorenzini, *Adozione e origine straniera*. Edizioni ETS, 2013]

B.8. | Intercultural education and antiracism

290 Intercultural for life, antiracism for safety

Anna Aluffi Pentini |

Keywords: Antiracism, Education, Intercultural, Diversity, Identity

Those of the 20th century who experienced the Holocaust, the Gulag, the construction and the fall of the wall, and more or less profound repercussions of *Vergangenheitsbewältigung* (coming to terms with the past) rightly breathed a sigh of relief in its latter decades and believed that Europe was now 'vaccinated' against nationalism and racism. Those who tried to speak of racism in an Italian school, which began to welcome immigrant students from the 1990s onwards, was often accused of alarmism and exaggeration and interculturality became instead a pedagogical and didactic container to thematize differences, to understand and eradicate the fear of 'the other'. Today, however, even the most ardent supporters of multicultural pedagogy realize that 'differences' are not only occasions for negotiations and celebration, but also of pain and exclusion. The 'others' are other not only because of the colour of their skin or the language they speak but because of the meaning that these differences are attributed to by those who have the power on account of their colour and of possessing the 'right' terms.

Method

Through an analysis of the testimony of personalities of literature who deal with the theme of differences "real and invented", which evidence the exclusion mechanisms linked to racism, the constants of racism in their changing shapes can be traced.

The texts selected reflect a historical and geographical transversality of exclusion mechanisms and help educators to enrich their fund of knowledge in this area so that they can hone their skills in the identification of forms of racism and exclusion and their abilities to listen to victims. Among the texts that will be taken into account: The abandonment of Ermina from the golden wedding of pleasure by Tahar Ben Jelloun and the diary of Etty Hillesum.

Outcomes (expected)

I intend to outline the parameters of quality in the sense of racism awareness in educational facilities not so much to declare them once and for all free from racism, but to support operators and users in the early detection of new and old forms of racism and denounce it or intervene adequately

References

- Aluffi Pentini A., W. Lorenz (1996) *Antiracist work with young people*, Russel House
Ben Jalloun T. (2017) *Le mariage de plaisir*, Folio.
Dall'Oro E. (1991) *L'abbandono* , Einaudi.
Divakaruni J. C. (1995) *Matrimonio combinato*, Einaudi.
Hillesum E. () *An Interrupted Life: The Diaries, 1941-1943; and Letters from Westerbork*
Lorenzini S. Cardellini M.(2018) *Discriminazioni tra genere e colore. Un'analisi critica per un impegno interculturale*, Angeli.
Melandri F. (2018) *Sangue giusto*, Mondadori.
Ministero Pubblica Istruzione (2007) *La via Italiana all'intercultura*.
Morrison, T. (1970)*The bluest eye*, Holt, Rinehart and Winston

B.8. | Intercultural education and antiracism

333 The social representation of the Gypsy woman in Italy and Brazil in a non-gypsy sample: the anchoring process to the emotional reaction aroused by the object of representation and to the values system of respondents

Giannino Melotti |

Keywords: Gypsies, Stereotypes, Prejudices, Social Representations

[In different contexts and countries, such as Brazil and Italy, numerous episodes of banishment and discriminatory practices against members of the Gypsy population have been verified, strengthening the relations of conflict between the Gypsy and non-Gypsy universes. The purpose of this research is to analyse the social representation (Moscovici, 1976) of the gypsy in Brazil and in Italy to understand the dynamics of this representative field in order to promote public policies and intervention programs.

It is hoped that the generated results can help in the demystification of the negative stereotypes widely diffused in the hegemonic social thought, core of prejudice and of social discrimination against this ethnicity.

Method

This research is based on the methodological approach indicated by the socio-dynamic approach of Theory of Social Representations (Doise, 2002).

A questionnaire was distributed to a sample of 643 non-Roma subjects (324 Italians and 319 Brazilian) to analyze:

1- the content of the social representation of the Gypsy woman;

2-sociological anchor;

3-psychosocial anchorage, analysing how representation is still based on psychosocial values and emotional reaction

Outcomes (expected)

Through this work we expect to:

reconstruct the representative field of the "Gypsy Woman";

highlight how the representation of a minority group, often subject to discrimination and prejudice, is anchored to the emotional reaction aroused by the object of representation and to the value system of the subjects that produce this representation (psycho-social anchor).

References

Doise, W (2002). *La forza delle idee: rappresentazioni sociali e diritti umani*. Bologna: Il Mulino.

Doise, W. (1992a) *L'ancrage dans les études sur les représentations sociales*. *Bulletin de Psychologie*, v. 45, p. 189-195.

Doise, W.; Clémence, A.; Lorenzi-Cioldi, F. (1992b). *Rappresentazioni sociali e analisi dei dati*. Bologna: Il Mulino.

Moscovici, S. (1976). *La psychanalyse, son image et son public*. Paris: PUF.]

B.8. | Intercultural education and antiracism

390 Media and intercultural literacy education. Findings from an European project

Maria Ranieri | Francesco Fabbro | Andrea Nardi |

Keywords: Critical Media Literacy, Intercultural Education, Secondary School, Learning Scenario, Social Inclusion

[This contribution focuses on the main findings of the EC-funded project Media Education for equity and tolerance, an initiative promoted by the University of Florence in 2016-18. Specifically, it presents six learning scenarios on media and intercultural education, which have been implemented and tested in three European countries, that is Germany, Italy and Slovenia. The learning scenarios are theoretically informed by the Media and Intercultural Education Framework (MIEF) (Ranieri & Fabbro, 2018), which collects and combines the key educational objectives of critical media literacy (Buckingham, 2003) and intercultural education (Sleeter & McLaren, 1995). Furthermore, the design of teaching resources and pedagogical strategies embedded in the learning scenarios was oriented by a set of guidelines for inclusive and situated learning (Ranieri & Fabbro, 2018). All learning scenarios encompass both media analysis and production activities but each of them focuses on specific – and often different – media (social networks, movies, videogames, radio, news media) and topics (human rights, media stereotyping, cultural diversity, racism, social justice).

Method

A “multiple evaluation case study” (Yin, 2003) was adopted to analyse and compare the data gathered through the testing of the learning scenarios in order to identify their affordances and constrains. Qualitative data were collected in each single Country to explore participants’ perspectives about the impact of classroom activities. Findings from each country were analysed and interpreted through a thematic synthesis (Thomas & Harden, 2008). The thematic synthesis was “theory driven” being based on predefined common categories. At the same time, it was also “data driven” because it inductively identified new themes across the findings.

Outcomes (expected)

Grounding on the analysis of affordances and constrains emerged from the experimentation of the learning scenarios, some recommendations to transfer them to other contexts are reported below:

- the school and the teachers should be better supported in the complex management of media production activities on intercultural issues (i.e. migration, discrimination, etc.) in school and in the local community through, for example, the establishment of long lasting Media Literacy Education Program at school and the funding of dedicated workshops for teachers led by media educators along with media professionals (i.e. journalists, video makers, etc.);
- permanent and “action-oriented” training activities addressing teachers on media and intercultural education should be planned: for example, teachers should be encouraged to be actively involved into educational interventions co-designed with media education experts and other relevant stakeholders (i.e. NGOs, CVOs, etc.) in the field of human rights, anti-discrimination, etc.;
- “bottom-up” strategies in the design of media and intercultural education interventions in school should be promoted, specifically through initiatives aimed at involving students in the design process by taking into account their media and (inter)cultural habits and practices;
- the development of a curriculum at national level on media and intercultural education should be supported through the building up of a national panel of experts in charge of defining specific key competences, contents and the pedagogical strategies.

References

- Buckingham, D. (2003) *Media Education. Literacy, Learning and Contemporary Culture*. London: Polity Press-Blackwell Publishing.
- Ranieri, M. & Fabbro, F. (2018). Designing media literacy education for intercultural contexts. The MIEF framework and guidelines. *International Technology, INTED2018 Proceedings*, 6002-6008.
- Sleeter & P. L. McLaren (Eds.), *Multicultural education, critical pedagogy, and the politics of difference* (pp. 33-70). Albany, NY: State University of New York Press.
- Thomas, J., & Harden, A. (2008). Methods for the thematic synthesis of qualitative research in systematic reviews. *BMC Medical Research Methodology*, 8(45), 1-10.
- Yin, R. K. (2003). *Case Study Research: Design and Methods*. 3rd. Edn., Thousand Oaks-London-New Delhi: Sage.

B.8. | Intercultural education and antiracism

497 Multiculturalism, racism, and human rights: what is happening in European schools?

Fabio Berti | Andrea Valzania | Ilaria Pitti |

Keywords: Students, Multiculturalism, Racism, Teachers, Hate Speech

The process of transformation of many European countries in multicultural society has often occurred in a largely unexpected way and with a scarce attention to the management of the phenomenon on behalf of political institutions. Several issues have consequently emerged in terms of an increase of racist conflicts throughout the continent. For example, the European Union Agency for Fundamental Rights (FRA, 2017) points out a steady increase in racist and xenophobic reactions (such as incitements to hate, threats, hate-crimes and even homicides) to the arrival of refugees, asylum seekers, and migrants. Similarly, many of the national reports produced by the European Commission against Racism and Intolerance (ECRI) underline how hate speech on the internet is growing, also thanks to the increasing availability of platforms and social networks that give resonance to messages expressing intolerance towards vulnerable groups. ECRI also warns about the growing consensus gathered throughout Europe by xenophobic political parties, which are now represented in the parliaments of different states. Young people – especially those belonging to disadvantaged groups - are often involved in xenophobic reactions and in the diffusion of racist messages online. Moreover, they represent one of the main audiences towards which xenophobic parties address their messages. As agents and spaces of youth socialisation, schools play a pivotal role in defining what Europe will look like in the near future. In fact, schools have the possibility to provide student with multicultural values, promote mutual respect, and foster social cohesion or, on the contrary, create exclusion and reinforce racist conflicts. In this perspective, it become

relevant to explore the relationship between education, multiculturalism and racism placing the school environment at the center of the analysis.

Method

The proposed contribution discusses the results of a quantitative study conducted within the project “I Have Right” (IHR), that has been coordinated by the University of Siena and funded by the Erasmus+ programme. The research has analysed issues concerning racism and human rights in European schools and compared educational practices which have been enacted to favour inclusion. Data have been collected between 2017 and 2018 through the administration of two questionnaires to 3228 students and 953 teachers in six countries (Italy, Portugal, France, Belgium, Greece and Lithuania).

Outcomes (expected)

Emerging results highlight how schools “mirror” the societies they have around inasmuch as what happens within schools is reproduced outside and vice versa. Although episodes of racism and discrimination emerge in each school, the intensity of the phenomenon is higher in those countries where problems of integration of minority are stronger (i.e. Greece and Lithuania). As for educational practices for multicultural integration, two different approaches emerge. While in Belgian, French and Lithuanian schools multiculturalism is fostered through specific courses on human rights, human rights are conceived as already “integrated” in existing educational curricula in Italy, Greece and Lithuania and no specific programmes are foreseen.

References

European Commission against Racism and Intolerance – Ecri (2017), Annual Report on Ecri’s Activities, www.coe.int/ecri.

European Union Agency for Fundamental Rights – Fra (2017), Fundamental Rights Report 2017, <http://fra.europa.eu/en/publication/2017/fundamental-rights-report-2017>.

B.8. | Intercultural education and antiracism

523 Second generation migrants between racism and interculturalism: focus on participative processes from a gender dimension

Tiziana Chiappelli | Erika Bernacchi |

Keywords: Second Generation Migrants, Gender, Inclusion/Exclusion, Racism/Discrimination, Role Of School And Education

According to second generation migrants, school and in general education have a major role for inclusion processes for children and their families. Through the empirical research conducted in Italy in the period June-December 2018, it emerges that the Italian school, although rich in examples of good practices, still struggles to include migrant children and second generation. Through the analysis of the experiences of 2G children in 5 social areas (school, family in Italy, family in the country of origin, peers, social participation/active citizenship), the paper deals with the theme of inclusion, participative processes and social cohesion with attention to the gender perspective.

Method

The research has been conducted using focus groups methodology, qualitative interviews and participative activities like world café and OST. More than 100 second generation migrants and associations’ representatives have been involved in connection with the AGIA research on L’inclusione e la partecipazione delle nuove generazioni di origine immigrata. Focus sulla condizione femminile and the Regione Toscana #IOPARTECIPO project (<http://open.toscana.it/web/-iopartecipo>)

Outcomes (expected)

Outline the main obstacles that second generation migrants face, with a specific focus on girls and young women. Outline the central role of school and intercultural education for inclusion processes and active citizenship. Outline policy strategies and recommendations to build social cohesion through education from an intercultural perspective.

References

- Autorità Garante per i Diritti dell'Infanzia e Adolescenza (2019) L'inclusione e la partecipazione delle nuove generazioni di origine immigrata. Focus sulla condizione femminile. AGIA, Roma.
- Bolognesi, I., Lorenzini S. (2017), *Pedagogia Interculturale. Pregiudizi, razzismi, impegno educativo*, Bononia University Press, Bologna.
- Ceravolo F., Molina S. (2013), Dieci anni di seconde generazioni in Italia, in *Quaderni di Sociologia*, 63:9-34, <http://journals.openedition.org/qds/415>; DOI:10.4000/qds.415.
- Frisina A., Hawthorne C. (2015), Sulle pratiche antirazziste delle figlie delle migrazioni, in Giuliani G. (a cura di), *Il colore della nazione*, Le Monnier, Roma, pp. 200-214.
- Colombo, E., Rebughini, P. (2012), *Children of Immigrants in a Globalized World: A Generational Experience*, Palgrave Macmillan.
- Lorenzini, Stefania, Cardellini, Margherita (a cura di) (2018) *Discriminazioni tra genere e colore. Una analisi critica tra impegno interculturale e antirazzista*, FrancoAngeli, Milano.
- Pozzi S. (2011b), Diversi da chi? Presentazione di sé, identità, valori, compiti e ruoli degli adolescenti di origine immigrata in chiave di genere, in Rauty R. (a cura di) (2011), *Il sapere dei giovani*, Aracne, Roma, pp.247-255.
- Pozzi S. (2011c), Compiti e ruoli familiari presenti e futuri degli adolescenti figli di immigrati, in *Mondi Migranti*, 1:153.171.
- Riccio B., Russo M. (2011), Everyday practiced citizenship and the challenges of representation: second-generation associations in Bologna, in *Journal of Modern Italian Studies*, 16:360-372.
- Ricucci R. (2010), Italiani a metà. Giovani stranieri crescono, Bologna, Il Mulino.

B.8. | Intercultural education and antiracism

597 **Formazione, progettualità ed interventi interculturali nella scuola siciliana. Processi, prodotti e valutazione d'impatto del Master in Organizzazione e gestione delle istituzioni scolastiche in contesti multiculturali presso l'Università di Catania.**

Giuseppe Pillera |

Keywords: Interculturalism, Teacher Training, Inclusion, Formative Evaluation

Despite the noisy silence of the recent Italian school reform (L. n. 107/2015) about the 850,000 foreign students (10% of the total), the problem of an inclusive multicultural coexistence was not neglected by literature (Fiorucci and others, 2017; Santagati and Ongini, 2016; Catarci and Fiorucci, 2013; Ongini, 2011; Santerini, 2010; Sabatino, 2008) and ministerial guidelines (MIUR, 2014). Both highlighted the importance of an intercultural training of teachers, specifically on psycho-pedagogical, socio-anthropological and linguistic areas (Ministero della PI, 2007; Fiorucci, 2015; D'Aprile, 2017). The Master in Organizzazione e gestione delle istituzioni scolastiche in contesti multiculturali - funded by the AMIF (Asylum, Migration and Integration Fund) and developed at 23 Italian universities - was conceived directly referring to the above-mentioned knowledge fields. Addressed to teachers and school leaders, it was endowed with strong experimental imprint and based on a conception of intercultural education as equal opportunities.

Aims and methods

This contribution focuses on the Master managed and recently concluded at the University of Catania, with the aim of assessing its main results. The methods are summarized below.

Presentation of the main data about students and attendance.

Commentary on the satisfaction survey and correlation analysis to identify satisfaction-stimulating elements.

Quali-quantitative analysis of the students' project works, that describe the research-action carried out.

Results of the focus group with the school leaders who attended the Master.

Outcomes

The analysis showed excellent results for the enrolled/graduated students ratio, for the attendance level, for the satisfaction. The latter appears particularly related to contents and conducting of classroom activities, with an emerging request of more practice-oriented teachings. The evaluation of the project work allowed to reconstruct

the rich panorama of educational and didactic activities carried out in the involved part of the Sicilian school, offering a thorough reflection on the main issues of intervention, the methodologies and the results of the experimentations.

References

- Catarci M., Fiorucci M. (a cura di) (2013). Orientamenti interculturali. Scelte scolastiche e opportunità sociali degli alunni con cittadinanza non italiana, Roma, Armando Editore.
- D'Aprile G (2017). XENÍA. La sfida educativa di una inter-cultura scolastica, in *Formazione, lavoro, persona*, n.22, 101-109.
- Fiorucci M. (2015), Per una scuola interculturale, in *Pedagogia Oggi*, n.2, pp. 279-283.
- Fiorucci M., Pinto Minerva F., Portera A. (a cura di) (2017). *Gli alfabeti dell'intercultura*, Pisa, ETS.
- Ministero della PI - Osservatorio nazionale per l'integrazione degli alunni stranieri e per l'educazione interculturale (2007), *La via italiana per la scuola interculturale e l'integrazione degli alunni stranieri*, Roma.
- MIUR (2014), *Linee guida per l'accoglienza e l'integrazione degli alunni stranieri*, Roma.
- Ongini V. (2011). *Noi domani. Un viaggio nella scuola multiculturale*, Roma-Bari, Laterza
- Sabatino G. M. (2008). *Tutti a scuola. La presenza degli stranieri e il ruolo dell'inclusione nella scuola italiana*, Brescia, La Scuola.
- Santagati M., Ongini V. (a cura di) (2016). *Alunni con cittadinanza non italiana. La scuola multiculturale nei contesti locali. Rapporto Nazionale, A.S. 2014/15*, Milano, Fondazione ISMU.
- Santerini M. (2010). *La qualità della scuola interculturale. Nuovi modelli per l'integrazione*, Trento, Erickson.

B.8. | Intercultural education and antiracism

328 Social isolation and bullying among Italian student with immigrant background: improving protective factors through art-based methodology

Cristiana Cardinali | Francesco Maria Melchiori |

Keywords: Immigrant Background, Bullying And Victimization, Social Isolation, Art-Based Methodology, Resilience

The Italian context is a particularly adapt example to study the phenomenon of bullying considering the increasingly number of immigrant students attending the school system. Students with an immigrant background are defined as those students who are either foreign-born or who have at least one foreign-born parent (OECD, 2018). Although a considerable amount of literature has been published on bullying and victimization in cultural contexts involving both native and immigrant students, the controversy about scientific evidence is persisting (Fandrem et al., 2009; Strohmeier & Spiel, 2003). Otherwise, studies regarding victimization of immigrants consistently show a higher risk due to difference in language, culture, ethnicity and appearance (Strohmeier, Kärnä, & Salmivalli, 2011; Peguero, 2008; McKenney et al. 2006). Peer victimization is concurrently associated with significantly higher levels of psychological problems, including depression, loneliness, and anxiety. Moreover, higher levels of peer victimization were negatively related to academic performance, global self-esteem and social self-concept. Social isolation during childhood can have several negative effects (Matthews et al., 2015), such as the increase in problematic externalizing behaviours, as well as manifestations of anxiety and depression. Regarding Italian situation, research on bullying has focused mainly on lower secondary and high school students (Vieno et al., 2015), but the scientific debate continues about the best strategies for effectively tackling these issues.

Method

A preliminary phase of the study is constituted by a survey conducted through a self-report questionnaire administered to 2.063 lower secondary school students in sixteen regions. The data analysis of this sample of Italian students aimed to determine how relevant dimensions like social isolation and bullying were concurrent in subjects with an immigrant background. Coherently, results showed a relationship pattern predicted by the existing literature on the matter, and were used for the elaboration of a model educational intervention.

Outcome

Drawing on the relevant risk dimensions outlined by survey's results, a model of educational intervention based on art education laboratories was selected. In fact, pedagogical literature suggests this kind of education intervenes on constructs like resilience and social support that are critical in reducing likelihood of these internalizing and behavioral problems. Accordingly, the concept of art and resilience are common to well-being, because they both encourage positive personal growth. Any artistic process promotes personal empowerment (Chambon, 2009), in the acquisition of skills which help to resolve interpersonal conflicts, improving self-esteem and self-confidence. Some studies suggest a similar positive effect on social support is suggested through sharing experiences with other people and group cohesion are some of the benefits which art can grant (Barragán, 2004; Brown & Sax, 2013).

References

- OECD. (2018). *The Resilience of Students with an Immigrant Background: Factors that Shape Well-being*. OECD.
- Reijntjes, A., Kamphuis, J. H., Prinzie, P., & Telch, M. J. (2010). Peer victimization and internalizing problems in children: A meta-analysis of longitudinal studies. *Child Abuse & Neglect*, 34(4), 244–252.
- Brown, E. D. and Sax, K. L. (2013). Arts enrichment and preschool emotions for low income children at-risk. *Early Childhood Research Quarterly*, 28, 337-346.

B.9 | Education for integration: Migrations, reception and integration as factors of development and social transformation

124 Refugee integration in the Swiss and Italian labour markets: challenges, governance and future perspectives

Antje Barabasch | Silvia Zanazzi |

Keywords: Refugees, Labour Market, Integration, Italy, Switzerland

At the beginning of 2019, Europe hosts more than 6 million refugees. There is a wide consensus that their integration into the labour market will determine the long-term impact of the recent inflow of migrants on the European economy, as well as the chances of social integration. Despite the differences in social contexts, labour market structures and support measures, the challenges involved in the labour market integration of refugees are relatively similar across countries. There is, then, space for mutual learning and cooperation. Many initiatives have already been taken and resources mobilized in most countries, at times without the necessary planning or knowledge to ensure their success. Sharing, analyzing, assessing and comparing policies and experiences can therefore be useful to increase knowledge of the factors impacting successful integration of refugees into the labor markets of different European countries. Our presentation, after providing an overview of the contexts and challenges, will describe the main characteristics of labour integration measures for refugees in Switzerland and Italy.

Method

- 1) We will compare official data about number of refugees, countries of origin, age, education levels and qualifications in the two countries.
- 2) We will analyze the challenges faced by the two countries, considering that Italy is a first-landing country and therefore has a very different set of challenges to address before labour market integration.
- 3) We will describe the policies so far implemented by the two countries for the labour market integration of refugees, the types of structures and tasks.
- 4) We will compare the two different contexts, the governance structures, the resources mobilized, the policies and the results so far obtained.
- 5) We will highlight similarities and differences in the two approaches and in the results they obtained.

Outcomes (expected)

Comparative context and policy analysis is expected to produce a thorough assessment of the factors impacting on the success/failure of policies for the integration of refugees in the Swiss and Italian labor markets and a set of policy recommendations useful for mutual learning and cooperation.

References

Bertelsmann Stiftung (2016), From Refugees to Workers. Mapping Labour-Market Integration Support Measures for Asylum Seekers and Refugees in EU MemberStates. Downloaded from: www.bertelsmann-stiftung.de

European Parliament (2017), Integration of refugees in Greece, Hungary and Italy. Comparative analysis. Downloaded from: <http://www.europarl.europa.eu>

Frehe, P., & Kremer, H.-H. (2016), Ausbildungsvorbereitung als Domäne – Inklusion in der Exklusion? bwp@Berufs- und Wirtschaftspädagogik – online, 30, 1-21

Liebig, T., Kohls, S. & Krause, K. (2012). The labour market integration of immigrants and their children in Switzerland. OECD Social, Employment and Migration. Working Papers No. 128, Directorate for Employment, Labour and Social Affairs, OECD Publishing.

B.9 | Education for integration: Migrations, reception and integration as factors of development and social transformation

126 Education and identity in the new Muslim generations in Rome

Katiuscia Carnà

Keywords: Education, Bangladeshi, Islam, Identity, Community

Framework

In the last twenty years the Italian religious panorama has changed its social and urban order. The Italian city looks more and more like a metropolis, where different cultures and religions come together constituting a new social context. In this framework the plural global migration has helped to strengthen the presence of other religious communities. In this new religious Italian landscape, the Islamic community is in the second place, after the Christian, with the Catholic's majority. This PhD research aimed to analyse and to understand how "ethnic" identity and religious affiliations intertwine in the new generations. When we speak about Islamic education, we often consider only religious education that is imparted in the mosques, sermons, and directions provided to those who joined the community. Usually we ignore a broader meaning referring to the whole system of transmission of knowledge from the old generation to the young generation, the development of the individual, promotion of good discipline and improvement of the whole community.

Method

The methodology used is a mixed method, quantitative and qualitative, characterized by participant observation in three educational realities: a Bangladeshi madrasa, in an urban multi-ethnic area of Roma, Torpignattara, hosting about 5900 citizens from Bangladesh, an Egyptian madrasa and in a public Primary School in which 90% of the students are from other countries. The two madrasas are different in their internal organization and education system. The research has a comparative nature. Furthermore, in the course of the empirical research three semi-structured interviews were conducted with privileged witnesses. For the quantitative part, quantitative questionnaires were administered to the children of the two classes of the school analysed.

Outcomes (expected)

The starting hypothesis is whether and how the religious educational systems in the madrasa intertwine with school educational systems for the new generations. The objective was to analyse also how religious and familiar educational systems interact in the parent-child relationship also in relation to the countries of origin. The main expectation is to be able to understand the needs of the "intercultural school" and propose useful corrections and aimed at the reception and inclusion of children with different backgrounds.

References

- Pace E., *Le religioni nell'Italia che cambia. Mappe e bussole*, Carocci, Roma, 2013.
- IDOS et Confronti, *Dossier Statistico Immigrazione 2018*, Idos, Roma, 2018.
- Bombardieri M., *Moschee d'Italia. Il diritto al culto. Il dibattito sociale*, EMI, Bologna, 2011.
- Caragiuli A., *Islam Metropolitano*, Edizioni Edup, Roma, 2013.
- Acocella I., Pepicelli R., *Giovani musulmane in Italia. Percorsi biografici e pratiche quotidiane*, Il Mulino, Bologna, 2015;
- Noor F.A., Sikand Y., van Bruinessen M. (Eds), *The Madrasa in Asia. Political Activism and Transnational Linkages*, Amsterdam University Press, Amsterdam, 2008.
- Frisina A., *Giovani musulmani d'Italia*, Carocci, Roma, 2007.
- Veinguer A.A., Dietz G., Jogza D.P., Knauth, *Islam in Education in European Countries. Pedagogical Concept and Empirical Findings*, Waxman, Münster, 2009.
- Zhou M., *Growing up America: The Challenge Confronting Immigrant Children and Children of Immigrants*, in "Annual Review of Sociology", 23, 1997, pp. 63-95.

B.9 | Education for integration: Migrations, reception and integration as factors of development and social transformation

240 Reception and integration of modern action: a sociological perspective

Fabiola Balestrieri |

Keywords: Dualism, Stigma, Social Exclusion, Stereotypes, Behaviour

The notion of social integration is broad and polysemous, whose meaning varies in time and space as its perceptions change in relation to historical - political circumstances, the phase of migration and the territory to which it refers. A process of effective integration involves various aspects of the life of the person, it can not be separated from multilevel governance and it must be a two-way process because, in the planning and

management of interventions, attention is paid to the needs of both the migrant citizen and the target society, so that both are prepared for meeting, dialogue and mutual respect. In this perspective, it is necessary to educate the natives to a positive interaction with the migrants, avoiding the implementation of mechanisms of social exclusion. To exclude implies the construction of a conditioning in social relations, therefore educate in reception means to recognize the primacy and unpredictability of human relations and to destroy the primacy of the hierarchy of power. The community has the task of demolishing the dualism "us - them" as an introductory act of acceptance. So the notion of immigrant reception reveals a concrete application of human rights, as a redefinition of the parameters that describe the individual citizen and as the construction of an intercultural and not simply multicultural society, which educates on solidarity. The assumptions of acceptance are not accepted by those who are guided by stereotypes and prejudices, consciously or unconsciously pouring on the migrants the aggressive drives. The target of stigmatizing and aggressive behaviours are non-regularized migrants: for this reason, the individual must be deprived of personal characteristics and assimilated to the whole of migrants. The stereotype invades involuntarily even the operators who work in the field of migration as it is taken as a reference point to read needs, think about services and plan interventions.

References

Cespi Policy Paper, Rivista Formazione Lavoro Persona, Conferenza nazionale NCP EMN, Simmel, Shutz, Durkheim, Ambrosini, Cavalli Sforza - Padoan

B.9 | Education for integration: Migrations, reception and integration as factors of development and social transformation

263 Give you a voice and take a place: journalistic experience of asylum seekers in Switzerland

Alexandra Felder |

Keywords: Exile, Life Stories, Journalism, Activities, Personalization Process

[From the perspective of the unique experience of an integration activity, this presentation shows the particular role of journalistic learning for asylum seekers, which takes place within asylum seekers' training workshops in a social welfare institution in Geneva, Switzerland. The presentation discusses these inquiring and writing activities and in particular, the meaning they have for these journalists. By appropriating the activities in their subjective ways, they start a development process of their personal experience of exile.

Exile and the asylum procedure are a period of psychosocial transition (Baubion-Broye) during which the subject becomes an agent of his own socialization: s/he actively composes and rebuilds her/his life within all the contradictions and difficulties s/he may encounter. Different activities can lead to a process of personalization (Malrieu), by which the subject overcomes conflicts related to the radical changes in life.

Asylum seekers live in extremely precarious conditions and in great insecurity about their future while waiting for the decision about their asylum demand. In situations of extreme vulnerability, an own activity (activité propre) where "one puts something of oneself" (Tosquelles), can become a form of resistance to the suspension of time and existence.

A description and analysis of the activities realized within an editorial team will show how asylum seekers reflect on their life experiences and difficulties related to their status as exiles.

Method

The research took place within the editorial staff of the newspaper "Voix d'exils" in Geneva, Switzerland. As part of a broader longitudinal study on the subjects' activities during the asylum procedure (more than 50 interviews over 5 years), I made observations within the editorial team for 10 months, and conducted interviews in form of life stories (Ricoeur) with the five journalists. The analysis is thematic and focuses here on their inquiry and writing activities, in order to focus on what psychological processes these activities initiate.

Outcomes (expected)

The activities within the editorial team correspond to the different stages of editorial work. The presentation will show in particular that the interviews conducted by the journalists are also a social situation of interaction, and allow them to reconsider their internalized negative identity (Malewska-Peyre). However, journalistic work is also an opportunity to get informed, and thus to build a link between past and present, and construct a collective

history of exiles. Inform others, giving oneself a voice (le Blanc), helps to become audible in society: to take one's own place, not the one assigned by the asylum procedure.

References

- Baubion-Broye, A. 1998. (dir), *Événements de vie, transitions et construction de la personne*, Toulouse, érès.
Le Blanc, G. 2007. *Vies ordinaires, vies précaires*, Paris, Le Seuil.
Malewska-Peyre, H. 1998. « Chapitre IV. Le processus de dévalorisation de l'identité et les stratégies identitaires », dans C. Camilleri (sous la direction de), *Stratégies identitaires*, Paris, Puf, 111-141.
Malrieu, P. 2003. *La construction du sens dans les dires autobiographiques*, Toulouse, érès.
Ricoeur, P. 1985. *Temps et récit, 3. Le temps raconté*, Paris, Le Seuil.
Tosquelles, F. 2009. *Le travail thérapeutique en psychiatrie*, Toulouse, érès]

B.9 | Education for integration: Migrations, reception and integration as factors of development and social transformation

351 "I'm Italian and I'm other": Citizenship in the making among second generation high school students in Rome

Maria Grazia Galantino | Francesca Farruggia |

Keywords: Second Generation Youngsters; Lived Citizenship; Inclusion; Integration; Migration

The current debate on citizenship acknowledges the importance to adopt a microsociological perspective for understanding the transformation of citizenship in a context of international migration and mobility. This perspective does not want to dismiss the cruciality of legal citizenship as a set of rights and privileges, obligations and allegiance, but complements it with the notion of "lived citizenship" focused on the ways in which social actors live, act and practice citizenship in their everyday lives (Lister et al., 2007). This notion is particularly relevant when applied to younger generations and migrants, as subject that particularly experience the mismatch between different dimensions of citizenship, thus constituting a fruitful empirical ground to study citizenship in its making. Drawing on this framework, our study presents preliminary results of a research on second generation students in Rome high schools. The choice of this target derived from the crucial role of education in promoting citizenship and inclusion. Particularly in the Italian context, the universal school system offers one the first and most significant connections with the local community to children with a migration background and their families. Nonetheless, the school is a locus where intercultural conflicts become more evident as inequalities triggered by a migration background may create "unequal diversities" (Portes and Zhou, 1993) and "subaltern integration" (Ambrosini, 2011). On these bases, our study aims at understanding: how student with a migration background perceive and interpret themselves; the kinds of attachments they maintain with their parents' homeland; the obstacles they meet in their daily life; their expectations and perspectives for the future; the resources they may use to confront racism, marginalization, and other obstacles; and the actual social relations and practices in which they engage.

Method

For data collection we used focus groups with students of different ethnic backgrounds. This tool was particularly suited as it helped many of our interviewees to activate reflexivity and discuss freely of sensitive issues thanks to group support and reassurance in a peer conversation setting. A non-directive interviewing protocol encouraged also a lively conversation allowing for differentiated perspectives to emerge. The field research is still ongoing. To date, 4 focus groups have been conducted, involving 42 students from about 15 different national backgrounds.

Outcomes (expected)

The preliminary results show heterogeneous experiences of integration and identity formation. They also reveal that citizenship is constructed in a negotiated and dialogical process that involves both second generation youngsters and "autochthone" peers and adults. At the same time, different trajectories of inclusion can be identified leading to integration ("for love" or "for force"), but also separation, marginalization or assimilation (Berry, 2006).

References

- Ambrosini M. (2011) *Sociologia delle migrazioni*, Il Mulino, Bologna

J. Berry, J. Phinney, D. Sam and P. Vedder (2006), Immigrant Youth. Acculturation, Identity and Adaptation, «*Applied Psychology: an International Review*», 5.
Lister et al. (2007), Inclusive Citizenship: Realizing the Potential, «*Citizenship Studies*», vol. 11, 2007
A. Portes e M. Zhou (1993) The New Second Generation: Segmented Assimilation and its Variants, «*Annals of the American Academy of Political and Social Science* ».

B.9 | Education for integration: Migrations, reception and integration as factors of development and social transformation

444 HOPE - preparing a better future together - Learning from voluntary activity with the groups of refugees.

Izabela Wagner |

Keywords: Refugees, Music Activities, Interactive-Integration, Ethnography

HOPE - Hosting Outsiders - Permutation of European Identity - is the research project that was inspired by the voluntary work in a center for refugees. "Integration" by arts is one of the way (with sport activity) to bring people originated from different culture together. Avoiding the 'double absence' (A. Sayad, 1999) and creating the spaces of 'double presence' (Wagner, 2011) by shared artistic activities was the main idea of my ethnographical study. This paper focuses on the dynamics of social transformation of participants (newcomers and hosting population) involved in those (music, dance, theater and cine-club) activities. The employ of music (an artistic expression available despite linguistic barriers and educational training) creates the frame for non-verbal communication (Lynne, 1979) deprived of post-colonial relationships (flat communication) and frequent problems due to the intercultural communication (Ząbek, Łodziński, 2019). Watching films together, then discussing chosen problems, are the basis for mutual learning (volunteers and hosted persons) about social traditions, ethnic relationships, and practices typical for countries of departures and for Europe (with a specific focus on the diversity between the states of the EU; Wagner, 2009). This kind of introductory teaching, which usually could help the immigrants to settle down in a given state were not included in the program of centers for asylum seekers and other institutions hosting refugees. However, exceptionally, thanks to volunteers this kind of activities take place, (see: for immigrants foyer - Clouet, 2018). Responding to this situation of "cultural exclusion" by the regular artistic activity of both categories: hosting population and group of refugees, was the basis for creating the best practices repertoire. The presentation will be composed of following parts: short presentation of the project, then the description of its implementation, and, as a conclusion, the proposition of the best practices tool.

Method

Ethnographical study - 1 year of voluntary work - animation of cine-club and observation of music atelier activities - in the center for refugees (Italy).

Observation - punctual - of the theater/dance foyer (Italy)

Observation of the music and dance events organized in the transition camp (France).

Outcomes (expected)

The list of the best practices should: 1) improve the reception of refugees in the institutions, in which they are waiting for the decision about their juridical status; 2) stimulate the mutual learning between the hosting groups (professional working in the hosting institutions, social workers and local population) and the newcomers (refugees).

The input of the paper lies in its interactional focus - the history of the discriminated minorities in several societies shows, that it is no "integration" of newcomers without a mutual process of changes and adaptation. The integration (if we should employ this term) concerns newcomers as well as the HOSTS. This is interactive-integration process - both categories should work together.

References

Clouet, Claire. 2018. "La diaspora de la chambre 107 ethnographie des pratiques musicales et dansees des Soninkes en Ile-de-France. These de doctorat, EHESS, 2018. on:

Hanna, Judith Lynne, To dance is human. A theory of nonverbal communication, Austin/Londres, University of Texas Press, 1979

Wagner, I. 2009. We are all Europeans! - 'Kultura Europejska', 'Kultura Polska' i 'Kultura Własna'. Zderzenia i spotkania kultur w doświadczeniu studentów zagranicznych w Warszawie - uczestników programu Erasmus. Kostaszuk-Romanowska M. i Wieczorkiewicz A. (red) : Wizje kultury własnej, obcej i wspólnej w sytuacji kontaktu. Wyd: Galeria im. Śleńdzińskich; Białystok.

Wagner I. 2011. Becoming Transnational Professional. Mobilność i kariery polskich elit naukowych. Warszawa. Poland

Wagner I .2015. Producing Excellence – Making of a Virtuoso. New Brunswick, NY: Rutgers University Press.
Ząbek, Maciej, Łodziński Sławomir (2019) Ośrodek dla uchodźców – instytucja dyscyplinująca, schronienie, czy dom? Problemy komunikacji międzykulturowej na przykładzie ośrodków dla uchodźców w Polsce. (in the publication process)

B.10 | The modernisation processes and the development of competence in adulthood

160 Training for the future: the (lost) connections between school and world of work

Manuela Palma |

Keywords: School, Skill Mismatch, World Of Work Transition, Employability

Italian data on youth employment show a worrying situation. If the European average has recognized with the crisis of 2009 a decline in employment opportunities of young people with a recovery, since 2014 that has led the average of young people employed to a percentage of 76%, in Italy this percentage drops to 45 %. If on average in Europe three out of four young people leaving school find a job in three years, in Italy less than one student in two has this possibility. Among the main problems of the Italian situation, in addition to the critical aspects that it shares with other European countries such as the problem of rapid skills obsolescence and the difficult predictability of occupations required in the future, there is certainly the question of mismatching skills and the issue of overeducation, two issues that question the educational system and the kind of skills that are given to young adults entering the world of work. The aim of this paper is to analyze which are the skills on which it is more useful to promote to allow the educational system to respond to its social task of inclusion and preparation of immature people to live in social reality without bending to the changing needs of the world of work, and the necessary also methodological transformations to succeed in doing so.

Method

The paper compares the reflections born from the dialogue with the literature with the data emerged from a quali-quantitative research that involved 4 Italian high schools (1 in the North Italy, 1 in the Center Italy and 2 in the South Italy) for a total of 14 interviews to teachers and the quantitative data collected with a survey involving 120 teachers of the different Italian high schools.

Outcomes (expected)

The aim of the contribution is to illustrate what possible changes the school can operate to allow young adults out of the educational system to find their place and the opportunity to provide their contribution to social development. It is therefore a matter of providing an answer to these questions: what can the school do to meet these needs? How to configure itself as a school capable of fulfilling its task of social integration of young people? What kind of learning should the educational system guarantee? What teaching methodologies should the school adopt?

References

- Barus Michel J, Enriquez E., Levy. (2010). Dizionario di psicopsicologia, Milano:Cortina.
Alessandrini, G. (2012). Pedagogia del lavoro in Education Sciences and Society, n.2.
Bauman, Z. (1998). Work, Consumering and the new poor. Philadelphia, Pa. : Open University Press, 1998.
Beck, U. (1992). Risk society. London: Sage Publications.
Dewey, J. (1916). Democracy and education. An Introduction to the philosophy of education. New York: Macmillan.
Fumagalli, A. (2015). Le trasformazioni del lavoro autonomo tra crisi e precarietà: il lavoro autonomo di terza generazione, in Quaderni di ricerca sull'artigianato, n. 2.
Massa, R. (1999). Cambiare la scuola. Educare o istruire? Laterza. Roma.

B.10 | The modernisation processes and the development of competence in adulthood

532 "SOLEDA:COMÙN" A new model of social-link in modern contemporaneity

Jole Orsenigo |

Keywords: Social-Link, Pedagogy, Adulthood, Ending, Psychoanalysis

When to put an end to adolescence? Does adulthood exist? Adolescence is an historical object (Ariés 1960) but currently it is also an undecidable question about one's finitude/infinity. If adulthood does not exist – as

demonstrated by Duccio Demetrio, an Italian pedagogist and philosopher of education, from the pages of his journal entitled *Adulthood* –, the question is: how does the condition of our life change due to the fact of having always growing? What will be the quality of our biographies for choosing the adventures to do/not to do on a sort of catalog; catalog that already exists on the contemporary market? Today it is necessary that we, as new-adults, have to change permanently, recursively and recurrently, but - I still ask myself - what kind of “maturity” do we witness in this way to young people who come after us? Method I propose a contribution of Philosophy of education. I would like to demonstrate with arguments and also reading data of statistics fields and/or qualitative pedagogical research, that we are destined to be alone as adults. This is a truth that endures since the times of J.J. Rousseau; but, like sings G. Gaber not long time ago, this solitude is not simply narcissism, enjoyment or platonic beauty. I agree, with J. Lacan, that this loneliness is the keystone to build a new form of social-link in our age; a link or a democracy very different from that dreamed by the Roussonian. Women and men that accept to be alone, they are able to create a social-link without identify yourself to a leader (as S. Freud as f has well described) or constituting themselves in elites in elite to the right as on the left. Outcomes (expected)

Addressing complex concepts, urgent issues and currently problems is possible to help those who work with adults in various contexts as social workers (hardship, dependence, health, residency) but also those who as experts selecting Human Resources in today's organization.

References

G. Agamben, *L'avventura*, Nottetempo, Roma, 2015.

J. Alemà, *Solitudine: comune*, Mimesis, Milano. 2017; ed. or. *Soledad: Comùn* by agreement with Clave Intelectual SL, Spain.

A. Gavano, *A-Adolescenza*, Aracne, Roma, 2014.

J.J. Rousseau, *Emilio e sofia o i solitari*, nuova traduzione di J. Orsenigo, Mimesis, Milano, 2017.

J. Orsenigo, *Oltre la fine. Sul compimento della formazione*, Unicopli, Milano, 1999.

B.10 | The modernisation processes and the development of competence in adulthood

573 Adults and new forms of job: between inclusion, exclusion and agency

Laura Selmo |

Keywords: Adult Education, Capability Approach, Workplace Learning, Agency

The social changes increase the range of skills asked in everyday life and in workplace. Thus, adults in particular need to learn and to balance themselves with new forms of job. The modern employment requires complex skills and mastery of new technologies, resulting in the need for a new emphasis on lifelong learning (Edmonton & Saxberg, 2017). Involving employees in formal and informal learning is now considered an important prerequisite for social inclusion as well as effective work performance. They need to develop competences such as technical and specialized preparation but also adaptability, problem solving and take risks. They need to make sense of his or her personal and professional experience and it is linked with the intrinsic human desire to realize themselves.

“The capability approach is a broad normative framework for the evaluation and assessment of individual well-being and social arrangements’ ” (Robeyns, 2005, p. 94). An important element of the capabilities approach is agency, characterized by one's ability to pursue goals that one values and that are important for the life an individual wishes to lead. Sen (1999) argues that agency is important for individual freedom, but it is also instrumental for collective action and democratic participation.

The concept of agency is particularly relevant in Adult Education, indeed it is necessary to expand people's empowerment to enable them to be the authors of their own lives.

Method

This paper describes the first part of a project on the relationship between adults and new forms of job: between inclusion, exclusion and agency. In particular a literature review will be presented about this topic for building theoretical framework of a future empirical research.

Outcomes (expected)

The study will be focused on the analysis of the concepts of:

- agency in workplace;
- inclusion and exclusion in workplace;
- workplace learning;
- competence in lifelong learning.

References

Edmonton, A., & Saxberg, B. (2017) Putting lifelong learning on the ceo agenda. Mckinsey Quarterly, (2017), (4).

Robeyns, I. (2005) The Capability Approach: A Theoretical Survey, Journal of Human Development, 6.1, pp. 93–114.

Sen, A. (1999) Development as Freedom (Oxford, Oxford University Press).

B.10 | The modernisation processes and the development of competence in adulthood

593 Educating parents to build democracy

Maria Elena Scotti |

Keywords: Adult Education, Parenthood, Social Inclusion

Adult education has many forms, one of these is the parents' education: if Locke wrote advices to his friend Edward Clarke, today there are a lot of classes to help mother and father in their tasks. We want to think about this theme, analysing projects to teach parents how and why they must read aloud to their children. Starting from American program Reach Out and Read, many studies have shown the importance of this practice not only for the children development but to enhance social inclusion and support democracy. In this contest, the social institutions, public and private, take care of parents in order to take care of society.

Method

We want to discuss this topic using some results of a research realized in 2018 in Milano: this work, mixed methods oriented, analysed the project Lettura e Salute, with the aim to know its pedagogical features and its effects on parents.

Outcomes (expected)

Starting from these data, we want to focus on pedagogical issues about parents' education.

References

Creswell, J.W. (2012). Educational research: planning, conducting and evaluating quantitative and qualitative research. London: Pearson

Locke, J. (1693). Pensieri sull'educazione. (tr.it. Marchesi). Firenze: La Nuova Italia

Orsenigo, J. (2008). Lo spazio paradossale. Esercizi di filosofia dell'educazione. Milano: Unicopli

Selmo, L. (2014). Democrazia, impegno ed educazione. La metodologia del service-learning. Milano: Unicopli

Zuckerman, B. (2009). Promoting early literacy in pediatric practice: twenty years of Reach out and read. Pediatrics, 124 (6), 1660-1665.

B.II. | Educate within diversities: Teaching intervention anticipated by emotional caring

123 Education and Help Relationship

Maria Anna Formisano |

Keywords: Emotional Engine, Relationship, Internal Working, Conflict, Knowledge

The educational relationship has the focus on feelings and emotions as individual motivational systems that produce behaviors that help the individual to adapt to the environment (Ekman & Davidson, 1994). Each individual possesses an "emotional engine", that in some cases can stop "internal working models", useful to learn new knowledge and build new skills. During a performance, when the emotional conflict is high, it happens that the student's performance is not of quality, indeed, there is the rejection of the cognitive task.

Overcoming an emotional block involves the succession of communicative interactions between the pupil and the teacher able to send, transmit, transfer, notify, make feel, know, participate, join two or more people in a highly Educational. If this attempt fails, the situation must, however, return to a modified new situation, which must allow the repetition of the implementation of all the student's resources.

Method

During the exploratory survey qualitative methods and quantitative methods are used to investigate the phenomenon under study.

Outcomes (expected)

...The results are useful to verify how the emotional block affects the student's performance

References

- Ascenzi A., (a cura di). Professione educatori/formatori: nuovi bisogni educativi e nuove professionalità pedagogiche, Milano: Vita e pensiero, 2005.
- Baldacci M. Metodologia della ricerca pedagogica: l'indagine empirica nell'educazione, Milano: Bruno Mondadori, 2001.
- Bandura A., Social learning theory, Prentice-hall, Englewood Cliff, N.J., 1977
- Bandura A. (1997), Autoefficacia. Teorie e applicazioni, Erikson, Trento, 2000.
- Bruner J. (1991), Costruzione del sé e costruzione del mondo, in Liverta Sempio O., Marchetti A. (a cura di), Il pensiero dell'altro. Contesto, conoscenza e teoria della mente, Cortina, Milano, 1995.
- Bruner J., La costruzione narrativa della realtà, in Ammanniti M., Stern D. (a cura di),
- Le Doux J.E., Il cervello emotivo. Alle origini delle emozioni, Baldini e Castaldi, Milano, 1998.
- Minetti F., Il piccolo manuale dell'educator viandante, Villalba di Guidonia (RM): Aletti, 2009.
- Mitchell S.A. (1988), Gli orientamenti relazionali in psicoanalisi, Bollati Boringhieri, Torino, 1993.
- Monasta A. (a cura di), La ricerca nelle scienze della formazione, Roma : Carocci, 1998.
- Montedoro C. (a cura di), I formatori: caratteristiche motivazioni prospettive, Milano : Angeli, 1992.
- Montedoro C. (a cura di), Le dimensioni metacurricolari dell'agire formativo, Milano : Angeli, 2002.
- Morin E., Insegnare a vivere: manifesto per cambiare l'educazione, Milano : Cortina, 2015.
- Mulè P., Formazione, democrazia e nuova cittadinanza. Problemi e prospettive pedagogiche, Cosenza: Periferia, 2010.
- Murgioni N., Il counselling analitico transazionale: una risorsa per gli educatori, Roma : Aracne, 2008.
- Nigris E. (a cura di), La formazione degli insegnanti: percorsi, strumenti, valutazione, Roma : Carocci, 2004.
- Nirchi S., La qualità della valutazione educativa: valutazione e verifica degli apprendimenti, Roma: Anicia, 2004.
- Notti A. M. (a cura di), Valutazione educativa : sperimentazione della ontologia, Lecce : Pensa, 2009.
- Occulto R., Il lavoro di educatore: formazione, metodologia, nuovi scenari sociali, Roma : Carocci Faber, 2007.
- Occulto R., (a cura di), L'educatore supervisore nell'organizzazione dei servizi sociali, Roma : Aemme, 2014.
- Palmieri C., La cura educativa. Riflessioni ed esperienze tra le pieghe dell'educare, F. Angeli, Milano, 2000.
- Palmieri C. (a cura di), Pensare e fare tirocinio : manuale di tirocinio per l'educatore professionale, Milano : Angeli, 2009.

B.11. | Educate within diversities: Teaching intervention anticipated by emotional caring

213 Aid relationship: the place of emotions

Rosa laquinta |

Keywords: Educational Responsibility, Emotional Dimension, Integral Education, Inclusion, Learning Development

The term affectivity refers to all the phenomena that characterize the psychic reactions of an individual, such as feelings, passions, emotions, etc. Human communication and its development find in affectivity the support that contributes to underpin well-being or, otherwise, the psychological maladaptation of every person. The emotional dimension has long been considered a subordinate activity as well as opposed to cognition. This reflection leads us to believe that the educational and training path can not be separated from a strong and conscious affective and emotional education that takes into account every student.

The teacher's daily work is impregnated with aspects of emotional nature, whose transmission, more or less conscious, is grafted into disciplinary communication, providing students with the information that is to be located in their emotional tissue, adding blocks useful for the edification of their inner world.

It derives an undeniable educational responsibility, whose affective dimension implies increasing awareness and consideration of the student's emotional state. The latter prepares himself to knowledge only after the recognition and satisfaction of his emotional need.

The affective dimension is the key that allows the student to connect to the cognitive dimension of knowledge that will be perceived as accessible.

The attention to the whole education of the person can not be neglected or foreshadowed, so much so that the Italian constitutional dictate, in the art. 3, strongly recalls it, underlining the complete and harmonious dimension towards which education must strive.

The educational-teaching activities based on affectivity are characterized by inclusiveness, allowing to contain the educational and training process of individuals who are carriers of needs arising from different bio-psychosocial and cultural conditions.

The school represents the space to develop quality relationships, oriented towards social formation in which culture and relationships are supported by emotional skills.

The exchanges between students and / or teachers are significantly connoted when within the interrelations the value space of the feelings, in which the relationships between people are fed, is shared.

Building the inner baggage of the student helps to generate in everyone the ability to ask and offer. The aid relationship favors the development of decision-making skills in those who receive help, orienting them towards choices and paths, fostering a culture of solidarity that can support many young people who are living forms of isolationism.

At the delicate stages of growth some young people find a solution by taking refuge in technology, which has allowed him to relegate to a state of loneliness and emotional impoverishment.

Method

Recognition of the existing literature.

Outcomes (expected)

Reflection and progress of research.

References

Dewey J. (1916). *Democracy and education*, New York, The Macmillian Company.

Goleman D., (2011). *Lavorare con l'intelligenza emotiva*, Milano, Bur Rizzoli.

Piaget J., (2000). *Dove va l'educazione*, Roma, Armando.

Rogers C., (2007). *Terapia centrata sul cliente*, Molfetta (BA), La Meridiana .

Turkle S., (2012). *Insieme ma soli. Perché ci aspettiamo sempre più dalla tecnologia e sempre meno dagli altri*, Torino, Codice edizioni.

B.II. | Educate within diversities: Teaching intervention anticipated by emotional caring

246 Education, Person, Suffering: The Possibilities of Education

Tiziana Iaquinta |

Keywords: Education, Person, Suffering, Pain, Control

Pain is the term with which physical suffering is generally identified in the medical field, but its fullest meaning does not stop at corporeity alone but includes emotional, affective, spiritual and social suffering. We often tend to neglect or forget this breadth of meaning and pain we speak with the only aim of relieving the person who is afflicted from the physical pain, which does not imply humanistic skills but only technical ones. Speaking about pain is never easy. It is a delicate and complex topic which involves, personally and deeply, each human being's life through his/her personal distress, despair and, sometimes, even through annihilation: all the afore said places this topic in a sort of cultural form of exile. Suffering has almost become a taboo, even if it is more and more the object of show business nowadays and it is manifestly exhibited in public contexts. If, on the one hand, suffering plays a leading role in TV shows and it is the object of curiosity, on the other hand, far from the public eyes, it is put aside, even though it does not appear to be less thunderous. In the private sphere suffering is unsaid, denied, removed. Its exhibition has taken the place of its interpretation.

Anyway, some worrying signals come from the new generations. The young people, in fact, seem to be incapable of going through and reacting to suffering, sometimes also to that suffering being the result of a little frustration, which is vented through exaggerated and unimaginable attitudes and behaviours. News in the mass media, meanwhile, already reports them almost on a daily basis. In this respect, what can pedagogy, and so education, do? Is it possible to hypothesize a pedagogy of the suffering as a specific ambit for reflection? And through what ways can education help the person to manage his/her suffering?

Some reflection and intervention paths are possible: firstly, it is necessary to let the young person be acquainted with suffering, given that it is an aspect which is intrinsic to his/her existence. Secondly, it is necessary to propose some paths aiming at helping the young person "grasp the meaning" of particular suffering situations in order, for him/her, to work through them better. Suffering, in fact, has two dimensions: an objective one, the damage; and a subjective one, the meaning. And it is just the attribution of meaning, which is important and meaningful for the person's development, which becomes the focus of pedagogy and of the education task. An adequate training of teachers on the issue of pain and suffering, in order to build educational and awareness paths within the school environment, could be the way to help the person to build his personal "resistance" to the critical moments of existence (peak experiences) as well as making his growth and development more and more complete and harmonious.

B.II. | Educate within diversities: Teaching intervention anticipated by emotional caring

332 The Inclusion of Children with Disability In ECEC

Giovanna Pirisino | Filippo Dettori |

Keywords: Ecec, Disability, Inclusion, Family, Educators

In Italy, the inclusion of the children with disabilities from 0 to 3 years old inside ECEC system is a very relevant and not much investigated thematic. It is also because of the reform started up by the law 107/2015 which suggest the integrated system in ECEC from 0 to 6 years old. These new regulations impose the necessity to research specifically the characteristic of an inclusive path since the early childhood. This research is focused on the showed European guidelines and its final goal is to understand the main criteria and features that a 0 to 3 years old inclusive service should have. This research is focused on the comprehension and identifying of the specific methods and approaches, on the perception of inclusive systems by parents and operators, as well as on the operational definitions promoted administratively and politically

Method

The inquired Phenomenon look complex and full of different variables; therefore, the selected research plan is an explorative sequential kind (Picci, 2012). This work is composed by the first qualitative phase which allow a

deeply knowledge of the subject and the second phase, which allow to create quantitative mediums and strategy.

Outcomes (expected)

There are two essential aspects expected from the results: the possibility to define generalised criteria that can determine an inclusive qualitative contest and the possibility through this work to help an improvement in the involved services

References

Guralnick M. J., Hammond M.A., Connor R. T., Neville B (2006). Stability, change, and correlates of the peer relationships of Young children with mild developmental delays. In *Child Development*, Vol. 77, N. 2, pp. 312-324.

Guralnick M. J., Bruder M. B. (2016). Early Childhood Inclusion in the United States. In *Infant & Young Children*, Vol. 29, N. 3, pp.166-177

Stanton-Chapman T. L., Brown T. S. (2014). A strategy to increase the social interactions of 3-year-old children with disabilities in an inclusive classroom. In *Topics in Early Childhood Special Education*, Vol. 35, pp. 4-14.]

B.II. | Educate within diversities: Teaching intervention anticipated by emotional caring

366 Between grade retention and social promotion: inclusive strategies, caring attitude and a gift of time.

Maria Guida |

Keywords: Inclusive Methodologies, Aid Programs, Emotional Literacy, Educating Community, School Dropout

Newspapers periodically raise appeals, amplified by the social networks, for a stronger use of grade retention. This position builds on personal opinions and betrays nostalgia of a past, where school looks serious and formative while it was severe and selective. However, more than a century of research has shown no evidence of advantages for rejected students. People erroneously commit to time, without any specific action, the function of recovery of undeveloped skills but rejection instead causes a reduction of self-esteem and motivation that leads to early school leave. Contrary to retention, social promotion means that a low achieving student is allowed to pass onto the next grade level, despite scores and performance. Besides the sterile debate between rejectionists and promotionists, the most important think to discuss is what kind of initiative we want to take to support weak students. Furthermore, are we sure that their special need is of a cognitive nature and not a social and emotional one, also considering that they often misbehave?

The “Luca Pacioli “ school (Crema) elaborated its own answer, a model focused on those secondary school students who, shortly after the start of the second term, are already at risk of flunking, due to serious and widespread shortcomings. It formalizes a pact with the students asking them to commit themselves to complete one or more subjects. At the beginning of the following year, all the disciplines with a sufficient score become formative credits and can exempt the student from the attendance of the related lessons. The hours saved can be used for personalized activities that give opportunities for gratification. A teacher takes the role of tutor who supports the student in his individual path, to recover motivation and take care of the emotional aspects, implementing all possible inclusive actions and strategies.

Method

Descriptive case study. Tools used: semi-structured interviews with school managers and teachers; analysis of project documents and school – family contracts

Outcomes

In 2014, the school joined the “Educational Vanguard”, becoming one of the 22 schools founding this movement with Indire, and inserted its proposal in the gallery of innovative ideas, accompanied by guidelines, so that it can be adopted by others. It gathered a lot of interest; schools adopted it making interesting adaptations. Despite this, the idea neither it settled nor spread for various reasons, first the high commitment of human and financial resources. However, it has grown a sensitivity to these issues in adopter schools.

In conclusion, it is probably impossible to insert an element of strong flexibility into the rigid structure of the current school, divided into school years, ending with a global promotion or repetition outcome. This means that the current school must go towards a slow but global reorganization if it really wants to be the school of all, which is the place where students identify their talents and learn to recognize and manage their emotions, in the respect of time and pace of each.

References

Avanguardie Educative. Linee guida di “bocciato con credito” retrieved online 27/02/2019
<http://innovazione.indire.it/avanguardieeducative/>

B.II. | Educate within diversities: Teaching intervention anticipated by emotional caring

501 Learning from Empathy: Violence and Vulnerability in Susan Sontag

Daniele Garritano |

Keywords: Empathy, Vulnerability, Violence, Visual Arts, Recognizing Practices

The term «post-democracy» has emerged in political theory (Crouch, Rancière, Mouffe) in order to define the neo-liberal crisis of democratic institutions (welfare, political parties, intermediate bodies and, of course, education). One of the main consequences of this process is a dramatic growth of social and cultural inequalities, and the complex development of these phenomena shows that education policies are still unable to protect diversity and be effectively inclusive of student identities. In this specific context, the concept of vulnerability represents a crucial standpoint for a critical reflection involving the educational relevance of recognizing practices. We can find an example of this approach in the late Susan Sontag work, *Regarding the pain of others* (2003), which deals about visual education and global conflicts (war, migration, traumatic events). Sontag's intellectual effort highlights the limits of a culture «in which shock has become a leading stimulus of consumption and source of value». The photographic memory of human sufferance must be sustained by an educational work of information, interpretation, dialogue and narration. In a cultural horizon in which we are exposed to a visual overstimulation, empathy must be prolonged through an ethical and political value in order to face the multidimensional dynamics of inclusion, integration, equal opportunities a diversity valorisation.

Method

The epistemological framework of this proposition is an inquiry in social and visual education. This is a descriptive project, involving some critic notations on Sontag's *Regarding the pain of other*. My methodological approach is mostly inductive, involving a central role of the concept of 'post-democracy': the contemporary crisis of traditional democratic institutions face to neo-liberal economic processes. The research strategy is a qualitative mono-method research, combining the case study (the study of empathy in Susan Sontag's work and its educational value) and the analysis of documents from the modern history of culture and public memories (war photography, photo journalism, street photography, contemporary art).

Outcomes (expected)

My aim is to show the ethical and political issues in the analysis of Sontag's essay and the need of a visual education standpoint in the «post-democratic» challenges of education. I will point out how photographs and images influence the horizon of meaning in everyday life and how the education to vulnerability depends on our capability to understand the pain of the other through empathy, but also on a political recognition of social and cultural inequalities.

References

- J. Butler, *Critica della violenza etica*, Feltrinelli, Milano 2006
M. Nussbaum, *L'intelligenza delle emozioni*, il Mulino, Bologna 2004.
M. Nussbaum, *Coltivare l'umanità. I classici, il multiculturalismo, l'educazione contemporanea*, Carocci, Roma 2006
S. Sontag, *Davanti al dolore degli altri*, Mondadori, Milano 2003
S. Sontag, *Sulla fotografia. Realtà e immagine nella nostra società*, Einaudi, Torino 1977
C. Volpato, *Deumanizzazione. Come si legittima la violenza*, Laterza, Roma-Bari, 2018.

B.II. | Educate within diversities: Teaching intervention anticipated by emotional caring

630 How to deal with the unpredictability in the school? Clinical interventions with disabled students with severe impairment in emotional regulation

Agostino Carbone |

Keywords: Inclusion, Unconscious, Intervention, Clinical Psychology, Autism

In the field of disability studies very often emotionality is considered an accessory feature of people who experience some form of discomfort (Paniccia, 2013a), as well as the context in which they are a part. One might ask whether considering the emotional sphere as a marginal and secondary element both of the person and of social relations, is due to the difficulty of knowing and predicting those aspects that escape from rational behavior. Few are the terrified models that have faced the difficulty of preparing interpretative categories of individual and social affective reality. One of these is surely psychoanalysis (Matte Blanco, 1975) and a certain clinical psychology (Carli & Paniccia, 2003) that is unconscious as "a way of being of the mind", whose logical functioning escapes conscious thought. The contribution proposes a reflection on the emotional dynamics, otherwise incomprehensible, put into play by some students in high school. These are problematic cases precisely because of the difficulty of the school and the teacher supporting the silent anger of the students who live at school and in the family context a lived experience of great exclusion and invisibility. The following cases will be discussed. Mattia and Roberto are two students who attend high school. Both are affected by a serious difficulty in the process of emotional symbolization of reality, a difficulty that substantiates their state of disability. The first is a pupil suffering from an autism spectrum disorder, while the latter has received a diagnosis of impairment of the emotional sphere caused by a climate of violence in the family of origin. Mattia and Roberto are two students who attend high school. Both are affected by a serious difficulty in the process of emotional symbolization of reality, a difficulty that substantiates their state of disability.

Method

The method used is the report in clinical psychology (Carli & Paniccia, 2005). It is a particular narrative tool that allows the reflection of the emotional (unconscious) and relational dynamics of the writer. In this case two reports will be used on cases of intervention carried out in the high school by a professor of support, psychologist-psychotherapist. The focus is on the construction process that supports the emotional symbolization of the educational relationship and of the context.

Outcomes (expected)

Analysing the emotional experiences of the support teacher in the management of particularly problematic cases (Paniccia, 2013b) for the the educational climate led to the resolution of collusive emotional processes, that otherwise, would prevent their attendance and participation in the school system. The assumption is that more knowledge and taking charge of emotional modalities (feelings of suffering, exclusion, incommunicability), and therefore relational (unpredictable and frightening behavior) is essential in promoting inclusive relationships in educational settings.

References

- Carli, R., & Paniccia, R. M. (2003). *Analisi della domanda: Teoria e tecnica dell'intervento in psicologia clinica*. [Demand analysis. Theory and technique of intervention in clinical psychology. Bologna: Il mulino.
- Carli, R., & Paniccia, R. M. (2005). *Casi clinici: Il resoconto in psicologia clinica* [Clinical cases: the report in clinical psychology]. Bologna: Il mulino.
- Matte Blanco, I. (1975). *The unconscious as infinite sets: An essay in bi-logic*. Duckworth.
- Paniccia, R. M. (2013a). *Individuo e individualismo come categorie emozionali entro una cultura della convivenza che propone rischi di emarginazione* [Individual and individualism as emotional categories in a culture of living together with risk of isolation]. *Quaderni della Rivista di Psicologia Clinica*, 2, 26-37.
- Paniccia, R. M. (2013b). *Disabilità. La domanda rivolta alla psicologia attraverso i resoconti di esperienze di giovani psicologi*. *Quaderni della Rivista di Psicologia Clinica*, 1, 80-87.

B.12. | Religious education and its alternatives facing multiculturalism at schools in contemporary society: A transdisciplinary perspective

655 Global citizenship education and identity: the paradigmatic case of the Armenian culture and its didactic hints

Carla Gaiba |

Keywords: Identities, Armenia, Global Citizenship, Culture, Spirituality

A widespread acceleration in the movements and contacts between people and cultures characterizes our time. On the one hand, irrational fears emerge leading to attitudes of closure, nested in a rigid notion of "Identity", exclusively seen as the uncritical and aggressive reproduction of preconceived models. On the other hand, a naive sense of unconditional "openness" to an undefined "new" or "different" seems to be developing, which often risks to imply the lack of a sense of responsibility in the ways we choose to read the world and interact with it. Challenging questions arise from this scenario, concerning the meanings of identity and urging us to ask ourselves whether, it is possible to conceive a notion of identity that is not synonymous with narrowness. The answer can only come from the study of evidence from experiences and their cultural underpinnings. To this extent, the case of the Armenian culture appears to be paradigmatic. It has been able to put into practice a process of openness that has enabled it, while preserving its identity, to create a constitutive inclination towards the integration of positive, interesting and fruitful elements encountered on its path, in contact with other peoples and cultures. The Armenians have been able to translate these contacts into a continuous dialogue, in which their voice does not lose its own timbre, but merges with others, sometimes harmoniously, sometimes creating dissonances capable to elicit thought-provoking comparisons and openness.

Method

We intend to present the rich potential we have found in the case of Armenian culture with respect to teaching/learning about global citizenship and values. We will tackle in particular a didactic process experienced with two groups of secondary school students (age 14-16). We will start showing how the study of the genocide and its implications can allow for an active approach to a crucial moment in contemporary history such as the First World War, and can confront students with an active and critical use of direct historiographic sources, both literary and filmographic. In this context we will develop the study of hot issues such as culture and social identity, linking them with identity as a definition of the self, with which teenagers struggle, not only in a social sense. We will also show how the direct contact with important sites of the Armenian culture such as San Lazzaro degli Armeni and Collegio Moorat in Venice through carefully planned visits, can shape learning and offer important opportunities of active understanding.

Outcomes (expected)

Our assessment of the experience will be supported by qualitative observations consisting of thick descriptions and reports based on peer observations, exchange of comments and reports that will offer new understandings.

References

Gee, J. P. (2017) 'Identity and diversity in today's world', *Multicultural Education Review*, vol. 9, no. 2, pp. 83–92.

Manukjan, S., Hakobjan, Z. and Peratoner, A. (2010) *Lumi di sapienza*, Milano, Russia Cristiana.

Peratoner, A. (2006) *Dall'Ararat a San Lazzaro*, Venezia, Congregazione Armena Mechitarista.

Wang, Y. (2007) 'Globalization Enhances Cultural Identity', *Intercultural Communication Studies*, vol. 16, no. 1, pp. 83–86.

B.12. | Religious education and its alternatives facing multiculturalism at schools in contemporary society: A transdisciplinary perspective

681 Words of (in)tolerance. Discussing religiously motivated controversies and hate speech with Italian adolescences

Valeria Fabretti |

Keywords: Diversity, Religion, Hate, Youth, Social Networks

Among the problematic implication of religious diversity in Europe, the case of religiously motivated hurtful, hostile and hateful forms of communication (hate speech) is of particular concern. These expressions addressed to persons or groups belonging to minority religions can lead their audience to the “fear of diversity”, to forms of closure and to the acceptance of (or participation in) discrimination and violence. Education to tolerance and to reasonable argumentation or disagreement is key to prepare the new generations to daily social and communicative interactions based on treating one another with respect and dignity. However, there is a lack of evidence about the effectiveness of specific educational contents and tools in this regard. The paper discusses the results collected throughout a one-year action-research project, Hate Speech and Youth Cultures On-line, funded by Fondazione Intercultura Onlus and coordinated by the author at the Center for Religious Studies of Bruno Kessler Foundation in collaboration with the FBK ICT Unit. The research project has addressed the case of 16-18 years old students in the Italian cities of Trento and Rome providing: 1. an in depth qualitative study on how religion-related controversies, prejudices and hostility are framed and approached within adolescents’ cultures and interpersonal experiences; 2. a series of school laboratories aimed at promoting openness and skills for living harmoniously in multicultural contexts, and developing critical analysis and counter-narratives against hate speech. The paper particularly reconstructs students’ dispositions to cultural and religious diversity, and their exposure to intolerant narratives, discourses and messages shared by the media and social networks. In the frame of the action-research evaluation methods, the paper describe the processes triggered by the school laboratories, which has included ICT tools, and approaches an analysis of their effectiveness.

Method

A qualitative methodology has been used. Clarified research questions have been the result of an exploratory study including round tables with experts, educators, religious leaders and organizations active in the field of non-discrimination. Multiple focus groups with students aged 16-18 have been carried out in six secondary upper schools (3 in Rome and 3 in Trento). The laboratories in the classrooms have been observed and thick descriptions have been produced. These materials plus two final focus groups with the teachers involved in the project have offered a contribution to the evaluation of its impact on students’ attitudes. The data collected have been approached through a thematic analysis.

Outcomes (expected)

The paper is expected to increase the research-based knowledge over an under-studied topic: youth exposure to intolerance and hate speech against religious minorities in Italy. It will enter into dialogue with other international action-research initiatives and contribute to a discussion over the evaluation methods in order to estimate ‘what works’ in this field of intervention.

References

- Coleman E. B., White, K. (2011). *Religious Tolerance, Education and the Curriculum*. Rotterdam: Sense Publishers.
- Davies, L. (2014). *Unsafe Gods: Security, secularism and schooling*. London: IOE/Trentham.
- Moon, R. (2018). *Putting Faith in Hate: When Religion is the Source or Target of Hate Speech*, Cambridge University Press.

B.12. | Religious education and its alternatives facing multiculturalism at schools in contemporary society: A transdisciplinary perspective

151 Religious education and its alternatives facing multiculturalism at schools in contemporary society: a transdisciplinary perspective

Matteo Villa | Marta Villa |

Keywords: Multiculturalism, Religious Education, Tolerance, Alternative Hour, Ethnographic Research

[Religious fundamentalism and tolerance are a problem for public policy in multiculturalism management. The liberal-democratic tradition didn’t find an efficacy solution for the meeting between cultures and the school is an environment where the dialogue/disputes put criticizes everyday. In Italy the Concordato on the 1929, signing

between Mussolini's government and Pope, has been ratified in 1984. This pact introduces religious catholic education in school. The faculty of not to participate creates a lot of problems: specific programs structure and assurance of an alternative. Recently migration phenomena and students's other religions presence, alternative hours presents problems about human and economic resources and same contents.

Method

During ten years The filed research involved some areas of North Italy. The select schools are positioned in urban area (Lombardia) and in rural mountain area (Provincia di Trento). The schools (primary and high schools) are been investigated through interviews, focus group, participant observation. The methodology is focused on in-depth interview of the IRC (Insegnamento Religione Cattolica) teachers and the AO (ora alternativa) teachers. The schools organized AO by the POF (Piano Offerta Formativa). The researcher met too the students of high schools and the children parents of primary schools. It is very important to know their point of view for understand their judgments about school organization (IRC and AO).

Outcomes (expected)

The research concerns religious diversity's question, symbolic conflict, social integration and multiculturalism through the results of ethnographic investigation: when the religious teaching (IRC) looks like a religious indoctrination, the students don't frequent more. The students, instead, appreciate the IRC courses when lessons concern the basic process of religious thinking . Another question is relative about the alternative hour: many schools don't plan AO courses and successful courses depends on teacher's goodwill.

References

- Benadusi M., Un'introduzione: antropologia, scuola, educazione, in "SCUOLA DEMOCRATICA", n. 1-2, 2001, pp. 5-38
- Benadusi M., La scuola in pratica: prospettive antropologiche sull'educazione, Troina, Città aperta 2008
- Benadusi M., La scuola già e non ancora interculturale. Memorie e narrazioni dal campo, in "LARES", n. 3, 2009, pp. 469-504
- Bin R., La laicità crocifissa? : il nodo costituzionale dei simboli religiosi nei luoghi pubblici, Torino, Giappichelli, 2004
- Casanova J., Oltre la secolarizzazione, Bologna, Il Mulino 2000
- Cicatelli S., Malizia G., Una disciplina alla prova - Quarta indagine nazionale sull'insegnamento della religione cattolica in Italia a trent'anni dalla revisione del Concordato, Torino, Elledici 2017
- Catterin M., L' insegnamento della religione nella scuola pubblica in Europa - Analisi e contributi di istituzioni europee, Marcianum Press 2013
- Fabietti U., Materia sacra : corpi, oggetti, immagini, feticci nella pratica religiosa, Milano Cortina, 2014
- Fistetti F., Multiculturalismo : una mappa tra filosofia e scienze sociali, Torino UTET 2008
- Norris P., Inglehart R., Sacro e secolare, Bologna, Il Mulino 2007
- Ratzinger J., Habermas J., Etica, religione e Stato liberale, Brescia, Morcelliana 2005
- Rusconi G. E., Come se Dio non ci fosse, Torino, Einaudi 2000

B.12. | Religious education and its alternatives facing multiculturalism at schools in contemporary society: A transdisciplinary perspective

587 Teachers, do not leave the kids alone. The alternatives to Catholic religious education in Italy (and why they actually don't work)

Luca Bossi |

Keywords: Religious Education, Religious Diversity, Upper Secondary Schools, Empirical Research, Italy

Religious education in public schools represents a long-term, checkered topic in the Italian public debate. Based on the Lateran Pacts of 1929, despite the contemporary diversification of national socio-religious landscape in the last thirty years, Catholic education is still the only religious subject in public school curriculum. Funded by

the State, is organized and provided by the Church; other religious organisations can activate specific classes outside of school hours at their own expense. Formally, families and students can opt among a range of alternatives to Catholic education: they can choose to leave the class and attend alternative educational activities; or simply to leave the school. Despite a decrease in the last thirty years and the growing demand for a socio-historical teaching about religions, the majority of families and students still opt for Catholic education. Quantitative data about subscriptions collected from years 1993/1994 to 2015/2016 represent the dominant knowledge about religious education in Italian public schools. They offer an overview of historical trends, but they do not provide a deeper understanding of a complex phenomenon. There is a serious lack of knowledge, especially about alternative education. In the absence of a ministerial planning, we ignore how many schools actually activate alternative didactics and the subjects they deal with; or which factors influence families' and students' choices, and how.

Method

This contribution suggests a methodological turn in the field of researches related to religious education in Italy. It discusses the results of a qualitative sociological research conducted on a sample of upper secondary schools in the Metropolitan City of Turin, Italy. The methodology included participant observation, focus group with students and semi-structured interviews with principals and teachers.

Outcomes (expected)

Findings highlight some key points, offering a deeper comprehension of a complex phenomenon. Principals, teachers and students complain about a wide sense of abandonment and disorientation. The State does not provide alternative education programs, delegating the responsibility to each single school. However, local organisational issues hamper the provision of the public service: as a result, students opting for alternatives to Catholic education are often left alone, discouraging others from leaving confessional education. Conversely, if an alternative socio-historical teaching about religions is provided with continuity students prefer to opt for it: their positive accounts encourage others to follow, reversing the common trend.

References

- Battistella G.A., Olivieri D., Chilese M. (2015), *Annuario IRC A.S. 2015*, Vicenza, OSReT Osservatorio Socio-Religioso Triveneto.
- Bossi L. (2014), *Geografia delle good practices: scuola*, in A. Melloni (ed.), *Rapporto sull'analfabetismo religioso in Italia*, Il Mulino, Bologna, pp. 459-68.
- Jackson R. (2014), *Signposts – Policy and practice for teaching about religions and non-religious world views in intercultural education*, Council of Europe Publishing, Strasbourg.
- Moulin D. (2011), *Giving Voice to 'the Silent Minority': The Experience of Religious Students in Secondary School Religious Education Lessons*, in «*British Journal of Religious Education*», 33 (3), 313-26.
- Pajer F. (2017), *Dio in programma. Scuola e religioni nell'Europa unita (1957-2017)*, Morcelliana, Brescia.

B.13. | Socio-cultural minorities, multi-cultural citizenship and ethnography at school

144 Unveiling Anti-Gypsyism in Italian Schools

Stefania Pontrandolfo |

Keywords: Anti-Gypsyism, Roma Education, Discrimination, Assimilation, Ethnography

This paper underlines the role that ethnographic research can play in unveiling deep-rooted anti-Gypsyism in Italian schools. This not only regards cases of proclaimed and evident discrimination, but also several cases of apparent “scholastic success” which hide a non-recognition of the cultural specificity of Romani groups and can result in their assimilation.

The paper offers a definition of anti-Gypsyism that includes the visions, practices and effects of this particular form of racism which, for centuries, has led so-called “Gypsy” groups in Europe to adopt resistance or elusion coping strategies against the hegemonic powers in our societies. Then the paper shows how anti-Gypsyism is also well-rooted and ongoing in Italian schools. A summary of the studies that have been conducted in anthropology of education and with the ethnographic method over the last thirty years shows just how disastrous the situation of Roma education in Italy is. Nevertheless, it also shows how relations between Roma and non-Roma at school can have varying degrees of conflict depending on the local context. The paper finally gives a more detailed account of the only case study carried out so far in Italy on the scholastic success of a Roma community. It does, however, highlight how this scholastic success was closely connected to the “cultural loss” of a minority, which has literally “disappeared,” rather than “intercultural dialogue” between majority and minority parties within the local society. The concluding arguments underline that the challenges schools face today lie in recognizing and reflecting on their own anti-Gypsyism and overcoming it, not only by avoiding exclusion and patent discrimination, but also by not completely ignoring all the cultural specificity of Roma and therefore, not running the risk of assimilationism.

Method

ethnography; archival research, bibliographical review

Outcomes (expected)

Facing the school's challenges in recognizing and reflecting on their own anti-Gypsyism and overcoming it, not only by avoiding exclusion and patent discrimination, but also by not completely ignoring all the cultural specificity of Roma and therefore, not running the risk of assimilationism.

References

Gomes, A. M. R. (1998). “Vegna che ta fago scriver.” Etnografia della scolarizzazione in una comunità di Sinti. Rome: Cisu. [“Come and I will let you write.” Ethnography of a Sinti community schooling. Rome: Cisu].

Piasere, L. (2015). L’antiziganismo. Macerata: Quodlibet. [Anti-Gypsyism. Macerata: Quodlibet].

Pontrandolfo, S. (2004). Un secolo di scuola. I rom di Melfi. Rome: Cisu. [A century of schooling. The Melfi Roma. Rome: Cisu].

Pontrandolfo Stefania (2018). “Challenges in Roma Education: Unveiling Anti-Gypsyism In Italian Schools”, in Inmaculada Gonzalez Falcon (ed.) Understanding Cultural Diversity: Perceptions, Opportunities and Challenges, New York, NOVA

B.12. | Religious education and its alternatives facing multiculturalism at schools in contemporary society: A transdisciplinary perspective

406 From Chengdu to Rome. Supporting Chinese design students to interact with the city and propose improvements

Pietro Valentini |

Keywords: Visual Anthropology, Project-Work, Multi-Cultural Citizenship, Participation, Design Research

Foreigners who live a city can knowingly and responsibly participate in improving that city, if they are involved in researching points of views and interpretations of the different actors around the materiality of the city.

During the academic year 2018/2019, 30 Chinese students from Sichuan Normal University attended the courses in Rome in IED European Institute of Design. As designers they should become able to analyse situated uses of objects and design to improve user experiences.

Within their curriculum in IED (that includes many technical subjects) there are also Sociology of Cultural Processes (36hs) and Cultural Anthropology (24hs). These two courses created a joined initiative, RomaXnoi, with the aim of supporting Chinese students' cultural interaction with Rome and encouraging the ideation and communication of improvements for the contexts they experienced.

RomaXnoi is organized in 2 parts: Part1 is based on getting familiar with ethnographic research and roman culture; Part2 is more focused on a roman area that is a cross-point of cultures and on communicating a more contemporary image of China.

Part1 is subdivided in the following phases:

- Gathering from Italian colleagues the most meaningful elements in their interaction with their city (on 5 categories: informal language, gestures, food, most loved experiences, most detested experiences)
- Chinese students, in groups, research in the city about the elements provided by Italian colleagues, using observation, semistructured interviews, filming.
- Chinese students gather their most meaningful elements in their interaction with their city (Chengdu)
- Chinese students rate favourite and least favourite elements found in Rome and explain the difference with their Chinese analogues.
- Chinese students present the results of their activities.

In Part2, designed after the previous, Chinese students research the complex multicultural area of Esquilino-Porta Maggiore (near IED), deepening also the point of view of Chinese residents and associations.

At the end of the course Chinese students propose a) new concept for a young Chinese Sichuan restaurant and; b) design ideas to improve the experience of public transport node/monumental area of Porta Maggiore.

Method

Peer Learning, Participant Observation, Shadowing, Semistructured interviews, Photo-voice, Video-voice, Flipped Classroom, Project Work.

Outcomes (expected)

Explorative didactic approach towards multi-cultural citizenship, able to foster:

- pleasure and curiosity in exploring other cultures
- communication of cultural elements from one's culture of origin
- critical approach, awareness and responsibility
- participation in analysis and proposal of improvements for the city.

References

Arjun Appadurai (1988), *The Social Life of Things*, Cambridge University Press.

Arjun Appadurai (1996), *Modernity at Large*, University of Minnesota Press.

Tim Brown (2009), *Change by Design*, Harper Collins.

John Dewey (1916), *Education and Democracy*, Macmillan.

Clifford Geertz (1973), *Interpretation of Cultures*, Basic Books.

Nina Glick Schiller et al. (1992), *Transnationalism: a New Analytic Framework for Understanding Migration*, *Annals New York Academy of Sciences*.

Ulf Hannerz (1992), *Cultural Complexity*, Columbia University Press.

George E. Marcus, Michael M.J. Fischer (1986), *Anthropology as Cultural Critique*, University of Chicago Press.

Keith M. Murphy (2016), *Design and Anthropology*, *Annual Review of Anthropology*.

Richard Sennett (2018), *Building and dwelling. Ethics for the City*, Farrar New York.

B.12. | Religious education and its alternatives facing multiculturalism at schools in contemporary society: A transdisciplinary perspective

442 Looking at Italian schools through the Romani lens: Bosnian Roma between school and campi nomadi in Rome

Marco Solimene |

Keywords: Roma; School Attendance; Campi Nomadi; Power Relations; Ethnography

This contribution proposes an interpretative key to rethink the relationship between Roma children and the Italian school system. The paper takes the case-study of a community of Bosnian Xoraxané who dwell in an authorized settlement (campo nomadi) in the southwestern periphery of Rome. School attendance plays a crucial role in the economies of the camps inhabitants: sending children to school is the pre-requisite to access the camp and the necessary condition to maintain a place therein; residence in an authorized camp, in turn, is an important capital when Roma have to obtain/renovate other documents such as migration visas, driving licenses and working permits as scrap metal collector (main activity of the Roma families here described). Many Roma, especially among young generations, also acknowledge that school education plays an important role in accessing wage labor. Nonetheless, school performance is rarely successful, and this is strongly connected to irregular school. This situation can be partly explained by the structural hindrances (marginalization, prejudice and discrimination) that young Roma face in everyday life in and out of the schools. These hindrances, indeed, affect the possibility to attend school as a normal pupil, the expectation of success at school, but also the actual possibilities to translate success in school into a capital for accessing the labor market. But I will also argue that the Roma see school education as part of the larger system that subjects them to marginalization, control, discrimination, and rejection; and that this system promotes – also through school education – a certain idea of individual autonomy and of inter-personal relations that conflicts with the everyday practice among Roma. What happens within the restricted environment of schools may reveal wider societal dynamic and lead to exploring possible solutions for the integration of disadvantaged groups. This paper proposes a partly inversed reasoning, and attempts to explain the relation between the Roma community and Italian school in light of the relations between the Roma and the Italian institutions (of which the school is part).

Method

This paper builds on ethnographic materials collected during long-term fieldwork within a Roma community. Focusing on the home environment in its continuities and discontinuities with the school environment, the paper uses the Roma perspective as lens to reflect on how power relations between Roma and Italian institutions impact on the Roma experience of the Italian school.

Outcomes (expected)

This paper proposes an interpretative key to read the complex and at times problematic relation between Roma and Italian schools, avoiding the pitfalls of two reductive explanations: one that reduces everything to the structural constraints that would act upon allegedly agentless Roma; the other that insists on incommensurability between Roma and non-Roma cultures and societies.

B.12. | Religious education and its alternatives facing multiculturalism at schools in contemporary society: A transdisciplinary perspective

448 Protection of historical linguistic minorities in Italian school: (dis)junctions of language ideologies

Giorgia Decarli |

Keywords: Historical Linguistic Minorities, Language Protection, Language Ideologies, Pre And Primary School, Ethnography

My contribution emphasises the role of ethnographic research in investigating implementation by school of linguistic protection of historical minorities. Trentino region is peculiar in the Italian scenario for the presence of

historical linguistic minorities, two of which (Cimbrian and Mocheno speaking) consist of few hundred individuals who, although protected by law, have no political representation within local and national institutions, and so suffer from a particularly fragile position. Thanks to the anthropological perspective and methodology, I was able to highlight that the implementation of protection measures of Cimbrian and Mocheno languages, within alpine educational institutes, is heavily affected by a fundamental paradigm underling the Italian cultural approach to school. This is the essentialist assumption that a people's cultural unity is created through a shared language that expresses the essential spirit of the group (a reflection of the Euro-American nationalist model). This inclination of Italian school towards a monoglot ideology (skillfully hidden behind a largely adopted Content and Language Integrated Learning project) has three side effects. The first is a huge difficulty in accommodating proposals of minority language revitalization. The second (at the heart of those few implemented projects) is little regards for multiple languages and plural language ideologies adopted, in daily lives, by parents and pupils within minority communities. The third is the increasing endorsement, by minorities themselves, of the "nationalist-like" discourse about language, in the pursuit of a greater protection of their historical linguistic identity within school. A "strategic essentialism" (Jaffe 1999) that is likely to undermine a slow process of awareness-raising of what is "speaking a language" and why it is worth using it in school.

Method

Ethnographic research; legal research; bibliographical review.

Outcomes (expected)

I expect to prove that, despite the existence in Italy of a rhetoric and a legal framework, both based on the idea that promoting and safeguarding historical minority languages is highly significant, Italian school does not reckon (or is not aware of) the beliefs that the same State and linguistic minorities have in relation to language in general and their particular languages. Ignorance of these ideologies (whether wilful or unconscious) forms part of the conditions that affect their safeguard in school.

References

- Austin, P.K. and J. Sallabank, Eds, 2014, *Endangered Languages. Beliefs and Ideologies in Language Documentation and Revitalization*, Oxford University Press.
- Gobbo, F. and A.M. Gomes, Eds, 2003, *Etnografia nei Contesti Educativi*, Rome: CISU Duranti, A., 2005, *Antropologia del Linguaggio*, Milano: Booklet
- Piasere, L., 2010, *A scuola. Tra Antropologia e educazione*, Firenze: SEID Editori

B.12. | Religious education and its alternatives facing multiculturalism at schools in contemporary society: A transdisciplinary perspective

515 Children's views on inclusion. The ISOTIS international participatory research with and for children.

Alice Sophie | Sarcinelli Giulia | Gabriella Pastori | Valentina Pagani

Keywords: Children'S Voice, Inclusion, Education For Democracy, Participatory Research, Well-Being At School

Set within the EU-funded project Inclusive Education and Social Support to Tackle Inequalities in Society (<http://www.isotis.org/>), the international participatory research 'Feel good: Children's view on inclusion' (lead by the authors of this paper) was conducted in preschool and primary schools characterized by strong cultural differences and social inequalities of five European countries in 2018-2019. We elicited children's views and proposals to foster inclusion in their school context, some of them implemented to allow children to live a consistent experience of democratic life (Welty and Lundy 2013) and to become knowledgeable, responsible and active citizens in their communities (UN - CRC 1989). Our theoretical framework relies on Anthropology and Sociology of Childhood (Sarcinelli 2015; Corsaro 1997), Socio-Constructivist Early Childhood Pedagogy (Clark & Moss 2001) and Student's voice (Pastori, Pagani 2016; Cook-Sather & Grion 2013; Fielding 2012). A main pillar was the threefold definition of education about, for and through democracy (Gollob et. al. 2010).

Method

We adopted a multi-method and participatory methodology set within a phenomenological paradigm (Denzin & Lincoln 2015). Dealing with delicate issues, critical reflectivity was dedicated to balance children's right to participate with the need to ensure a worthwhile and well-being experience, shifting from a «research on children» to a «research with and for them» (Mayall 2003; Mortari 2009). Accordingly, children were involved in the research process as co-researchers; their experiences were not directly under focus to avoid intrusive or tough questions; <different research methods and techniques were used to meet the need of triangulation and to recognize children's many languages (Edwards, Gandini & Forman 1998). Outcomes (expected) Key points will refer to children's viewpoints and proposals and to methodological and ethical challenges. Impacts regarded children's proposals and professional development side effects on teachers. References

Clark, A., Moss, P. (2001). *Listening to young children: The Mosaic approach*, London: National Children's Bureau for the Joseph Rowntree Foundation.

Corsaro, W.A. (1997). *The Sociology of Childhood*. Thousand Oaks, CA: Pine Forge. Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The Sage handbook of qualitative research*. Sage.

Edwards, C.P., Gandini, L., Forman, G.E. (eds). (1998). *The hundred languages of children: The Reggio Emilia approach--advanced reflections*. Westport, CT: Greenwood Publishing Group.

Fielding M. (2012), *Beyond student voice: patterns of partnership and the demands of deep democracy*, in *Revista de Educación*, 359, pp. 45-65. Gollob, R., Krapf, P., Weidinger, W., & Ólafsdóttir, Ó. (2010). *Educating for democracy: Background materials on democratic citizenship and human rights education for teachers* (Vol. 1). Council of Europe.

Grion, Cook-Sather (2013). *Student voice. Prospettive internazionali e pratiche emergenti in Italia*. Milano: Guerini.

Mayall, B. (2003). *Towards a sociology for childhood*. Buckingham: Open University Press.

Mortari, L. (2009). *La ricerca per i bambini*. Milano: Mondadori.

Pastori, G., Pagani, V. (2016), *What do you think about INVALSI tests?*, *Journal Of Educational, Cultural And Psychological Studies*, 13, 97-117.

Sarcinelli A.S, 2015, *L'anthropologie de l'enfance au prisme des rapports d'âge. Réflexions épistémologiques, approches ethnographique*», *Revue anthropochildren*, 5.

Welty, E., & Lundy, L. (2013), *A children's rights-based approach to involving children in decision making*, *JCOM*, 12(03).

B.12. | Religious education and its alternatives facing multiculturalism at schools in contemporary society: A transdisciplinary perspective

617 Between in/outside school: the School dropout experiences for the young migrants

Giovanna Guerzoni |

Keywords: Dropout, Failure School, Schooling, Anthropology Of Education, Young Migrant

School dropout is a complex phenomenon, both for the multiple causes that determine it, and for the ways in which it is manifested. By the term "dropout" we mean the set of factors that prolong or interrupt youngsters' normal path inside the Education and School system: missing entrances; truancy/school-not-attendance; irregular school attendance; school failure/rejections; dropouts. At the same time, dropout is not an individual choice nor an intrinsic condition of the students, but rather it is the result of a failure relationship with the educational institution. I reported the voices of the mentors and the young people that partners gathered during the European Project "Success at School through the volunteering" (Project 526187-LLP-1-2012-FR-Comenius CMP). The stories reported are useful to show how an intensive and flexible training, documentation and reflection on the experience of mentors and youngsters was done within the Project. The experience of school failure concerns in particular the "second generations" that have been the subject of my research PRIN "Migratory processes, young migrants, urban contexts" (2007-2009) this research topic remained in subsequent research. From SAS Experience emerged that some key aspects proved to be crucial for a successful

implementation: non-authoritarian relationship between adults and youngsters: the informality as a resource to build-up relationships; importance of crossing the borders between inside / outside the school to address problems that youngsters often live at school (but that the school cannot address); importance of cooperative learning and learning by doing approach: young people learn better in groups of experiences; they learn becoming active citizens and participating in community issues through collective discussions that enable sharing reflections on their social life; importance of choosing volunteering associations that are able to engage in a relationship with young people: youngsters need to be supported and motivated in their paths.

Method

The Project is an action-research realized in a professional school of Bologna. This is realized by participant observation, focus group, interview.

Outcomes (expected)

Policy statement on dropout and failure in the school. Reflexivity on inclusive school, best practices, relation of the experience outside school and school experiences.

References

Guerzoni, G., Le dispersioni scolastiche di alunni e insegnanti, «EDUCAZIONE INTERCULTURALE», 2015, vol. 13, pp. 2 - 21

Giovanna Guerzoni, The SAS Project: change education between inside and outside the school, in: Bramble P., Halba B., Ciais M., Youssouf S., Bezjak S., Otova I., Ivanova V., Albuquerque A., Seabra T., Brown J., Mateus S., Bratanova E., Staykova E., Devecchi C., Volunteering as empowerment for success at school, Northampton, Creative Common Licence CC BY-NC-SA, 2015, pp. 83 - 104

Guerzoni G.; Riccio B., Giovani in cerca di cittadinanza. I figli dell'immigrazione tra scuola e associazionismo: sguardi antropologici, RIMINI, Guaraldi, 2009, pp. 294

B.14. | Processes and mechanisms of gender inequalities reproduction in school and training paths: Stereotypes, consequences and recent trends

III Sociological Approach of the Influence of Gender Stereotypes in Sport Education

Sara Rozenwajn Acheroy |

Keywords: Gender, Stereotypes, Equality, Education, Sport

This study aims to analyze gender stereotypes' influence of physical education's teachers in secondary education and coaches in sports clubs of five sports: swimming, beach-volley, tennis, gymnastics and football. Even while sport is recognized by the European Committee as one of the most practiced activity in Europe, there is not much research with a gender perspective within the field. Specially in Spain, there have not been deep gender-oriented studies since the 90s. Research in the field is now needed more than ever, given that sport is still considered as a masculine practice, and that such perspective is spread at school since the age of six in physical education lessons. For all those reasons, and more, it is necessary to study which stereotypes are transmitted in its everyday practice and how it affects young people's self-perception on their physical and body capacities.

This study's objectives are centered on 4 points: 1) stereotypes and self-perception of students and young people, 2) teachers and coaches' stereotypes and influence, 3) social status of parents (indicative) and 4) environmental analysis of schools and sport clubs.

Method

To that end, triangular methodology has been favored. Quantitative and qualitative data, through semi-structured interviews with coaches and teachers; group interviews with young people; 450 surveys in high schools from Madrid, Barcelona and Canary Islands; and participant observation in clubs.

Outcomes (expected)

Remarks made at this stage of the study are diverse and not conclusive. For example, physical education teachers have more gender stereotypes than coaches in sport clubs, matching with our hypothesis so far. It also seems that young people at the age of 16-17 still don't have internalized gender stereotypes as deep as their teachers. This among other observations of the current fieldwork will be exposed, hoping to give a better understanding of the need for gender policies and educational programs with gender perspective in all sectors that includes sport's activities.

References

- Eccles, J.S., Jabos, H. (1990). Gender role stereotypes, expectancy effects and parents' socialization of gender differences, *Journal of social issues*, 46, 1990, p. 183-201.
- García-Cuesta, S. y Sáinz, M. (2013). ¿Qué espera el profesorado de secundaria del alumnado? Expectativas y estereotipos de género sobre las asignaturas de ciencias, tecnología, informática, lengua en España. En H. Cairo y L. Finkel. *Crisis y cambio. Propuestas desde la Sociología*, Volumen I. Actas del XI Congreso Español de Sociología. pp. 1546-1557.
- Sáinz, M. (2014a). Retos de la persistencia de roles y estereotipos de género en la elección de estudios superiores desde una perspectiva longitudinal. *Papel de las familias y del profesorado*, Dirección General de Investigación Científica y Técnica.
- Sáinz, M. (2014b). Salirse del tiesto. Jóvenes y elección de estudios. En C. Castaño y J. Webster (dir.). *Mujeres, ciencia y tecnologías de la información y la comunicación* p.61-88. Aresta. Barcelona
- Sáinz, M. y Eccles, J.S. (2012). Self-concept of computer and math ability: Gender implications across time and within ICT studies. *Journal of Vocational Behavior*, No 80, 2, p.486-499.

B.14. | Processes and mechanisms of gender inequalities reproduction in school and training paths: Stereotypes, consequences and recent trends

155 Beyond gender stereotypes in education. An intersectionality approach in the analysis of women formative trajectories

Marco Dionisio Terribili | Letizia Zampino |

Keywords: Stereotypes, Gender Gap, Intersectionality, Education, Istat

Sociological literature highlights two central points in the analysis of gender, educational paths and professional success. From one side, data underlines how women get better results than men in almost all educational and academic indicators (Istat, 2015). From the other side, we can observe the persistence of a relevant imbalance in the choice of the field of study both at secondary school and at the university level (Gasperoni 1996). These differences are explained through gender dynamics which address formative and then professional choices (Bocchiaro and Boca, 2002) leading to the gap. In 2017 Italy, on 144 countries, was ranked 60th for equal educational attainment but its ranking decrease to the 118th position looking at the indicator equal "Economic participation and opportunity" (Global Gender Gap Report, 2017).

Most of the quantitative studies about educational and professional performance overlook several important factors, since considered too individual for a quantitative analysis. On the contrary, following an intersectionality approach these factors could be important in order to investigate how women construct their educational and professional trajectories, trying to not follow the tools developed by males (McCall 2005). The Intersectionality concept is born as theoretical and methodological dispositive in order to analyse how the intersection between several social and power dimensions contribute to perform and reproduce condition of inequality and discrimination in the co-construction of social categorizations as gender, social background and sexuality (Lykke 011).

On the basis of these considerations, the present contribution intends to analyse the women educational trajectories, which are less linear and less predictable than men's ones: intersectional data analysis can finally answer to important questions on this field, such as "Why do more women than men go to university?" and "How what women study influence their job perspectives?", moving beyond any gender stereotype (OHCHR, 2014).

Method

From a methodological point of view, observing data coming from the last Istat survey on "educational and professional paths of upper secondary school graduates", we have analysed how the choice to attend a bachelor's degree depends on gender, but also on type of diploma previously achieved. Moreover, we have questioned the relationship between the choice of subject academic areas and type of secondary school attended, highlighting that gender is an important variable in the choice of the high school. The contribution would like to clear the interpretation usually given to explain educational gender gap by the correlation between attended secondary school and sex, taking into account that women do high schools more preparatory to university studies. Analogously, taking into account the analysis of diploma's type awarded and the choice of university course make possible to underline that women choice humanities faculty that do not allow an easy entrance in labour market. The labour market privileges scientific faculties that are more frequented by males (Pozzi et al., 2017).

Outcomes (expected)

The framework outlined by data questions what has been said in recent years by gender-gap statistics, both in the field of training and in the workplace. The intersectional approach highlights a situation devoid of spurious correlations, which takes into account the trajectories of the training paths, spontaneously chosen by women. Particularly, the data show how the women's training trajectories are less "linear" than those undertaken by male peers, who are more likely to attend the technical-scientific faculties at the exit of scientific high schools or technical institutes.

This paper aims to provide an interpretation of the data regarding the gender gap to discuss women hybrid trajectories, constructed with the purpose to not clash against the "glass ceiling" into professional environments in which work male patterns.

References

- Gasperoni, G. (1996). *Rendimento Scolastico e Istruzione Secondaria Superiore*.
A.A V.V (2018). *Gender Gap Report. Mercato del lavoro, retribuzione e differenze di genere in Italia*
Istat (2015) *Indagine sui percorsi di studio e di lavoro dei diplomati delle scuole secondarie di secondo grado, Aspetti metodologici dell'indagine*

- Lykke, N. (2011). Intersectional analysis: Black box or useful critical feminist thinking technology. Framing intersectionality: Debates on a multi-faceted concept in gender studies.
- Nash, J. C. (2008). Re-thinking intersectionality. *Feminist review*, 89(1), 1-15.
- OHCHR (2014). Gender stereotypes and Stereotyping and women's rights. Office of the High Commissioner for Human Rights, Palais des Nations, CH-1211 Geneva 10, Switzerland
- Pozzi, A., Sciannamblo, M., & Viteritti, A. (2017). Trajectories of Women in Mathematics and Computer Science: Mobility, Positioning and Hybridization. *Polis*, 31(1), 73-96.

B.14. | Processes and mechanisms of gender inequalities reproduction in school and training paths: Stereotypes, consequences and recent trends

357 Gender differences in academic performance: A comparison with psychology university students

Mariagrazia Monaci | Luca Scacchi | Giorgio De Gaudenzi |

Keywords: Gender Differences, Academic Performance, Learning Styles, Self-Efficacy, Self-Esteem

L'obiettivo dello studio è esaminare le differenze di genere nella riuscita accademica. Sax & Harper (2007) sostengono che le differenze di genere osservate all'università vanno ricercate negli anni pre-universitari, dove maschi e femmine si differenziano secondo schemi di valori, di fiducia, di aspirazioni e di comportamento. Queste differenze permangono all'università, dove anzi possono aumentare, con le studentesse che lottano di più per lo sviluppo dell'autonomia, registrano uno stress emozionale maggiore, scelgono materie convenzionalmente femminili ed esprimono minor fiducia nella loro autovalutazione. Le ipotesi di partenza, in base a precedenti evidenze, sono che studenti e studentesse non si differenzino rispetto alla soddisfazione accademica mentre ci aspettiamo che le studentesse abbiano un livello di autostima (Sax & Harper, 2007) e di autoefficacia inferiore rispetto ai maschi (Duckworth & Seligman, 2006), e un'ansia maggiore (Pomerantz & Altermatt, 2002). Ipotizziamo inoltre che gli stili di apprendimento abbiano un ruolo nelle differenze di genere; rispetto a ciò l'evidenza è scarsa mentre è dimostrata l'influenza dall'età, di cui vengono controllati gli effetti.

Method

Un questionario è stato distribuito a un campione casuale di studenti di psicologia dell'Università della Valle d'Aosta (126, 99F, M 32; ds 12.17) e del Rebaudengo di Torino (162, 11F, M 31.33; ds 12.46). Non ci sono differenze significative di età tra femmine e maschi, i due campioni sono omogenei per genere e le percentuali riflettono quelle nazionali per questa tipologia di studenti. Le scale utilizzate sono, oltre alle variabili sociodemografiche e alla media dei voti: STAI (State Trait Anxiety Inventory; Spielberger, Gorsuch & Lushene, 1964); autoefficacia (Bandura, 2000); autostima (Rosenberg, 1965); Index Learning Styles Questionnaire (Felder-Soloman, 2005), che comprende quarantaquattro item al fine di identificare quattro stili di apprendimento bipolari (attivo/riflessivo, sensoriale/intuitivo, visivo/verbale e sequenziale/globale); infine, sono state misurate la soddisfazione accademica complessiva, l'adattamento alla vita universitaria, il piacere di studiare.

Outcomes (expected)

I risultati permettono di confermare l'ipotesi relativa a soddisfazione, adattamento alla vita accademica, piacere di studiare: studentesse e studenti risultano omogenei, mentre con l'aumentare degli anni cresce il piacere di studiare. Non emerge un effetto principale del genere su autostima e autoefficacia, che invece aumentano con l'età, e specularmente si riscontra una diminuzione dell'ansia, e questi effetti sono maggiori negli studenti rispetto alle studentesse. Lo stile di apprendimento prevalente è un'intensità bilanciata per ciascuna delle quattro dimensioni bipolari sebbene emerga che le studentesse sono più sequenziali e più sensoriali degli studenti. Al crescere dell'età, tre stili di apprendimento si spostano dal polo sinistro al destro; in altre parole, i più adulti sono più riflessivi, intuitivi e verbali. Anche lo stile sequenziale/globale vede uno spostamento dal polo sinistro a quello destro e, in questo caso, è presente una differenza di genere: con l'età gli studenti, rispetto alle studentesse, tendono a essere più globali. Essi cioè imparano in modo complessivo aggiornando il quadro generale delle conoscenze prima ancora di padroneggiare i dettagli, e non attraverso passaggi successivi come

invece avviene nei più giovani. Infine, la riuscita accademica, misurata attraverso la media dei voti, è predetta dal grado di adattamento alla vita universitaria.

B.14. | Processes and mechanisms of gender inequalities reproduction in school and training paths: Stereotypes, consequences and recent trends

562 Gender gap in choice of degree subject and University among Sardinian students: evidence from the cohort 2014

Gabriella Melis | Mariano Porcu | Isabella Sulis |

Keywords: Gender Gap, Student Mobility, Mixed-Effect Models, Cohort Study, Ans Data

In this study we wanted to test the hypothesis of gender differences considering both the choice of degree subject and the choice of moving to study outside Sardinia in the population of Sardinian students who graduated from high school in 2014. The literature has vastly reported on gender differences in the choice of university subject, together with differential effects of social class background, as well as of other characteristics such as the size of the city of origin, and ethnicity in countries and regions with relevant multicultural populations. The original contribution of the present study is to look into the effect of gender in the choice to study away from home, *ceteris paribus*, and conditional on the chosen university subject, in order to detect whether gender differences in subject choice affect gender differences in student mobility. To analyse how gender affects Sardinian students' choices of studying in another region, we used data provided by the Anagrafe Nazionale degli Studenti (ANS), and selected those students who were resident in the Sardinian Region and who applied for a university degree in 2014. In order to control for heterogeneity due to differential offer in degrees between Sardinia and the rest of Italy, we deleted from the analysis those cases who applied for a degree course which was not offered by Sardinian universities in 2014; hence, our analytical sample is made of 6410 cases. Our outcome is a binary variable which identifies students who were movers in 2014. Among the analytical sample used here, 1023 (15,9%) cases were the movers we were interested in.

Method

We then run a binomial logit model within the multilevel framework, which considers students at level 1, and chosen degree at level 2. The following explanatory variables were taken into account: gender, high school final grades, the type of high school, the county of residence (as the region is unbalanced in terms of university degrees offered across its territory, with most subjects available in the two major cities of Cagliari, in the South, and Sassari, in the North) and the macro-area of the field of study. Moreover, to control differences in the socio-economic conditions among students enrolled in degree programs with different vocations, we considered the rate of graduates with both parents graduated as a proxy for the students' background. Gender differences in the propensity to be a mover conditional upon the degree subject were captured by introducing random effects. Outcomes (expected)

As a result, we could capture how the propensity of being a mover is affected by gender over and above the effect of the degree subjects. Namely we found high inequalities in mobility opportunities between genders, over and above the effects of the other characteristics, including social class background.

References

Giambona F., Porcu M. & Sulis I. (2017). Students mobility: assessing the determinants of attractiveness across competing territorial areas. *Social Indicators Research*. 133(3), 1105–1132 (ISSN: 0303-8300). doi: 10.1007/s11205-016-1407-1.

Mendick, H. (2013). Choosing subjects: Sociological approaches to young women's subject choices. In R. Brooks, M. McCormack, & K. Bhopal (Eds.), *Contemporary debates in the sociology of education* (pp. 202–2017). New York: Palgrave Macmillan.

Perna, L. (2006). Studying college access and choice: a proposed conceptual models. In J. C. Smart (Ed.), *Higher Education: Handbook of Theory and Research* (pp. 99–157). Dordrecht: Springer.

B.14. | Processes and mechanisms of gender inequalities reproduction in school and training paths: Stereotypes, consequences and recent trends

691 Gender and education, slow progress: paradoxes, controversies and missed solutions

Domenico Carbone | Fatima Farina |

Keywords: Genere; Scelte Scolastiche; Stereotipi Formativi; Diseguaglianze Sociali

The descriptive and prescriptive role of gender stereotypes is manifestly evident in terms of participation in the educational system. In Italy, educational segregation and its close relationship with labor and career disparities (Sartori, 2009) are part of the specific paradox that places our country among the most economically advanced countries being at the same time one of the most unequal. In fact, even if female education has come the male one, this doesn't result sufficient to overcome the educational segregation neither the female disadvantage in the labour market. The glance therefore at how the odd structure it reproduces itself and persists, appears to be necessary, especially because Italy continue to be collocated in the low level of different international classifications the measur gender equality, female participation and also the total increase in the educational level among the population (an aspect on which the females appear to be the driving force). In the background, the process of progressive pacification of relations between sexes over the last decades (Farina, 2012). This ended up obscuring important contradictions still far from having lost weight and significance. Thus, in fact, the complacency towards the best female scholastic performances, ended up often having the upper hand over a critical reflection, limiting the explanatory scope of a disenchanting reflection on how in deep go the evident inequalities sink and on the mechanisms that favor their reproduction, transforming the "educational advantage" of women into an economic and participative disadvantage, even reinforced, by relatively unprecedented erosion, dynamics from a time of crisis (Farina, Vincenti 2015). Being men rather than women significantly affects all aspects of social life including those concerning school and work paths. It is just around the inverse relationship between educational choices and opportunities of social participation by gender that it is necessary to develop more the reflection and the research focused on changes, criticalities and in order to prefigure possible policy indications. The relationship between gender prescriptions, segregation and discrimination outlines the coordinates within which to develop research on the topic that also intercepts the problems of mobility / social immobility, inequalities and potential for growth in the broad sense. Method

Literature Review (national and international), secondary data analysis

Outcomes (expected)

Highlighting of the paradoxical, controversial, critical and unresolved aspects illustrated in the premises, interpretation and description of segregative and discriminating phenomena in a multi-factorial and intersectional perspective.

References

- Anxo, D., Mencarini, L., Pailhé, A., Solaz, A., Tanturri, M.L., Flood, L. (2011), «Gender Differences in Time Use over the Life Course in France, Italy, Sweden, and the US», *Feminist Economics*, 17(/3), 2011, pp.159-195.
- Anxo, D., Mencarini, L., Pailhé, A., Solaz, A., Tanturri, M.L., Flood, L. (2011). «Gender Differences in Time Use over the Life Course in France, Italy, Sweden, and the US», *Feminist Economics*, 17(/3), 159-195.
- Anxo, D., Mencarini, L., Pailhé, A., Solaz, A., Tanturri, M.L., Flood, L. (2011). «Gender Differences in Time Use over the Life Course in France, Italy, Sweden, and the US», *Feminist Economics*, 17(/3), 159-195.
- Benadusi, L., Piccone Stella, S., Viteritti, A. (2009), *Dispari parità. Genere tra educazione e lavoro*, Milano, Milano, Guerini Associati.
- Carbone D., Farina F. (2015), *Why should I study? Reading the crisis gender impact on occupational paths of young graduates in Italy*, ESA CONFERENCE 2015, Praga 25-28 agosto.
- Cavalli, A. (2015). «Per una pedagogia delle questioni controverse», *Scuola democratica*, 6(3), 529-535.
- Farina F. (2018), *Connessioni e disconnessioni tra generi: le radici della violenza nella disparità*, in Carmen Belacchi, Massimo Eusebio, *Cyberbullismo e traiettorie di violenza contemporanea. L'identità psicosociale tra realtà e virtualità*, Milano, Angeli, pp. 100-117.

Farina F., A. Genova (2016), Stereotipi a scuola: gli adolescenti tra famiglia lavoro e pari opportunità, in «Prisma», 2/2016, 164-179.

Farina F., Vincenti A. (2015), Nuova crisi e vecchi problemi. Effetti collaterali sul lavoro delle donne, «Rivista delle Politiche sociali», 4. 99-117

Farina F. (2012), La complessa tessitura di Penelope, Napoli, Liguori.

Fox Keller, E. (1987). Sul genere e la scienza. È possibile liberare la scienza dal dilemma maschile/femminile?. Milano, Garzanti.

Sartori F. (2009), Differenze e disuguaglianze di genere, Bologna, Il Mulino.

B.15. | Schools facing challenges of inclusion and social justice: The case of homo-transphobia and gender-biased discrimination

118 Safe Schools Programs

Valentina Camporeale |

Keywords: Lgbtiq+, Discrimination, University, Safe School, Culture

International research shows that positive and inclusive school environments lead to improved academic results, increased confidence and better attendance at school. (Kosciw et al 2012, GLSEN Robinson, KH et al 2013, Ullman, J. 2015) Creating safe and inclusive school environments will also benefit students who have family members who are LGBTI, as well as staff members who identify as LGBTI. The Safe Schools' values of support, respect and inclusion are universal; their benefits extend beyond LGBTI young people. A school that celebrates diversity benefits everyone (www.education.vic.gov.au/safeschools). It is unlawful to discriminate against a person on the grounds of their sexual orientation, gender identity or intersex status, the article 3 of our Constitution tells us. In Italy there are several obstacles in organizing training courses such as: affectivity, sexuality, the contrast to gender and homotransphobic bullying. We must realize the safe spaces in schools, as already happens in the city of New York taking their cue from their program that is based on the diffusion of the LGBTIQ + culture through organized meetings. The next step is to do as Australia's forward-looking where the Victorian government has pledged to expand secure schools to all secondary schools in the government by the end of 2018. Two different projects, but from the similar end: Make the school a safe space. Because school is the heart of our democracy, and when a person does not feel safe even at school, the state has failed.

Method

Starting from student narratives of experiences of exclusion and non-inclusion at schools, builds an evidence base for the institutions of the necessity of formalized diversity and inclusion programmes should be made aware to address contemporary experiences of exclusion. Starting from Universities, the Safe Schools programs should be applied and formalised.

Outcomes (expected)

Important development has already been done by some Italian Universities with the implementation of the double booklet for transgender people. But it's not enough. Based on the two experiences, the Australian one and the New York state, and based on the theory of Transformative learning by Jack Mezirow, I believe that the implementation of these two projects called "Safe schools programs" in a temporally consequential way, should reduce the discomfort of the LGBTIQ + community as well as gender and sexual discrimination.

References

- Toomey and Russell (2016) 'The Role of Sexual Orientation in School-Based Victimization: A Meta-Analysis', *Youth & Society*, Vol. 48, No. 2, pp. 176-201; United National Educational, Scientific and Cultural Organization (2011). *Review of Homophobic Bullying in Educational Institutions*, UNESCO, France, p14.
- Waling, A., & Roffee, J. A. (2018). Supporting LGBTIQ+ students in higher education in Australia: Diversity, inclusion and visibility. *Health Education Journal*, 77(6), 667–679.
- Kosciw et al (2012) *The 2011 National School Climate Survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation's schools*, New York: GLSEN Robinson, KH et al (2013) *Growing Up Queer: Issues Facing Young Australian Who Are Gender Variant and Sexuality Diverse*, Young and Well Cooperative Research Centre, Melbourne
- Ullman, J (2015) *Free2Be?: Exploring the schooling experiences of Australia's sexuality and gender diverse secondary school students*.

B.15. | Schools facing challenges of inclusion and social justice: The case of homo-transphobia and gender-biased discrimination

347 Regional research on homophobic bullying (racism, gender violence), in Umbrian lower and upper secondary schools: a complex story.

Irene Dora | Maria Scierri | Federico Batini |

Keywords: Homofobia; Discrimination; Gender; School And Social Justice

Opposition of political groups and family associations to any research and intervention on issues affecting gender and sexual identity is particularly evident in Italy. After the adoption of the regional law against homophobia, Umbria Region promoted, among other things, a research on the identification of the perception that lower and upper secondary school students have. The study was related to homophobic bullying, bullying in general, racism and gender-based violence. The initial proposal was opposed by some parents' associations and political representatives, mainly through media and social media. Here are presented the first data collected through research as well as an analysis of the events that delayed it.

Method

This is a descriptive exploratory research, aiming to provide information about bullying in the school context. The target group consists of students of lower and upper secondary schools in Umbria, in their last years. A multi-stage stratified (proportional and cluster) sampling was carried out, in order to identify schools and classes concerned. Tools for data collection were identified through an analysis of the reference literature and a research on the main bodies dealing with harmful social behaviours and the prevention of violence at national and international level. The following instruments were identified: The Bully Survey (Swearer, 2003); National School Climate Survey (Kosciw & Diaz, 2006); Homophobic Content Agent Target Scale (Poteat & Esplelage, 2005); Sexual Harassment Survey (American Association of University Women, 2001); Multidimensional scale of attitudes toward lesbians and gay men (Gato et al., 2012).

Outcomes (expected)

The results of the survey, which is currently in progress, will be presented through a descriptive and correlational analysis. Any differences in the age and sex of the respondents will also be highlighted.

References

- American Association of University Women (2001). *Hostile hallways: The AAUW Survey of Sexual Harassment in America's Schools*. Washington, DC.
- Gato, J., Fontaine, A. M., & Carneiro, N. S. (2012). Multidimensional scale of attitudes toward lesbians and gay men: Construction and preliminary validation. *Paidéia (Ribeirão Preto)*, 22(51), 11-20.
- Kosciw, J. G., & Diaz, E. M. (2006). *The 2005 National School Climate Survey: The experiences of lesbian, gay, bisexual and transgender youth in our nation's schools*. New York: GLSEN.
- Poteat, V. P., & Espelage, D. L. (2005). Exploring the relation between bullying and homophobic verbal content: The Homophobic Content Agent Target (HCAT) Scale. *Violence and Victims*, 20, 513-528
- Swearer, S. M., & Cary, P. T. (2003). Perceptions and attitudes toward bullying in middle school youth: A developmental examination across the bully/victim continuum. *Journal of Applied School Psychology*, 19, 63-79.

B.15. | Schools facing challenges of inclusion and social justice: The case of homo-transphobia and gender-biased discrimination

469 Addressing homophobia and sexism in the classroom: supporting inclusive teaching in Higher Education

Marina Franchi | Alessandro Castellini |

Keywords: Teaching Practices, Educational Development, Inclusive Teaching, Pedagogy Of Freedom, Power

In this paper we intend to reflect upon our experience as co-creators of a series of scenario-based resources for Graduate Teaching Assistants (GTAs) in UK higher education institutions that focus on Equality, Diversity and Inclusion (EDI) issues ranging from sexism and gender-biased discrimination to coming-out and homophobia in the classroom. Especially when moderating in-class discussions GTAs might bear witness to sexist and homophobic interactions which are often difficult to recognise and deal with promptly in order to restore the classroom as a safe space for all. Further, from their precarious and marginal positions in university

departments, GTAs may not always have the necessary support from more experienced teaching staff to address the challenges that arise in the classroom.

Method

The scenario-based resources we designed aim to create a virtual space for support for early career teachers; they were designed under the aegis of the GTA London Network, a larger educational project that saw the collaboration of HE institutions such as the London School of Economics and Political Science (LSE) and the University College of London (UCL). Although they were conceived as self-standing materials, they are also adaptable for use in teacher training and development classes. Each resource addresses a separate concern: 'homophobic language in class' 'sexist behaviour in the classroom' 'managing homophobic microaggressions' 'managing sexist microaggression' 'students' disclosure of LGBTQ identities'. The focus is not only on the challenges that students' interactions may generate; a space is also open to reflect on the experiences of GTAs that occupy a marginalized position because of their gender, sexuality, or gender non-conformity.

The resources were borne out of a trans- and interdisciplinary engagement with EDI issues grounded in our expertise in Gender and Sexuality Studies and our commitment to inclusion, social justice and a "pedagogy of freedom" (Freire, 1998). They also greatly benefited from our teaching experience with both undergraduate and postgraduate students from a wide range of disciplinary and cultural backgrounds in the context of the increasing internationalization of higher education in the UK.

Outcomes (expected)

The lessons learnt from feminist theorizations of intersectionality and a politics of location were crucial in creating the scenarios at the heart of these resources. They made it possible to foreground GTAs' positionality and students-teacher power relations, thus facilitating the identification of effective pedagogical interventions aimed at sensibilising students to multiple dimensions of difference and promoting values of cohabitation, community and freedom. The dialogic pedagogy these resources support also intend to foster communication between teachers and the institutions in which they work, thus foregrounding the involvement of school policy and management in promoting equity, inclusion and safety for teachers and students alike.

References

Freire, P. (1998) *Teachers as Cultural Workers: Letters to Those Who Dare Teach*, Boulder, Westview Press, 100 pp., ISBN 0 8133 2304-5.

B.15. | Schools facing challenges of inclusion and social justice: The case of homo-transphobia and gender-biased discrimination

493 Alla ricerca di parole. Insegnanti e famiglie omogenitoriali davanti alla sfida dell'inclusione.

Giulia Selmi | Federica De Cordova | Chiara Sità

Keywords: Discriminazione, Omogenitorialità, Pratiche Educative Inclusive, Formazione Degli Insegnanti

According to the available data (Lelleri 2006) more than 100.000 children in Italy are raised by homosexual parents. In the last 15 years the social attitudes toward homosexuality in general and toward same sex families in particular have changed making room for a new visibility of these family configurations. However, while same sex families are more and more visible within the public space, a law recognizing their rights and duties is still lacking and therefore the children of same sex parents face actual discrimination. Given this scenario, the school plays a crucial role. In the absence of a legal framework schools are the very first institutional setting that have to find concrete solution to manage family diversity. It's a peculiar position: on the one hand school run the risk of enacting discriminatory practices, but on the other it can foster innovation and inclusion. Recent researches show that the daily experience of same sex parents and their children in school is mainly welcoming and inclusive, but also shaped by different levels of (in)visibility. Aim of this paper then is to explore the resources and challenges that emerge in the encounter between schools, same sex parents and their children. Drawing upon a multi-method research on the experience of same-sex parents within educational settings and a research of the training needs of teachers on family diversity we will analyze:

- Which practices of inclusion and welcoming have been developed at individual and organizational level by teachers and schools;
- How and to what extent academic curricula are capable of provide prospective teachers with knowledge and tools to tackle discrimination on the ground of sexual orientation and gender identity;
- Which are the needs and the key areas of practice in order to develop and strengthen a culture of inclusion within educational institutions.

The data presented will allow to think anew possible scenarios for the inclusion of difference within the educational community and to re-open a space for discussion on the meaning and practices of school-family alliances that within the contemporary

B.16 | Service learning as an education for solidarity

262 Experiences in Service-Learning from a Community Psychology point of view

Patrizia Meringolo |

Keywords: Service-Learning, Community Psychology, Community Building, Third Mission In University, Community Impact Evaluation

According to the literature, Service-Learning (SL) is an innovative approach that identifies a wide range of educational experiences (Furco, 1996). It combines both an academic learning and a meaningful community service, through students' active commitment that meets real needs of the community (Zani, 2012). SL is also characterized by a valued partnership that provides support and coaching to students; the definition of shared goals between the educational institution and the community; a transdisciplinary learning in real context; and the link to the academic curriculum of students (Europe Engage, 2014). As the main outcome, SL aims to increase students' sense of civic engagement and responsibility by means of their positive contribution to the society, obtaining a mutual beneficial impact (Baldwin, Buchanan, & Rudisill, 2007; Millican & Biourner, 2014).

Method

This contribution will show a systematic review describing the main points of contact between the reference framework of Service-Learning and the theoretical and operational constructs of Community Psychology. Experiences carried out by the European University network of Service-Learning – involved in the so called “Third Mission” of Universities – and national/European/international contributions of Community Psychology, deriving from journals and conferences' proceedings, will be explored.

Outcomes (expected)

Constructs most clearly rising were: conscientization (as in Freire, 1970 and Montero, 2007); Sense of Community; Community Development; Partnerships and Coalitions in a local community. Implications of the community-based approach, and possibilities provided from a Community Impact evaluation will be discussed.

References

Baldwin, S. C. Buchanan, A. M., & Rudisill, M. E. (2007). What teacher candidates learned about diversity, social justice, and themselves from service-learning experiences. *Journal of Teacher Education*, 58(4), 315-327.

Freire, P. (1970). *Pedagogia del oprimido*. Lima: Ediciones Universitarias.

Furco, A. (1996). Service-Learning: A balanced Approach to experiential education. In Taylor, B. & Corporation for National Service (Eds), *Expanding Boundaries: Serving and Learning* (pp. 2-6). Washington, DC: Corporation for National Service.

Europe Engage (2014). *Europe Engage - Developing A Culture Of Civic Engagement Through Service-Learning Within Higher Education In Europe*.

Millican, J., & Bourner, T. (2014). *Learning to Make a Difference: Student-community engagement and the higher education curriculum*. Leicester: NIACE

Montero, M. (2007). The political psychology of liberation: from politics to ethics and back. *Political Psychology*, 28(5), 517–533.

Zani, B. (ed) (2012). *Psicologia di Comunità. Prospettive, idee, Metodi*. Roma: Carocci.

B.16 | Service learning as an education for solidarity

275 Service Learning in the School of Psychology, University of Florence, and Gonzaga University in Florence: Self-Evaluation of the Participants' Experience

Silia Passeri | Mattia Mazzaresse |

Keywords: Service Learning, Intercultural Exchange, Community Psychology, Thematic Analysis

Introduction

Service Learning is defined as “an innovative pedagogical approach that integrates meaningful community service or engagement into the curriculum and offers students academic credit for the learning that derives from

active engagement within community and work on a real world problem” (Europe Engage, 2019). Godfrey, Illes, and Berry (2005) identified four fundamental factors for successful Service Learning experiences: Reality, Reflection, Reciprocity and Responsibility. In another study, Yorio and Ye (2012), through a meta-analysis of 40 studies of Service Learning projects with college students, found a significant and positive effect of Service Learning activity on understanding of social issues, personal insight and cognitive development/application of skills. The present contribution, referring to this theoretical framework, is aimed at the description of a Service Learning experience within a cooperative work carried out by the School of Psychology, University of Florence, and Gonzaga University in Florence.

Methods

The Service Learning initiative has been carried out during the first semester of the academic year 2018-2019.

Participants:

- 5 students attending the course of “Psychology of life cycle and contexts” in University of Florence;
- 5 students from U.S. attending a “study abroad program” at Gonzaga University in Florence.

Self-evaluation instrument: structured interviews, administered after the second meeting (Time 1) and after the last meeting (Time 2).

Data analysis:

- open-ended questions: computer-assisted Thematic Analysis (Braun & Clarke, 2012) by means of the software QCAmap;
- close-ended questions: frequency analysis.

Outcomes

Thematic Analysis showed the positive effects of the S-L initiative and highlighted:

- (1) the outcomes achieved by students, exploring differences and similarities between Italian and U.S. context, Community Psychology topics and improvement of own relational and communicative skills;
- (2) the factors facilitating group discussions (e.g. active participation, openness, listening and sharing individual experiences);
- (3) the students’ suggestions for future S-L experiences (e.g. increasing S-L activities among students with different ethnic background, organizing more meetings and events, and developing together a research).

References

- Braun, V., & Clarke, V. (2012). Thematic Analysis. In H. Cooper (Ed.), *APA handbook of Research Methods in Psychology: Vol. 2. Research Design* (pp.57-71). American Psychological Association.
- Europe Engage (2019). Our definition of Service-Learning. Retrieved online on 23/2/2019: <https://europeengage.org/our-definition-of-service-learning/>
- Godfrey, P. C., Illes, L. M., & Berry, G. R. (2005). Creating breadth in business education through service-learning. *Academy of Management Learning & Education*, 4(3), 309-323.
- Yorio, P. L., & Ye, F. (2012). A meta-analysis on the effects of service-learning on the social, personal, and cognitive outcomes of learning. *Academy of Management Learning & Education*, 11(1), 9-27.

B.16 | Service learning as an education for solidarity

310 Promoting active citizens in school communities: the importance of well-trained teachers on Service Learning

Cristina Cecchini | Elisa Guidi |

Keywords: Service-Learning, Training Programme, School Communities, Empowerment, Active Citizens

Today’s schools have the crucial role to teach both academic/study skills and competences essential for the personal development, democratic citizenship and future professional career (Council of Europe, 2016). This responsibility of the Education system is important for preparing students as active citizens in current complex societies. Teachers need to address this challenge, since they are the first line of support for students to the achievement of competences for democratic culture (Council of Europe, 2016; 2018). Against this backdrop, Service-Learning (SL) represents an innovative educational approach that integrates both students’ active

commitment and the academic learning to positively contributing to the society through an outstanding service for the local community (Guarino and Zani, 2017).

Method

This contribution will be aimed to enhance the importance to equip teachers with training based on the quality standards for SL activities (Europe Engage, 2016). Some experiences will be presented, where the training programme will address the theoretical background and the main good practices to carry out SL projects at individuals, schools, and community levels (Millican & Bourner, 2014) for increasing the network between the Education system and the communities. A specific focus will be increasing the critical awareness about the SL as an educational method to practise and promote academic learning and civic engagement in students, preparing them to become active democratic citizens.

Outcomes (expected)

Teachers provided with knowledge and skills will be able to systematize the SL methods in school communities, using SL experiences to promote academic learning, critical awareness and competences for democratic culture in all learners. Such competences are able to empower students, supporting them in becoming active citizens in the current society, able to autonomously achieve their goals in life (Council of Europe, 2016).

References

- Council of Europe (2016). Competences for democratic culture. Living together as equals in culturally diverse democratic societies. Strasbourg: Council of Europe.
- Council of Europe (2018). Reference Framework of Competences for Democratic Culture. Volume 1 Context, concepts and model. Strasbourg: Council of Europe.
- Europe Engage (2016). Europe Engage - Developing A Culture Of Civic Engagement Through Service-Learning Within Higher Education In Europe. Quality Standards for Service Learning Activities.
- Guarino, A., & Zani, B. (2017). Promuovere civic engagement attraverso il Service Learning. In D. Boniforti, C. Albanesi, A. Zatti (Eds.), *FRONTIERE DI COMUNITÀ. Complessità a Confronto*, 37-43.
- Millican, J., & Bourner, T. (2014). Learning to Make a Difference: Student-community engagement and the higher education curriculum. Leicester: NIACE. 500 words

B.16 | Service learning as an education for solidarity

386 Service Learning as Education For Solidarity - An Educational Alternative; An Experience at Some High Schools

Gabriele Marini |

Keywords: Educational Opportunity, Life Skills, Service Learning, Learning By Doing, Educational Community

Introduction at school of “alternanza scuola lavoro”(job training), that has the students attend lessons either in the classrooms or in the factories and in the companies in general, emphasised the role of the school around the meaning of “alternanza scuola lavoro”; the school has to ask: “what” and “how” the students do during “alternanza scuola lavoro”: Do they only attend and practice on the job training or are they involved in activities aimed to promote like skills, that they need for their identity as people? If the method of “alternanza scuola lavoro” is connected to the educational training to promote curricular skills and life skills the research of educational alternative way of “learning by doing” joins necessarily “alternanza scuola lavoro” and “Service Learning”. Service Learning, that takes care of students as people who are supportive of local communities, guarantees the aims of a democratic school and the method “learning by doing”: life skills and students-people entirety. As high school principal I’d like to report some experiences of Learning Service, conducted in the different high school in Tuscany: in a kindergarten where the high school students carried out a special project about food and wellness, in a hospice where the high school students told stories to connect young people with old ones and for the local community the high school students showed their project for eco-friendly tourism. These experiences, carried out with active collaboration with a school network and the local communities, make

the students feel involved in the activities; for this reason they reached curricular and life skills and a greater awareness and sense of membership of the school and local community]

Method

The method that they used was the field research that makes them observe the changes in education thanks to Service Learning about the skills that the students have reached

Outcomes (expected)

The outcomes that with that kind of activities they expected are: curricular and life skills and a greater awareness and sense of membership of the school and local community

References

- Dewey, J., 1949. *Scuola e Società*, Firenze, La Nuova Italia
Conoscenza; Freire, P., 2014, *La pedagogia degli oppressi*, Torino Edizioni di Abele,
Baldacci, F., *Per un'idea di scuola*, Milano, Franco Angeli
Fiorin, I., 2015, *Oltre l'aula. La proposta pedagogica del service Learning*, Milano, Mondadori
Lotti, P. e Betti F. (by), 2018, *Scuola-lavoro e solidarietà. Una direzione per l'alternanza*, Roma, Edizioni Conoscenza

B.16 | Service learning as an education for solidarity

481 Service-learning approach to citizenship education and professional learning: The ROMunicare project

Sandro Turcio | Marialuisa Villani |

Keywords: Roma, Service Learning, Citizenship, Human-Rights, Professional Learning

Roma people in Rome area represents a community of 8640 persons estimated for 2017, that lives in several dwelling (formal and informal). Several researches showed the difficulties of dialogue between Roma dwellers, civil servant and professionals (Agamben, 1998; Maestri, 2016). It is necessary to highlight two issues that can influence the relational mechanism between those groups: the low awareness level regarding the application of human rights and citizenship protocols by professionals and civil servants in their daily work-practices; the low awareness level of Roma people about their citizen and civil rights. In this work we present the "ROMunicare" project founded by European Commission that had as principal aim building new inclusion model for people of "Roma community" living in informal dwellings. The project was designed by Institute for Research on Population and Social Policies (IRPPS/CNR), a public partner (Roma Capitale), a private sector partner (ARES 2.0) and NGO organisation (Popica). In order to succeed in this project it was important to consider Roma Camps not only a place of bare life (Agamben, 1998) but a context of Roma people can be subjects and citizens (Maestri, 2017). This project worked in a service learning (Dewey, 1916; Hogan & Bailey, 2010) and action-research approach to promote Roma people empowerment and supporting their subjectivity process. Moreover, one of the ROMunicare purposes was to design an inclusion policy model, and good practices to help civil servants and professionals.

Method

This work is a result of an auto-reflexive process (Bourdieu & Wacquant, 1992), in particular we will show the role of service learning approach used for a professional training (Geissinger, Humphry, Hanft, & Keyes, 1993), to support the recognition process of ROMA as citizen subjects (by public servant and ROMA people). The service learning theory, the street level bureaucracy principles and the dialogic and cooperative learning approaches were chosen to design training sessions. Moreover a series of interviews realized with persons in charge of the project for all the partners, contributed to the auto-reflexive process presented.

Outcomes (expected)

We will analyse the good practices and critically elements of a project as Romunicare. It will present the importance of this kind of disposal to face a sensitive issue as Roma subjectivity and citizenship in a difficult scenario as Rome.

References

- Agamben, G. (1998). *Homo Sacer: Sovereign Power and Bare Life*. Stanford, CA: Stanford University Press.
- Bourdieu, P., and L. Wacquant. (1992). *An Invitation to Reflexive Sociology*. Chicago, IL: University of Chicago Press.
- Dewey, J. (1916). *Democracy and education: An introduction to the philosophy of education*, New York: Macmillan
- Geissinger, S. B., Humphry, R. A., Hanft, B. E. and Keyes, L. L. (1993). Assessing changes in professional attitudes: Effects of continuing education. *The Journal of Continuing Education in the Helping Professions*, 13: 99–116.
- Gaja Maestri (2017) Struggles and ambiguities over political subjectivities in the camp: Roma camp dwellers between neoliberal and urban citizenship in Italy, *Citizenship Studies*, 21:6
- Sean R. Hogan, Caroline E. Bailey (2010) Service Learning as a Mechanism for Change in Attitudes and Perceptions of Human Services Students Toward Substance-Dependent Mothers, *Journal of Teaching in Social Work*,30:4,420-434.

B.16 | Service learning as an education for solidarity

516 Service Learning at the Secondary School: a case study

Lorenza Orlandini | Stefania Chipa | Chiara Giunti |

Keywords: Active Citizenship, Service Learning, Global Competencies, Case Study

This research contribution aims at describing an educational experience of Service Learning (SL) realized by the Secondary School Liceo “Attilio Bertolucci” (Parma) within the Movement of Avanguardie Educative. The experience has been analyzed in-depth through a case study design approach. A variety of qualitative data collection procedures have been used: semi-structured interviews, observation tools, analysis of organizational and public documents, narrative tools. The school has implemented an environmental service learning process aimed at analyzing the characteristics of the waters of the river near Parma. A network of partners represented by 3 secondary schools, the University of Parma, the Cariparma Foundation, a start-up company and a Fab Lab has been directly involved into the project. The case study pointed out that SL approach promotes the educational and organizational renewal of the school starting from the three dimensions promoted by Avanguardie educative Movement (space, school-time and teaching-learning practices). In addition it clearly shows that when a SL approach is correctly implemented according to the quality standards the global citizenship can really become a background integrating the curriculum and the disciplines, as recommended by the MIUR guidelines.

Method

A case study methodology has been used. The intrinsic case study (Stake, 1995) has been preferred as the experience can be considered valuable for its specific contents and does not presuppose a generalization of the solutions. Qualitative data collection procedures have been used in order to describe the experience: semi-structured classroom observations, face-to-face interviews and interviews via skype. We have also analyzed organizational documents (lessons plans, competences assessment grids) and public documents (PTOF, RAV). Teachers have been asked to fill in narrative inquiry methodology-based forms (Clandinin & Huber 2010) aimed at bringing out the "didactic implicit" (Perla, 2010). All these tools have been designed around the DigCompOrg Framework (2015) macro-indicators.

Outcomes

The case study pointed out that SL helps teachers transforming the lecture-based teaching practices into more active and participatory activities. It also increases students' motivation by active involving students during the whole process, by relating concepts and skills to 'real-world' contexts, by promoting learning-by-doing and laboratory-based practices. By facing a problem really perceived by the community students can also be supported in reaching global learning competencies (OECD, 2018) and global citizenship (Surian et al. 2018). The SL experience promotes the educational and organizational renewal of the school starting from Avanguardie educative Manifesto: it fosters the implementation of active teaching-learning practices (teaching

and learning dimension) which take place within the classroom and outside (space dimension). It invests the time dimension: laboratory-based practices and outdoor activities request a more flexible timetable.

References

- Dewey, J. (1972), *Democrazia e educazione*, Firenze, La Nuova Italia
Fiorin, I. (2016), *Oltre l'aula. La proposta pedagogica del Service Learning*, Milano, Mondadori Università
Freire, P. (2002), *La pedagogia degli oppressi*, Torino, Edizioni Gruppo Abele
MIUR (2018), *Indicazioni Nazionali e Nuovi Scenari*
Stark, W. (2017). *Quality Standards for service learning Activities. Europe Engage Developing a Culture of Civic Engagement through Service-Learning within Higher Education in Europe*
Surian A. et al. (2018), *Strategia Italiana per l'Educazione alla Cittadinanza Globale*.

B.16 | Service learning as an education for solidarity

572 Scuola-lavoro e solidarietà: a pedagogical alternative in the relationship between education and world of labour

Patrizia Lotti | Francesca Betti |

Keywords: Service Learning, Active Citizens, Empowerment, Inclusion, Educational Community

During the last decades, European and national regulations increase the focuses on the relationship between the school and the labour market. Italy has gone from the invitation to “introduce moments of alternation between study and work and facilitate professional choices through direct knowledge of the world of work” (Law 196/1997) to the compulsory practice with a specific curricular timetable (law 107/2015). The hegemony of economic assets over sociological and educational ones transformed the request of more education for all citizen in request for greater training and skills necessary for the labour market. The compulsory practice determined a numerical pressure that transformed it into a real instrument of the labour market. Scuola-lavoro e solidarietà is a proposal to bring the values of the constitution back to the centre of education, with the indivisible articles 1-3-4 and the formative link between education, job and democracy. If the only common goal between school-work alternation and service learning is to bring knowledge beyond the classroom (Fiorin: 2016), their intersection allows to curb the institutionalization of practices from the first competitive dysfunctions to the promotion of civic responsibility and of the solidarity of the second.

Method

This contribution aims to reinforce the importance of encouraging in school the awareness of being an educating community that, in the dialogue with the reality out, encourages the development of skills in close connection with that of school subjects, shared by students in strengthening relationships in class, school and territory. Furthermore, the educational and scientific reflection that teachers realize in these practices stimulate their planning and redesign, with a view to progressive improvement (Baldacci, Fabbroni: 2013).

Outcomes (expected)

The dissemination of documentation of process will allow the diffusion of a relationship between the school and the world of work centered on the development of the person as indicated in the Constitution: citizen and worker.

References

- Baldacci M., Fabbroni F. (2013) *Manuale di metodologia della ricerca educativa*, UTET
Fiorin I. (2016) *Oltre l'aula. La proposta pedagogica del service-learning*, Mondadori, Milano
Furco, A. (1996). *Service-Learning: A balanced Approach to experiential education*. In Taylor, B. & Corporation for National Service (Eds), *Expanding Boundaries: Serving and Learning* (pp. 2-6). Washington, DC: Corporation for National Service.
Lotti P., Betti F. (a cura di) (2018), *Scuola-lavoro e solidarietà. Una direzione per l'alternanza*, Edizioni Conoscenza, Roma
Mortari L. (a cura di) (2017), *Service Learning. Per un apprendimento responsabile*, Franco Angeli, Milano
Tapia M.N.,. (2018) *El compromiso social en el currículo de la educación superior*, CLAYSS, Buenos Aires

B.17. | Interventions for schools at the edge: Smaller schools between innovation and inclusion

185 Intervening into vulnerable school scenarios: the case of Portuguese Priority Intervention Educational Areas

João Feijão |

Keywords: "Priority Intervention" "Vulnerable Schools" "School Justice" "School Inclusion" "Education Policies"

This communication aims to investigate the forms of intervention that are developed in Portugal in the context of schools considered vulnerable, not only by the characteristics of the territories that involve them, but also by the sociocultural complexity and diversity of their school publics. The Priority Intervention Educational Areas (TEIP) program is one of the devices used to repair these schools that are at the limit of vulnerability and require urgent intervention. This program is born following a set of policies developed throughout Europe during the 1980s under the heading of Priority Education Policies (DEMEUSE, 2008). However, in historical terms, its genesis refers to the American context in which programs to combat social inequalities have been developed (ROBERT, 2008). European priority education policies, with greater expression in France and England, have maintained this ambition to correct social inequalities, but over time have been based on other justificatory grammars (ROCHEX, 2011). The democratization of contemporary school has led these policies to anchor their focus on compensation and also on complex concepts such as equality, inclusion and justice (DUBET, 2004, 2016), ambivalent notions that leave school professionals uncertain about how to act in a manner fair and adjusted to the complexity of the situations they face in their daily lives (FEIJÃO, 2018).

Method

Through the analysis of interviews with the teams dedicated to the national coordination of the program, as well as the documental analysis of the educational projects of different schools, we will try to account for the multiplicity of ways to diagnose and intervene on school vulnerabilities.

Outcomes (expected)

The aim is to present data already collected in the framework of an ongoing doctoral thesis in the area of sociology of education, on the governance of turbulence and school vulnerability

References

- DEMEUSE, Marc et al (2008) (dirs.), *Les politiques d'éducation prioritaire en Europe : Conceptions, mises en œuvre et débats*, Lyon: Institute National de Recherche Pédagogique.
- DUBET, François (2004), "O que é uma escola justa?", *Cadernos de Pesquisa* 123, 539-555.
- DUBET, François (2016), *Ce qui nous unit : discriminations, égalité et reconnaissance*. Paris: Seuil.
- FEIJÃO, João (2018), Priority Intervention Educational Areas and the construction of their educational project: challenges to coordination and agreement among different educational actors, In Resende, José et al (ed.), *Challenges of communication in a context of crisis: troubles, misunderstandings and discords*, Newcastle: Cambridge Scholars Publishing, p. 18-34.
- ROBERT, Bénédicte (2009), *Les politiques d'éducation prioritaire : les défis de la réforme*. Paris: PUF.
- ROCHEX, Jean-Yves (2011), "As três idades das políticas de educação prioritária: uma convergência europeia?". *Educação e Pesquisa* 37 (4): p. 871-882

B.17. | Interventions for schools at the edge: Smaller schools between innovation and inclusion

244 Outer suburbs: small schools in the in some Italian south regions from Italian unification to the Giolittian age

Fabio Pruneri |

Keywords: Multiple School, Rural School, Education During Nineteenth Century, Southern Italy, Literacy

My presentation is aimed to trace the history of elementary schooling as it developed in some Italian south regions from Italian unification to the Giolittian age. The focus of the research is on «small schools», a seemingly marginal and peripheral element of the Italian public education. Such schools have been defined over the decades as: «elementary schools comprised of three sections», «rural schools», «unclassified schools»,

«merged schools entrusted to a single teacher», «singular multi-class schools». From a historiographical perspective this type of school will be considered beyond the stereotypes that have characterised the reconstruction of educational history in Italy. One such stereotype, which recent archival and documentary research has started to put into question, is the assumption that compulsory schooling coincided with the birth of Italy as a nation-state. Evidences drawn from local archives, with an eye to the peculiarities of the several local contexts, underline the importance of the capillary spread of State schooling through small and rural schools. The municipal territories where the small schools were set constituted a favourable conditions as might promote economic and social development and in some case also inclusion, on a national scale.

Method

The outcomes of this project will lie in the collection of analytical records about schooling processes with special reference to some Italian South regions.

Outcomes (expected)

The project's intended outcome is, on the one hand, to provide a critical picture of the schooling processes as they unfolded in Southern Italy after the unification, on the other hand, to stimulate the current debate over measures required to improve the conditions of small schools.

References

- Bianchi A. (a cura di), *L'istruzione in Italia tra Sette e Ottocento.*, La Scuola, Brescia 2012.
Cipolla C. M. *Literacy and Development in the West*, Penguin Books, Harmondsworth 1969.
Pruneri F., «Pluriclassi, scuole rurali, scuole a ciclo unico dall'Unità d'Italia al 1948», *Diacronie*, 34, 2/2018

B.17. | Interventions for schools at the edge: Smaller schools between innovation and inclusion

368 Distribution, efficiency and choice: Social justice and small schools in rural areas in market oriented education systems.

Silvie Rita Kucerova | Cath Gristy | Jan Smid |

Keywords: Rural Schools, Social Justice, Schools Distribution, Efficiency, School Choice

Throughout Europe, small, rural schools face similar problems of justice and democracy. Despite more diversity in the political development of European states, rural areas are still regarded through a lens of predominantly urban society (Beach et al. 2018). The last decades, have seen a number of key developments in the operation of schools. Although legitimized through different arguments and ideologies, these developments have resulted in similar results in different European countries (Altrichter et al. 2014; Bajerski 2015). The aim of this paper is to illustrate change processes in education operation with two particular examples; small rural schools in Czechia and England. Using the framework of Young's (1990) concept of social justice (Cuervo 2016), we first present the general position of these types of schools within the education policy of their particular countries. We then examine a series of paradoxes and tautologies in the everyday operation of small schools in rural areas with a particular focus on school distribution, efficiency and choice.

Method

The methodology uses qualitative case studies of small rural schools in Czechia and England and their geographical communities. The case studies developed knowledge about changes in the wider socio-economic context and driving forces in the educational landscape. Data was collected through in-depth interviews with key actors in the rural communities as well as documentary evidence.

Outcomes (expected)

The liberalization and marketization of education from the 1980's led to significant changes in the organisation and operation of schools in Western Europe. Schools and the wider education systems in these countries reacted to the new conditions which included the closure of small schools and the consolidation of schools into larger units. Some Western European countries are still witnessing the school closures. At the beginning of the 21st century, these market orientated forces arrived in those countries which were a part of Eastern Bloc before 1989. However in these post-socialist countries a mass reduction of number of schools was finished in the 1980's through the actions of centralised government policy. There are two major groups of systems operating here both with inherent injustices, particularly for small schools in rural areas. There is an increasingly

decentralised system with the transfer of responsibility from central governments to local authorities or even to parents. On the other hand there are forces of national centralization which struggles for optimization of school networks with a view to financial efficiency, as well as social control of education.

References

- Altrichter, H. et al. (2014): School decentralization as a process of differentiation, hierarchization and selection. *Journal of Education Policy* 29, 675-699.
- Bajerski, A. (2015): Erosion of the school catchment system as local policy: The case of Poznań, Poland. *KEDI Journal of Education Policy* 12, 41-60.
- Beach, D. et al. (2018): Educational and spatial justice in rural and urban areas in three Nordic countries: a meta-ethnographic analysis. *Education Inquiry* 9, 4-21.
- Cuervo, H. (2016): *Understanding Social Justice in Rural Education*. Palgrave Macmillan, New York.
- Young, I. M. (1990): *Justice and the Politics of Difference*. Princeton University Press, Princeton.

B.17. | Interventions for schools at the edge: Smaller schools between innovation and inclusion

391 Small rural School Manifesto

Manuela Repetto | Giuseppina Cannella | Giuseppina Rita Jose Mangione |

Keywords: Ict, Multiage Classroom, School And Community, Active Learning, Tpd

[The first results of INDIRE's research activity on the Italian "Small Schools" project are summarised in a Manifesto. The research allowed to build a national network of small schools willing to engage, through the subscription of the Manifesto, with respect to specific axes of change and innovation. The Manifesto, proposed through the presentation of a poster, will illustrate the three main pillars at the basis of the small rural school network: collaboration between school and the territory, classroom management with a special focus on the multi age classroom and the use of ICT to overcome isolation through innovative setting and distance learning. Each of the above mentioned pillars have a theoretical framework that link the idea of the learning environment (Gennari, 1997) to the idea of the social context based on an ecological approach (Bateson, 1977; Bronfenbrenner 1976) and place based (conscious) education (White, 2008). The social context represents the open classroom with a laboratory approach to the teaching activities (Smith, 2014). The management of the classrooms will have a special focus on the multi age classroom, one of the main features of the small rural schools. The multiage classrooms seen as a financial disadvantage for central administration (OECD Arable, 2014) are an opportunity to improve transversal and social competences (Hyry-Beihammer & Hascher, 2015; Hargreaves, 1996). Finally, the use of ICT is considered as an opportunity to connect very small classrooms or students to situated learning experiences.

Method

The activity was organized in a series of subsequent and iterative steps, according to a design-based research methodology (DBR): literature review, selection of best practice schools, design of the observation protocol, analysis of data and refinement of the principles of the Manifesto.

The observation protocol was mainly based on the relationship between the small school and the local community. To this aim the research team used a semi structured questionnaire addressed to the Principal, focusing on school organization and collaboration with local administration. Teachers' questionnaire focused on school curriculum, teaching style, contents and ICT. The data obtained through these tools provided indicators for the refinement of the principles of the Manifesto, that became both the foundation and the main outcome for the Movement of Italian small schools.

Outcomes (expected)

The main outcomes are twofold: the Manifesto should give to school the opportunity to be part of a national network of schools with similar needs and features in order to create a stronger identity. The second outcome deals with the small schools teachers' professional development in order to improve their competences.

References

- Bateson, G. (1977). *Verso un'ecologia della mente*. Adelphi, Milano
- Bronfenbrenner, U. (1976)- *Ecologia dello sviluppo umano*. Il Mulino, Bologna
- Gennari, M. (1997). *Pedagogia degli ambienti educativi*, Armando Editore
- Hyry-Beihammer, E. K., & Hascher, T. (2015). Multi-grade teaching practices in Austrian and Finnish primary schools. *International Journal of Educational Research*, 74, 104-113.
- Smith, G. A., & Sobel, D. (2014). *Place-and community-based education in schools*. Routledge.
- White, S. (2008). Placing teachers? Sustaining rural schooling through place-consciousness in teacher education. *Journal of Research in Rural Education (Online)*, 23(7)]

B.17. | Interventions for schools at the edge: Smaller schools between innovation and inclusion

526 Innovative Approaches to Education in Italian Inner Areas. Practices and Policy Solutions of the Italian Strategy for Inner Areas

Daniela Luisi |

Keywords: Inner Areas, Small School, Local Development, Equity, Cultural Innovation

In Italy, Inner Areas cover almost 60% of the whole national territory, hosting nearly 23% of national population (about 13,540 people) and approximately 53% of Italy's municipalities (DPS, 2013). Inner Areas are those territories characterised by: being far from large and medium-sized urban centres able to supply adequate healthcare, education and transport related services; being rich in natural assets and cultural resources; having a complex territory shaped by diverse natural phenomena and human settlement processes (anthropisation and depopulation) (Barca, Casavola, Lucatelli, 2014). Overcoming differences, interconnecting locations and strengthening networks are the reasons underlying the Inner Areas National Strategy, a place-based development policy (EU, 2008; Barca 2009). Since 2014, with a participative approach (Lo Presti, 2016), 'Inner Areas National Strategy' pursues two objectives by means of experimental actions (in 72 selected areas): adjusting inhabitants' access to essential services (education, healthcare and transport are conceived as main pre-conditions for any further development of such areas) and promote local development (Barca et al., 2014). Very small class sizes, high teacher turnover and a skills shortage amongst teachers endangers the standards of education, creating inequality of opportunity for children in these areas (Save the Children, 2018). Inner areas offer unique opportunities of learning but require special skills (for example, working in multi-age classes) (Lyons, 2009). The Inner Areas Strategy is tackling these challenges through specific project such as introducing new methods and approaches (also in multi-age classes), organisational change and teacher training (Farnè, Bortolotti, Terrusi, 2018; Lo Presti, Luisi, Napoli, 2019).

Method

The contribution aims to matching data and field analysis (observation and local planning). Data analysis is about inner areas indicators in education (multi age classes etc), instead qualitative reflection is from a participative public policy.

Outcomes (expected)

The contribution aims to reflect on these main issues:

1. Educational poverty in inner areas (inequality of access and offer of services): what emerged from the analysis of data and local projects.
2. Co-planning method and policy solutions: paths of change, opportunities and obstacles.
3. Small schools and cultural innovation: what we have learned, what tools to take to reduce the cultural gap of inner areas and to evaluate strategies results.

References

- Barca, F. (2009), *An Agenda for a Reformed Cohesion Policy*, Brussels, Belgium.
- Barca, F., Casavola, P., Lucatelli, S. (2014), *A Strategy for Inner Areas in Italy: Definition, Objectives, Tools and Governance*, no. 31. Rome: Collana Materiali UVAL.
- DPS (2013), *Strategia Nazionale per le Aree Interne: definizione, obiettivi, strumenti e governance*. Technical document linked to the Partnership Agreement, draft transmitted to the EC on 9 December 2013, Rome, Italy.

EU (2008), Green Paper on Territorial Cohesion – Turning territorial diversity into strength, Commission of the European Communities, Brussels, Belgium.

Farné, R., Bortolotti, A., Terrusi, M. (2018), Outdoor education: prospettive teoriche e buone pratiche, Carocci, Roma.

Lo Presti, V. (2016), “Positive thinking: an innovative strategy of local development in the “inner areas”, in Italian Journal of Planning Practices, vol. 6. n. 1.

Lo Presti, V., Luisi, D., Napoli, S. (2019), “Scuola, comunità, innovazione sociale”, in De Rossi, A. (Eds.), Riabitare l'Italia, Donzelli, Roma.

Luisi, D., Tantillo, F. (2019), “Scuola e innovazione culturale nelle aree interne”, in I Quaderni della Ricerca, Loescher, Bologna (forthcoming).

Lyons, T. (2009), “Teachers’ motivations for working in rural schools”, ISFIRE 2009 Symposium Proceedings, 11-14 February, University of New England, NSW, pp. 167-86.

OECD (2017), Country Roads: Education and Rural Life, Brussels, Belgium.

Save the Children (2018), Altante dell'infanzia a rischio. Le periferie dei bambini, Treccani, Roma.

B.17. | Interventions for schools at the edge: Smaller schools between innovation and inclusion

672 Small Schools in Italy: a first formal attempt at a definition and identification of their main characteristics

Stefania Chipa | Rudi Bartolini | Francesca De Santis |

Keywords: Small School, Social And Cultural Disadvantage, Marginalities, School As Presidium Of Democracy, Standard Research Methodology

The research project “Piccole Scuole” assumes that a high qualitative standards of education must be guaranteed in isolated and boundary territories, where small schools represent reference points of democracy. In Italy, there are not specific legislation criteria to identify the characteristic of a small school. The norms, mainly based on geographical criteria, refer to “mountain schools”, “small islands schools”, and “schools located in low-population density areas”. The national literature focuses on “qualitative” issues, such as marginality or isolation; at an international level, the identification is based on stable constructs related to the number of students enrolled (Harber, 1996; Arnold, 1994; Hargreaves, 2009; Carter, 2003). Taking into account primary (from 6 to 11 years of age) and lower secondary (from 11 to 14 years of age) schools, the research project main goal is identifying the small school profile within the Italian system (EC, 2018), to define the extent of the phenomenon and to give the Ministry of Education (MIUR) data to draw up measures devoted to this specific context (OECD, 2018).

Method

The survey applies the standard research methodology (Nisbet, 2008) of quantitative tradition, aimed at describing a specific educational reality. After identifying the sample, a data matrix has been constructed (Trincherò, 2004) integrating various institutional sources chosen as relevant for the research topic (e.g. INDIRE, ISTAT, MIUR open data, EUROSTAT, INTERNAL AREAS and AGCOM database). Data were interpreted on the basis of the constructs of Periphery, Marginality and Isolation in order to design specific actions for small schools' educational reality (OECD, 2018).

Outcomes

The main outcomes:

1. To define the maximum number of students characterizing a small school in Italy, on the basis of the national regulation on class size (DPR 81/2009).
2. To analyze the context of a small school, on the basis of official statistics, paying attention to the localization (schools located on outermost areas, on islands, on mountain or rural areas, on the fringes of the cities), to the availability of healthcare, social and cultural services, on economic and demographic indicators. The final result is a map georeferencing small schools in Italy and the identification of their relevant characteristics in order to understand the socio-organizational opportunities.

Acknowledgements:

Small Schools Project - Operational National Program (2014IT05M2OP001) - Axis I "Education" - OS / RA 10.1, Action 10.1.8 - Project code: 10.1.8.A1-FSEPON-INDIRE-2017-1

References

- Arnold, R., (1994), Small primary schools today, Slough, NFER.
- Carter, M. (2003), What do we know about small schools?, in National College for School Leadership, Nottingham University.
- Decreto interministeriale Organici 2015/16, art. 3.
- Decreto Presidente della Repubblica 20 marzo 2009, n. 81.
- Harber, C. (1996), Small schools and democratic practice, Educational Heretics Press, Nottingham.
- Hargreaves, L. M. (2009), Respect and responsibility: Review of research on small rural schools in England, in International Journal of Educational Research, n. 48: 117-128.
- Nisbet, J. (2008). What is educational research?. An Introduction to the Study of Education, 319.
- Legge del 1 marzo 1957, n. 90. Provvedimenti a favore della scuola elementare in montagna
- OECD (2018), Education at a Glance 2018: OECD Indicators, OECD Publishing, Paris, <https://doi.org/10.1787/eag-2018-en>.
- Legge 28 dicembre 2001, n. 448, allegato A

B.17. | Interventions for schools at the edge: Smaller schools between innovation and inclusion

279 The Montessori Approach to Early Childhood Education: benefits and challenges of mixed-age classrooms as an essential Montessori schools feature.

Ilaria Navarra |

Keywords: Montessori, Early Education, Mixed-Age Classroom, Cultural Competence, Rural Schools

The Montessori Approach to Early Childhood Education is growing in influence throughout the world. This presentation will report on research completed in the US that assessed the similarities and differences in Montessori programming between the US and Italy in both private and public schools. The research assessed how the essential elements of the Montessori method, including mixed-age classrooms and the inclusion of children with disabilities are implemented in the US. The presentation will describe the Montessori methodology, the benefits and risks of mixed age classrooms, and the research conducted to determine similarities and differences between the Italian and American Montessori programs. In Italy Montessori Education may prove to be beneficial in the rural, isolated areas. According to the manifesto of the small schools movement of Italy, 76% of the Italian territory is at risk isolation. Apparent disadvantages, such as small or multi-age classes, may provide opportunities to solve the growing concern of schools and school districts with diminishing populations.

References

- [1] Montessori, Maria. The Absorbent Mind. Lanham: Start Publishing LLC, 2013. Print.
- [2] Lillard, Paula Polk., and Jessen, Lynn Lillard. Montessori from the Start : the Child at Home from Birth to Age Three . 1st ed. New York: Schocken Books, 2003. Print.
- [3] Lillard, A.S. (2005). Montessori the science behind the genius. New York, New York, Oxford University Press.
- [4] Prensky, M. (2016). Education to Better Their World : Unleashing the Power of 21st-Century Kids. New York, NY: Teachers College Press.
- [5] Montessori, M., & Gutek, G. (2004). The Montessori method: the origins of an educational innovation : including an abridged and annotated edition of Maria Montessori's The Montessori method . Lanham, MD: Rowman & Littlefield Publishers.

B.17. | Interventions for schools at the edge: Smaller schools between innovation and inclusion

298 Small schools as pioneers of innovative didactic solution: a literature review of the features of the multi-grade teaching

Anna Frizzarin |

Keywords: Multi-Grade Teaching, Innovation, Heterogeneity, Differentiation

Small schools are usually located in rural areas and employ few teachers, who teach different grades in the same classroom; this is called multi-age or multi-grade teaching. Different contributions show that it is a worldwide common phenomenon, both in developed and developing countries (Little, 2006).

If it is true that the reflection on educational methods and on the concepts of differentiation and inclusion are crucial for isolated school contexts, we must be aware that the mixed-age class could in future partly replace the one-year class sorted per age even in urban contexts, due to the current decreasing trend of birth rate and of incoming pupils in schools. Moreover, even teachers of mainstream classrooms are always more concerned about the increased heterogeneity of their pupils. Therefore, there is a general and urgent need for new didactic solutions, and small schools might be considered pioneers and a model of innovative instruction and good practices, since its intrinsic heterogeneity demands and legitimates strategies addressed to inclusion and differentiation. The aim of the present contribution is to review recent studies on multi-grade and multi-age teaching, in order to define the mixed-age class with its potential and challenges (Miller, 1990, 1991; Veenman, 1995; Aina, 2001; Little, 2001), and to provide an assortment of practices that could be used as a theoretical foundation of the construct “mixed-age teaching”.

Within these practices we can mention, for example, teacher as facilitator, individualized learning, flexible grouping, formative assessment, peer-tutoring and collaborative learning (Stone, 1994; Hoffman, 2003; Smit, Hyry-Beihammer, Raggl, 2015), which are, among others, some relevant topics discussed in educational research with regard to inclusion. Moreover, it can be argued that these strategies could be optimal solutions also transferrable to other school contexts, since they are grounded on heterogeneity and they foster cognitive as well as social competences, while supporting individualized subjective learning.

References:

- Aina, O. E. (2001). Maximizing Learning in Early Childhood Multiage Classrooms: Child, Teacher, and Parent Perceptions. *Early Childhood Education Journal*, 28(4), 219–224.
- Little, A. W. (2006). Education for all and multigrade teaching: challenges and opportunities. Dordrecht: Springer.
- Hoffman, J. (2003). Multiage teachers' beliefs and practices. *Journal of Research in Childhood Education*, 18(1), 5-17.
- Little, A. W. (2001). Multi-grade teaching: towards and international research and policy agenda. *International Journal of Educational Development*, 21, 481-497.
- Miller, B. A. (1990). A Review of the Quantitative Research on Multigrade Instruction. *Research in Rural Education*, 7(1), 1–8.
- Miller, B. A. (1991). A Review of the Qualitative Research on Multigrade Instruction. *Journal of Research in Rural Education*, 7(2), 3–12.
- Smit, R., Hyry-Beihammer, E. K., & Raggl, A. (2015). Teaching and learning in small, rural schools in four European countries: Introduction and synthesis of mixed-/multi-age approaches. *International Journal of Educational Research*, 74, 97-103.
- Stone, S. J. (1994). Strategies for teaching children in multiage classrooms. *Childhood Education*, 71(2), 102-105.
- Veenman, S. (1995). Cognitive and non-cognitive effects of multi-grade and multi-age classes: a best evidence synthesis. *Review of Educational Research*, 65(4), 281-319.

B.17. | Interventions for schools at the edge: Smaller schools between innovation and inclusion

318 Community participation for school improvement: Fuoriclasse in Movimento and the case study of Ajeta and San Nicola Arcella (Calabria, Italy)

Carlotta Bellomi | Rosa Mazzone |

Keywords: School Drop Out, Community Participation, Children Rights, Small School

Fuoriclasse in Movimento, promoted by Save the Children in collaboration with 170 schools all over Italy, was created in 2017 as a network aimed at tackling school dropout. The goal of the project is to promote the well-being of schools in order to guarantee the right to quality education for all. It encourages “actions of change” inspired by students’ involvement, inclusive education and the strengthening of educating community. It is based on a Program and on Accession Criteria, which all schools member have to follow. Its feature is the activity of Fuoriclasse Council, a consultation path run by teachers and students, aimed at identifying shared solutions to school problems. Fuoriclasse Council representatives work on four topic: school areas, teaching, peer relationships and adults, and collaboration with the territory. Teachers and parents are adequately supported by training and accompaniment of the implementation of activities with students. Thanks to the activities of Fuoriclasse in Movimento, Save the Children reaches over 20,000 students and 2,000 teachers. Fuoriclasse in Movimento is present in all Italian regions as national network. The schools members of the network have been chosen in the contexts with the greatest risk of early dropout, preferring huge urban areas (Milan, Rome, Turin, Genoa, Palermo, ...) but also rural contexts. In Fuoriclasse in Movimento, there are also two small schools located in Ajeta (817 residents) and San Nicola Arcella municipalities (1,995 residents), both located in Cosenza province, Calabria region. These places are very isolated and without any opportunity for children: there aren’t cinemas, libraries, sports facilities. The only place for children integration is school, people don’t care about local communities because they don’t feel themselves protected and represented.

Thanks to Fuoriclasse in Movimento, and especially to Fuoriclasse Council, children but also adults (teachers and families) experience their rights: the right to meet together and to join groups, the right to be listened and to participate to local community life, the right to join in a wide range of activities. During the school year 2017/2018, Fuoriclasse Council of Ajeta has created a library within the primary school: now, students have a safe and nice place to read, study and play together. Secondary school was often characterized by disputes and quarrel among students and teachers. Thanks to the Fuoriclasse Council, school has decided to promote innovative methodologies (e.g circle time) during lessons and recreation times. The situation improved even in San Nicola Arcella: students and teachers decided - during the school year 2017/2018 – to upgrade some places (school rooms and garden) and make them more comfortable. School has become a meeting place for all the community: Fuoriclasse Council of San Nicola Arcella has been able to engage families within this virtuous process. Fuoriclasse in Movimento is still active in Ajeta and San Nicola Arcella schools. Fuoriclasse Council will continue its innovation and inclusion process, with the participation of students, teachers and families.

B.17. | Interventions for schools at the edge: Smaller schools between innovation and inclusion

326 Multilingualism with Ladin and CLIL methodology

Bruno Chiozzi | Daniela Sartor |

Multilingualism with Ladin and CLIL methodologyKeywords:

A Ladin linguistic minority lives in an area between Friuli, the province of Belluno (Law 482/1999) and Trentino-Alto Adige. The important role of schools in this area is essentially to act as an integral lynchpin and an inclusive meeting point to integrate these multilingual communities. In the area of Belluno mountains (Comelico, Cadore, Agordino and Ampezzano), where the percentage of the Ladin speaking minority is not so high as in other surrounding areas, and local schools often have mixed-age classes where children from different school years are merged in one class due to geographical reasons and a low birth rate, local schools should offer educational projects to keep this linguistic tradition alive. Schools must encourage their students to develop competences such as Literacy competence and Multilingual competence at the same time fostering an approach to the European context thanks to new technologies. It is the third time the project has been carried out, starting from school year 2016/2017, thanks to the coordinated actions by schools, the Province of Belluno (Funds “Border Regions”) and the Provincial Board of Education. Six schools with classes from primary school and Junior secondary school took part in the above mentioned project. After an initial training session, the schools were

involved in some methodological and educational activities based on the interaction between their mother tongue/s (native multilingualism) and the other Community languages of the school curriculum. This proposal, which is linked to the territory of Belluno, can be extended to other Italian provinces with minority languages (Cimbro...).

Each school develops its own educational-methodological plan keeping in mind its own initial level and the composition of the class. At the end of the third year the Provincial Educational Board will invite the schools to gather and store all the experience in order to evaluate the results on students following two phases. The first phase asks teachers to get their students prepare an e-book about the experience by using a virtual platform (www.storyjumper.com). This activity promotes the awareness of the unbreakable bond which links the education of European Citizens to the cultural contexts they have to approach. According to Luigi Meneghello's idea about the language, which is still modern, we identify: Venetian as their familiar language, Italian as the language for studying and English as the language for working. But all these languages together build up the person as a whole. All the materials produced by the schools should be part of a repository of best practice. The second phase, monitoring both teachers and students using new technologies, is a self-assessment of the experience in order to understand the results on the educational progress. Moreover schools should use SELFIE (Council Recommendation) for the activities dealing with digital technologies.

References

SELFIE is a tool designed to help schools embed digital technologies into teaching, learning and student assessment.

https://ec.europa.eu/education/schools-go-digital_en

"Multilingualism with Ladin and CLIL methodology" This project fosters the improvement of multilingual education.

COUNCIL RECOMMENDATION (22/05/2018) on key competences for lifelong learning

[https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)&rid=7](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&rid=7)

B.18. | Empowerable schools: Paths for innovation

387 Environmental education and active citizenship in smaller schools to promote innovation and inclusion

Stefania Russo |

Keywords: Environmental Education, Environmental Journalism, Active Citizenship

Environmental education has long been included in the I.C. Bovino-Panni-Castelluccio dei Sauri educational offer, and took the form of various activities developed working with “Giornalisti nell’erba”, a network in which participate both children and teachers, journalists and researchers, in order to promote environmental journalism and communication. The proposal for the inclusion of environmental culture in the educational planning offer, with specific and independent objectives and spaces, led Gaetano De Masi, headmaster of the I.C. Bovino, to become “Personaggio ambiente 2015”. The school has included in the Vertical curriculum Goals for the development of skills, recognizing Specific objectives concerning with the environmental culture. Then, have been developed two interdisciplinary projects, named “Environmental and territory” and “Let’s activate the citizenship!”, in order to promote a competence-based education system on environmental issues and to increase among students awareness of the protection of the environment and the cultural heritage. The environmental education is made also by workshops and practical activities, such as the Tree Festival, the collection of waste oils, the biological school garden, periodical reporting environmental risks to competent authorities, and also ecological walks, creative recycling workshops, sustainable snack. Particular importance has the environmental journalism course: the students deepen the knowledge of environmental issues starting from critical paths and resources of their territory, so using the “journalism tool-box” they make interviews, articles, infographics, surveys, videos. The journalism, moreover, foster the cooperative learning, allows the comparison between pupils that are at different levels of learning, encourage the peer-tutoring. At last, pupils learn to use technologies in a conscious way, and to develop critical thinking. For the teachers, since 2014, the school has organized the “Meeting gNe”, in cooperation with Proteofaresapere and Giornalisti nell’erba: three days of training activities and exchange of experiences for teachers from all over Italy. Environmental education activities have significant positive effects on teaching in small schools:

- a) Improve the teaching in pluriclassess, allowing to differentiate the tasks according to the levels of learning so that they promote inclusion
- b) Allow an interdisciplinary teaching
- c) Encourage the development of transversal skills: digital competence, learning to learn, social and civic competences, sense of initiative.
- d) Represent activities oriented to the choice of high school and to work, as it allows students to test themselves and experiment their attitudes knowing the potentialities and opportunities of the territory.

Acknowledgments

"Parola nostra" Institute Journal – Giornalisti nell’erba (gNe) 2016 Award -Premio Penne sconosciute 2016- Giornalista per un giorno Award.

Link: <https://www.youtube.com/watch?v=kGKVzyusmq0>

Video: Let’s build a greenhouse - prize gNe 2016 <https://www.youtube.com/watch?v=jVpWZTEyzY0>

video "From the Amiata to Minamata - The parabola of mercury": "Pulcinellamente" Prize, "gNe 2017" Prize, "Video sconosciuti" Prize.

Link: <https://www.youtube.com/watch?v=pXAo4bsmCKc>

Dossier "A more sustainable snack" – gNe Award 2018

UNESCO CNESA AWARD FOR 2018 SUSTAINABLE SCHOOLS

B.18. | Empowerable schools: Paths for innovation

437 Digital & practice: when training generates motivation to teach and learn

Luisa Patrizia Milo | Maurizio Salucci |

Keywords: Digital, Training, Motivation, Teaching, Learning

The "G. Pascoli" of Tramonti is a small school of a mountain village on the Amalfi Coast. The meaningful presence of pupils with Special Educational Needs characterizes the school which, despite being made up of homogeneous classes for age groups, is also a multi-class system for the different types of needs, characteristics, learning styles inside of the same class group. All this has led the Institute to elaborate and experiment its own training project that supports teachers in daily practice making them able to manage a multi-class within the class and at the same time this project, valorizes them through peer training courses with mutual exchange of experiences and skills in laboratory mode. Everything this is mostly evident and reflected in the personalization paths realized for the pupils in the classroom contexts lived and acted in terms of pluriclassi. The innovative training proposal for teachers, called digital & practice, of type ready made consists of proposals for microformative activities of digital and laboratory practice, on themes preparatory to activities to be carried out with digital support. The mini-courses, both in terms of hours and students, are held by school staff. The teacher trainer also becomes a mentor by accompanying the teachers in the application of what they have learned. The aim of this training method is to enable teachers to build learning units immediately and start designing shared curricula with other colleagues. On the didactic level, ready to make routes of active time for students are implemented. As digital support, it is planned to create, on pen drive, a single basic suite consisting of software and applications of portable type, easily expandable and customizable. Teachers agree and share the structure of the suite, the software to be loaded, the level of digital interaction of horizontal (pupils and teachers) and vertical (by order of school). The individual pupil, in a small USB stick can carry everything that is the didactic and digital done at school, then processed at home, or vice versa and above all shared, according to when expected by the teachers, horizontally and vertically. The digital tool can include its scholastic and domestic world through a continuous flow of going and returns of progressive paths and feedback among others archivable, reviewable and above all retraceable. In this way pupils and teachers, together, also use different tools, computers, tablets or other but with software belonging to the same toolbox. The digital, moreover, fully interoperable, presents, for each type of files/ assets, the same extensions. These files are then shared in a repository of the Institute reachable, for students and teachers, also through the web. Through digital & practice, the motivation to teach is influenced, determined by the recognition of the potential of each teacher, promoting a dialogue and comparison between peers, thus increasing the level of self-esteem and participation. The digital & practice also implements, a didactic for students of ready to make type, flexible and highly customizable, for new contexts of teaching and motivated learning.

B.18. | Empowerable schools: Paths for innovation

242 Free-for-all School

Alfina Berte' |

Keywords: Inclusion, Problem Based Learning, Small School, Indoor&Outdoor, Time&Space

Olly oxen free is a catchphrase used in children's games, to indicate that players who are hiding, can come out into the open without losing the game. It's an inclusive shout, it gives opportunities to all children despite of different abilities, knowledge, cultures, languages, ages. Giovanni XXIII School in Acireale is a public Institution made only of little schools, each in five little suburbs. Free-for-all School is our global continuous curriculum for pupils from 3 to 13 years old, to give learning opportunities for all. It's a way of teaching with small groups with pupils of different ages, sometimes also by choice. A school where teachers have no programs to follow, they think the road to follow and plan together with pupils. A school where persons pay attention to learning areas inside and outside. A school where persons pay attention to time, there is time to listen and talk in agorà areas, time to think alone or with your mate, time to move from a classroom to another or to go outside and it's not a waste of time because children need time to learn and grow. It's way of living at school, centred on pupils. Inside or outside, it doesn't matter where. It's a matter of how and why. All pupils are different and when they are together by interest and attitude, they can concentrate, do their best, discover knowledge and they are happy to communicate. They are organized in groups inside the same class (same age or different), they work

in pairs or in little groups following instruction they have discovered together with the teacher sitting at the same table called "island". Teacher/s follows little group sitting in an island or another. The group follows a problem based learning approach answering questions as What's the problem? What I/we know about it? What I/we don't know about it? Which subjects I need to study to find answers? Which instruments I need?

Usually they follow simple steps:

1st step - class time -they clarify terms and define problems

2nd step -small group time - they choose a problem and in group define what they know about it.

3rd step- small group time- they think about what they do not know and think hypothesis, learning objective, what they need to study

4th step- single student time- they think about where they can find info and study it individually.

5th step- class time- group synthesise and communicate in turn to the whole class.

This approach makes us free from programs and in some cases from books too, we follow pupils and their questions. In 2017 we had an important feedback: our last year pupils were intrinsically motivated to study more than others in our town. Moreover they are special in communicate their feelings and thoughts and they respect other ideas, they know how to work in pairs and in small group, they cooperate and take responsibilities. Our goals are Indicazioni Nazionali 2012 and Nuovi scenari 2018 European global competences 2018

B.18 | Empowerable schools: Paths for innovation

424 Tutoring at scuola – città' pestalozzi as a continued practice, across historic heritage and contemporary innovation

Raimonda Maria Morani | Valentina Giovannini | Francesca Caprino |

Keywords: Tutoring, Metacognition, Documentation, Pedagogical Activism, Writing

This presentation concerns a tool that supports the teacher-student tutoring process, expanding on an existing tradition of educational practice. Scuola-Città Pestalozzi was founded during the post-WWII period, in the Santa Croce popular district of Florence. The mission of the institution was to provide a protected learning environment for quality education, aimed at improving awareness of Democratic Citizenship. At SCP the past lives on in the present, through an established practice of Representative Democracy. This tradition is still reflected in the Consiglio degli Alunni and in the widespread organisational participation of the pupils in the school's life. These methods of Pedagogical Activism still maintain a recognisable cultural imprint to this day, enriched by technological advancements in the field of IT. More specifically, the techniques of Shared Writing (first implemented through the usage of Freinet's typography) are now expanded to higher efficiency with the involvement of digital technologies. The conception of an adult-student tutoring originates from ideas advanced by Codignola in 1962, further implemented in recent times at SCP (Anichini et al., 2017): "The educator should become an intelligent co-operator, and the attentive lead which facilitates, follows and directs the natural course, the spontaneous emergence and the liberation of the specifically human activities of the disciple". Since students are often left alone, while struggling with demanding tasks both educational and communicative, the tutors provide counselling towards personal autonomy, the expression of needs and passions and the development of self-consciousness in the learning path. This document proposes a tuitional model where a teacher acts as orienting and listening tutor, playing an educational and relational role. The student coach provides feedback on the assignments and operative help, in setting goals and monitoring stages of achievements. At SCP is already available a tutoring platform - an online tool called Quaderno del mio Percorso - embedded in the electronic registry's students accounts. This strictly personal environment affords the spontaneous expression and reflection on didactic advancement, as a sort of live diary on learning. This activity offers to the student an emotional distance from the self, while also representing a resource of educational co-responsibility, between the pupil, its tutor and the larger context of the teachers community. Diario del mio Percorso follows a timeline of the schooling year, thus outlining a specific relationship between tutor and student, reporting occasional drawbacks in the tuitional experience and highlighting discoveries achieved in the process. Method:

textual analysis (in the sematic and thematic dimensions) on the notebooks content and their interpretation.

Expected outcomes:

Discussion of the evaluative, reflective and metacognitive implications of the tool, highlighting its ability to promote well-being and educational success.

References

Anichini A., Caprino F., Longo F., Morani R.M., Parigi L., Russo C. et al. (a cura di), (2017). "Avanguardie educative". Linee guida per l'implementazione dell'idea "Apprendimento autonomo e tutoring". Indire, Firenze.
Codignola, E. M.(1962). La scuola – Città Pestalozzi. La Nuova Italia, Firenze.
Morani R. M. (2018). Alle radici dell'innovazione. Riflessioni su La Scuola – Città Pestalozzi di Ernesto e Anna Maria Codignola. Education 2.0.

B.18. | Empowerable schools: Paths for innovation

553 "Memorie Magistrali": the innovation of the past at the service of the school of the future

Pamela Giorgi Francesca | Davida Pizzigoni |

Keywords: Innovation, Theacher, Interview

The speech aims at presenting the project "Memorie Magistrali" highlighting several lines of research addressed so far within the project itself. "Memorie Magistrali" aims at finding, studying and enhancing traces of innovation and improvement in the recent history of the Italian school. The point of view is the one of the teacher, protagonist of the conception and experimentation of new methods, tools and ways to organize but also entity bringing new social functions in the school that, starting from the post-war period, was able to respond to new needs expressed by a changing society. Through the video interview tool and a structured path developed by the Indire research have been collected memories of those people made school more democratic and inclusive: therefore the project allows to preserve and gather in a reasoned manner traces of the innovation of the past, that, if properly studied and re-contextualized, can act not only as source with respect to the history of the Italian school, but also as a stimulus and an example to find today new experimentations to contribute to current and future school. The research, which is suitable itself for several analysis and collection of increasingly testimonies, has allowed to deepen and gather testimonies about the Educational Cooperation Movement in Tuscany, about Don Milani, through the words of his collaborator Adele Corradi, and about innovation at school in the 1960s and 1970s in Turin. The method chosen is based on oral source and direct evidence by protagonists of the innovation at school in the period between the second post-war and today, paying particular attention to scholastic experiences in which the innovation of educational methods has been combined with a strong social and political operation. The video interview is the tool chosen that, through a structured path, is able to address either in a thematic way or through reconstruction of personal paths, a theme linked to the project objective. The project outcomes are represented by a collection of video interviews currently available at <http://www.indire.it/progetto/memorie-magistrali/>. All the material produced by the project "Memorie magistrali" intends to build a map of the history of innovation in the recent period of the Italian school.

C.I. | [Special session] Geo-politics of educational policies and neoliberal worldwide hegemony: For a critical space in the sociology of education of Southern Europe and Latin America

224 Another University is possible: towards an idea of academic “pleasant de-growth”

Emanuela Spandò | Davide Borrelli |

Keywords: Neoliberal University, Gender Bias, Capabilities, Academic De-Growth, Slow University

[Over the last years University has been involved in an overall breakthrough concerning its management, historical aims and cultural ethos. It has been a sheer “great transformation” (Polanyi, 1944), mostly other-directed (Bologna Process) and substantially based on the same neoliberal guidelines that shaped the HE restructuring in UK under the Thatcher era (McNay, 1997). This change happened under aegis of evaluative State (Neave, 2012) and produced a race to “excellence” and a culture of speed (Berg, Seeber, 2016). In particular, it is possible to shed light on the maleness, whiteness, globalness and class habitus of this pattern of alleged Univer(sal)ity. The widespread implementation of this model is controversial and problematic as it emerges from the associated images of “ruins” (Readings, 1996) or even “zombie” (Smyth, 2017).

Our paper is devoted to the analysis of three main dimensions in particular related to a gendered perspective (Butler, 2004). The first dimension aims at focusing on some of the main flaws of the male-centered bias. The second one focuses on the socio-material leverages and implications: on its metric infrastructures (Hazelkorn, 2015; Beer, 2016) as well as on its cultural and mediatic narratives (Barats, Bouchard, Haakenstad, 2018). The last one bets on the possibility of the idea of “another University”, more suited to the peculiarities of the Southern and peripheral countries (Connell, 2019) and more aimed at developing capabilities instead of assuring “functionings” (Nussbaum, 2010).

Method

In order to explore the dimensions above mentioned, we will adopt a hermeneutical approach based on a deep analysis of the literature connected to the topic considered.

Outcomes (expected)

We expect to contribute to the sketch of an alternative vision of University difference-sensitive and aimed at the affirmation of a pleasant academic “de-growth”. This in order to neutralize the “engines of anxiety” (Espeland, Sauder, 2016) that affect the academic work in neoliberal university.

References

- Barats, C., Bouchard, J., Haakenstaadt, A. (dir. par) (2018), *Faire et dire l'évaluation. L'enseignement supérieur et la recherche conquis par la performance*, Paris, Presses des Mines.
- Beer, D. (2016), *Metric Power*, London, Palgrave Macmillan.
- Berg, M., Seeber, B. K. (2016), *The Slow Professor. Challenging the Culture of Speed in the Academy*, Toronto, Toronto University Press.
- Butler, J. (2004), *2004 Undoing Gender*, London, Routledge.
- Connell, R. (2019), *The Good University. What universities actually do and why it's time for radical change*, London, Zed Books.
- Espeland, W. e Sauder, M. (2016), *Engines of Anxiety. Academic Rankings, Reputation, and Accountability*, New York, Russell Sage Foundation.
- Hazelkorn, E. (2015), *Rankings and the Reshaping of Higher Education. The Battle for World -Class Excellence*, second edition, New York, Palgrave MacMillan.
- McNay, I. (1997), *The Impact of the 1992 Research Assessment Exercise on Individual and Institutional Behaviour in English Higher Education*, Bristol, HEFCE.
- Neave, G. (2012), *The Evaluative State, Institutional Autonomy and Re-engineering Higher Education in Western Europe*, New York, Palgrave MacMillan.
- Nussbaum, M. (2010), *Not for Profit. Why Democracy Needs the Humanities*, Princeton & Oxford, Princeton University Press.
- Polanyi, K. (1944), *The Great Transformation*, New York, Farrar and Rinehart.
- Readings, B. (1996), *The University in Ruins*, Cambridge, MA, Harvard University Press.

Smyth, J. (2017), *The Toxic University. Zombie Leadership, Academic Rock Stars and Neoliberal Ideology*, London, Palgrave MacMillian.

C.1. | (Special session) Geo-politics of educational policies and neoliberal worldwide hegemony: For a critical space in the sociology of education of Southern Europe and Latin America

247 How is the Rhetoric of "Excellence" in Education Spread in Europe? The Examples of Higher Education and "Parcours D'excellence" in France

Magali Ballatore Ariane Richard-Bossez |

Keywords: European Educational Policies, Priority Education Policies, Higher Education, French Secondary Education, Excellence

This paper aims to examine the circulation of European rhetoric of "excellence" in education and its shift from higher to secondary level in the French education system. First, we will discuss the role of European policies in the dissemination of educational models (Ballatore, 2012). Then, we will see how these policies have taken seriously in consideration the priority education in Europe, in spite of the subsidiarity principle. Finally, we will question the effects of the diffusion of a rhetoric of "excellence" at national level, from higher to secondary level, addressing them in a "cross-cutting" way, rather than emphasizing a "vertical (sectoral) approach to horizontal issues.

Method

The purpose will be based, on the one hand, on a comparative analysis of texts and public policies openly oriented towards "excellence" in different countries, within European higher education systems. We will study the tensions between an egalitarian type of education, which is now less and less defended, and an elitist, distinctive and more widespread type of education. On the other hand, we will question how this logic of "excellence" has been developed in France in priority education (Bongrand, 2011), through the example of the "Parcours d'Excellence". This dispositif, launched at the beginning of the 2016 school year, is presented as aiming at "giving pupils from modest backgrounds additional means to succeed and excel in the path they have chosen" and consists in providing certain secondary school pupils enrolled in priority education with various specific support actions from the fourth to the final year. In particular, we will develop, on the basis of an empirical survey conducted by interviews in the Aix-Marseille academy, how this system is implemented at the academic level and within the institutions concerned.

Outcomes (expected)

We will demonstrate that European education systems are currently undergoing a series of influences that are pushing them towards similar developments, at least with regard to their institutional configurations, organisational modalities and development strategies. This goes hand in hand with the maintenance, within the borders of each Member State, of relatively large margins of autonomy, much more evident in the production of a discourse of national legitimacy than in the formulation of alternative policies. One of the first effects on the structure of higher education systems has been the development of a tendency, more or less marked depending on the country, to fragment the field of education. We will also highlight how the "excellence" and concepts underlying this "new age" of priority education policies in Europe (Rochex, 2011), is breaking with previous approaches: retreat of an entry in terms of territories; fragmentation and multiplication of programmes and systems; logic of individualisation of pathways and finally rhetoric of excellence.

References

- Ballatore, M. (2012) Honouring Higher Education ? *European Educational Research Journal*, Volume 11 n°2, p316-321
- Rochex J.-Y. (2011). « Les trois « âges » des politiques d'éducation prioritaire : une convergence européenne ? ». *Propuesta Educativa*, n° 35, 2011, p. 75-84
- Bongrand P. (2011). L'introduction controversée de l'« excellence » dans la politique française d'éducation prioritaire (1999-2005). *Revue française de pédagogie*, 177, 11-24.]

C.1. | (Special session) Geo-politics of educational policies and neoliberal worldwide hegemony: For a critical space in the sociology of education of Southern Europe and Latin America

345 How to take into account the cultural aspect in the analysis of interviews of an international study on learning to learn

Hugo Armando Brito Rivera |

Keywords: Learning To Learn, Interculturality, Education, Analytical Methods, Competences

Learning to learn (L2L) is considered one of the eight key competences for lifelong learning according to the European Commission (2007). It is part of the global educational discourse which tendency is to develop the autonomy of learning and its corresponding skills in students of all educational levels. Although L2L competence is fundamental to continue learning throughout life, it is also evident that it has not been mainly focused through its socio-cultural dimension. In order to understand the possibilities of integration between discourses and divergent educational realities, it is pertinent to know its connotation in countries that have not been considered in the studies on this competence. We present results associated with the piloting of a semi-structured interview with teachers of students of 5, 10 and 15 years in Ecuador, Brazil, Mexico, Uruguay and Italy, as part of the qualitative phase of an international project coordinated by INVALSI. It is argued that such contexts share characteristics and challenges, among them cultural heterogeneity and social and educational inequalities. The aim of the qualitative phase is to identify the representations, similarities, differences and analogies that, according to the culture of origin, involves L2L competence in and between participating countries. The rationale for the choice of the modality of analysis is discussed according to two approaches; interpretive and lexicometric analysis. The objective is also to assess their potential, strengths and limitations with respect to the objectives of the qualitative phase. The choice of the analysis modality represents a crucial aspect to highlight the perspectives (i.e. knowledge systems, thought categories and worldviews) that mediate the representation of L2L in the places where the research is carried out. Two main questions guide the discussion: What type of analysis contributes to identify cultural features of the L2L competence according to the data obtained? How to analyse data without imposing preconceived "categories" based on dominant theoretical perspectives around this competence? The data obtained represent a broad framework of background, beliefs, values and experiences of the teachers involved. Therefore, the choice of the analytical method is fundamental in order to articulate a cultural map from which to rethink critically the "Western" educational policies from which L2L has been typically approached. The complementarity between the chosen research strategy (top-down) and consequent analysis mode (bottom-up) is discussed from an empirical and methodological level. The analysis of the data and the evaluation of the selected methods are ongoing. The preliminary interpretative analysis points out two macro categories: analogies (e.g. technological challenges, decrease of motivation to study, centrality of the student and rejection of the traditional expository class) and differences (e.g. Andean cosmovision for the Ecuadorian case or absence of the term "L2L" in the curricula of Brazil). The preliminary results indicate significant counterpoints that are useful to systematize the representation of the L2L competence from a micro, local and daily perspective (i.e. meanings and teaching practices) and the degree of influence of global educational discourse (i.e. use of professional labels and social desirability) in Latin American and southern European school contexts.

C.1. | [Special session] Geo-politics of educational policies and neoliberal worldwide hegemony: For a critical space in the sociology of education of Southern Europe and Latin America

367 Is Learning to learn a neoliberal concept? An international non-eurocentric systematic review.

Cristina Stringher Francesca Scrocca |

Keywords: Learning To Learn, Systematic Review, International Study, Assessment Tools, Interventions

Since the 1970's, education worldwide has been influenced by international studies, like those by OECD and IEA. Such research had the merit of developing valid and reliable tools, and contributed to the development of a generation of international scholars. The spotlight on quality education is a milestone of international studies. However, a neoliberal interpretation of outcome data, with subsequent rankings of countries and punitive strategies to overcome the issue of low-performing schools, has contended the floor to more in-depth reflections on improving education. Hence, the critique to international studies.

In this INVALSI study, currently involving Italy and 3 Latin-American countries, we claim that the international perspective is important, yet we try to assume a different viewpoint. Learning is context-dependant and we exploit our study to understand how Learning to Learn (L2L) develops in different cultural contexts.

This contribution is aimed at explaining how we conducted a systematic review of international literature that abandons a "Eurocentric" position to explore how L2L is thematized in non-English-speaking countries.

We tried to answer 3 main questions: how is L2L defined theoretically, how it is assessed, and what kind of interventions may support it. We searched international scientific sources in 5 different languages (English, French, Italian, Portuguese and Spanish) in the period mid-2016-present. 12 researchers carried out the search with the concept L2L, followed by synonyms and macro-components. We selected entries based on agreed criteria, among which: L2L as main theme as opposed to generic learning; solidity of the sources; geographic referencing. On the selected sources, we carried out a qualitative interpretative analysis, answering the research questions above. In this contribution, we report on the Latin-American search compared to the Italian.

A wealth of Latin-American L2L bibliography is our initial unexpected result. In open-source search engines, we found a total of over 5300 entries and selected 221 in 14 out of 20 countries. However, 70% of the scientific production derives from 4 countries only: Brazil, Mexico, Argentina and Chile, while in some countries (including Uruguay) we found no references. An imperialistic and elitist use of L2L is underlined in Brazil by Duarte (2001), whose critique to a neoliberal use of Vygotsky seems pertinent to this congress, while Demo (2013) invites to embrace a different attitude on L2L, habermasianly open to negotiation of different viewpoints. Several assessment tools for L2L are available and derive from several methods, according to the objectives to be met (diagnosis, classroom interventions, etc.). In some countries, such as Mexico and Colombia, interventions include systemic actions to embed L2L and self-regulated learning in didactic practices. However, the focus on employability in these countries has generally yielded a lack of interventions in schools (especially in the early years and in primary), while many interventions are left to tertiary education, which just the elites attend. In Italy, on the contrary, the national curriculum promotes L2L from early childhood, although the literature so far has concentrated more on theoretical aspects than on the practicalities of assessment and interventions (Stringher, 2014; Marcuccio, 2016).

216

C.1. | [Special session] Geo-politics of educational policies and neoliberal worldwide hegemony: For a critical space in the sociology of education of Southern Europe and Latin America

371 Schools and Choices: Hierarchies of excellence in the "voice" of parents

Virgínio Sá |

Keywords: School Choice, Consumer Sovereignty, Democracy, Quasi-Markets, (Multi)Regulation

The progressive trend, seen in various socio-political geographies, to justify increasingly public policies in terms of "consumer rights" to the detriment of the "rights of the citizen", has led, in the case of education, to a

progressive shift from “demand regulation by supply” to “supply regulation by demand”. In the case of schools, the most common way of operationalizing that translation is to promote their free choice by parents/ guardians. In a context where “the combined effect of the expansion of school systems and changes in the world of work tends to accentuate the discrepancy between the increase of school diplomas and the scarcity of corresponding jobs ” (Canário, 2005: 84), competitive struggles in the educational arena (Sá and Antunes, 2013) tend to accentuate, and thus, opening space for the investment and profitability of the diverse modalities of cultural capital. However, as some authors observe, not all parents have the same resources and give equal priority to the culture of choice, which may facilitate the appropriation, by certain consumer segments, of the opportunities induced by this market as a “class strategy” to ensure the reproduction of their situation of relative advantage. It is therefore important to understand what “choice arguments” parents prioritize when they organize their “hierarchies of excellence”, when they choose a particular school, and to what extent these hierarchies reflect the social tonality of those choosers.

Method

The data mobilized in this communication constitute a cut in a broader investigation and were collected in three schools, offering secondary education, in the north of Portugal, through the application of a questionnaire survey to a sample of about 800 parents/guardians. The focus of the inquiry consisted in understanding how respondents, at the time they chose their student's high school, prioritized a set of “arguments of choice”. The data were submitted to a descriptive and inferential statistical analysis.

Outcomes (expected)

The data analysis showed the different attractiveness of the three schools, with the Alfa school clearly distinguishing itself from the other two (Delta and Kapa). If, on the one hand, and in contrast to other studies, in the majority of cases, no statistically significant correlations were found between parents’ schooling and choice factors, on the other hand, it was noted that respondents who favor certain factors of choice tend to concentrate on schools with specific academic profiles, contributing to their polarization.

References

- Ball, S. (1995). Mercados Educativos, Escolha e Classe Social: O Mercado Como uma Estratégia de Classe. In P. Gentili (Org.). *Pedagogia da Exclusão : Crítica ao Neoliberalismo em Educação*, pp. 196-225. Petrópolis: Editora Vozes.
- Canário, R. (1995). *O que é a Escola? Um “olhar” sociológico*. Porto: Porto Editora.
- Sá, V. e Antunes, F. (2013). «Argumentos» para la elección del centro educativo: un estudio de caso con padres portugueses. *Reis- Rev.Esp.Investig.Sociol.*, pp, 93-111.

C.1. | [Special session] Geo-politics of educational policies and neoliberal worldwide hegemony: For a critical space in the sociology of education of Southern Europe and Latin America

419 Educación y Movilidad Social Intergeneracional en España

Leopoldo Cabrera |

Keywords: Movilidad Social Intergeneracional, Desigualdad De Oportunidades, Ascensor Social, Logro Educativo, Origen Social Y Destino Social

En los países de la OCDE hay un creciente pesimismo sobre la posibilidad de mejorar los niveles de educación de la población que tiene peores situaciones familiares de origen, asumiendo que las desigualdades de origen juegan un importante papel en la vida y en el destino social de las personas (OCDE, 2018a: 14; OCDE, 2016: 32).

En España el logro educativo de la población ha mejorado en las últimas décadas, reduciéndose la proporción de población de 25 a 64 años con estudios de secundaria inferior del 76% en 1992 al 40,9% en 2017 (Instituto de Evaluación, 2018: 85. Indicador R6. Gráfico 3), al tiempo que se duplica la proporción de población con educación superior que pasa del 11,3% al 22,7%). Estas mejoras esconden, sin embargo, la estrecha dependencia existente entre los estudios de los hijos) y los de sus padres con evidente movilidad educativa ascendente, pero con escorrido desigualmente hacia las clases sociales altas, aquéllas que tienen mayor

educación y renta, no traduciéndose automáticamente el mayor logro educativo poblacional en una menor desigualdad de oportunidades de logro (OCDE, 2018b: 13) sino que requiere, como sugiere Goldthorpe (2010: 330) una política deliberada de acción (añadimos nosotros que familiar-estatal y territorial en España).

Presentamos aquí las evidencias de la mejora del logro educativo de la población en España con el paso de los años y evidencias de que tal logro no cuenta con aleatoriedad poblacional en el mismo, sino que deriva de una presencia desigual en función del origen familiar y territorial de los ciudadanos.

Method

Usamos los microdatos del Centro de Investigaciones Sociológicas (CIS). Disponemos de datos muestrales (n=2.500) del Estudio de Movilidad Social Intergeneracional y Desigualdad de Oportunidades en España. Estudiamos las variables que permiten medir la movilidad y evidenciar las desiguales presencias en el logro educativo de los españoles en función de su origen social (hijos frente a padres). Hemos fusionado también los archivos de microdatos del CIS de los barómetros mensuales de los años 2013 a 2018 donde se constata la ocupación de los padres y la ocupación de los hijos y analizamos las ocupaciones que requieren titulación superior.

Outcomes (expected)

Movilidad educativa intergeneracional alta pero limitada a niveles de estudios próximos (padres con estudios primarios tienen hijos con iguales estudios o secundarios y padres con terciarios tienen hijos con iguales estudios, algunos bajan a secundarios). Esta desigualdad se evidencia en las profesiones más y menos prestigiosas de padres e hijos y territorialmente mucho más en unas regiones que en otras.

References

CIS (2013-2018). Barómetros. http://www.cis.es/cis/open/cm/ES/11_barometros/index.jsp

Goldthorpe, J. H. (2010). "Class analysis and the reorientation of class theory: the case of persisting differentials in educational attainment". *The British Journal of Sociology*, 61 (S1): 311-335.

Instituto de Evaluación (2018). Sistema de Indicadores de la Educación 2018. Madrid. Ministerio de Educación y Cultura.

<https://www.educacionyfp.gob.es/inee/indicadores/sistema-estatal/edicion-2018.html>

OECD (2018a). A Broken Social elevator? How to Promote Social Mobility. <https://www.oecd.org/social/soc/Social-mobility-2018-Overview-MainFindings.pdf>

OECD (2018b). Equity in Education: Breaking Down Barriers to Social Mobility. PISA, OECD Publishing, Paris. <https://doi.org/10.1787/9789264073234-en>

OECD (2016). The Productivity-Inclusiveness Nexus. <https://www.oecd.org/inclusive-growth/publications/The-Productivity-Inclusiveness-Nexus-Preliminary.pdf>

C.1. | [Special session] Geo-politics of educational policies and neoliberal worldwide hegemony: For a critical space in the sociology of education of Southern Europe and Latin America

467 Comparative Studies in Education and Power Imbalances: the case of Southern Europe

Donatella Palomba Carlo Cappa |

Keywords: Comparative Education, Southern Europe, Critical Approach, International Discourse

Comparative Education is a multifaceted field of study, difficult to inscribe in a single profile, as it is apparent from the lively international debate about its academic as well as its political nature. In Italy, the field is relatively little known, despite a sound tradition and, in recent times, a renewed interest for it in the domain of educational studies. Outside a circle of specialists, it is often seen as overlapping with international surveys on the performance of educational systems. This view is only partially correct and very reductive, leaving out a rich and diversified international reflection, which includes numerous essays questioning precisely the relevance and quality of these same surveys, and denounces their political function to impose a governance on the part of international bodies, in turn following models and interests of hegemonic countries, mostly Anglo-Saxons or Northern-European. But even the most radical currents of thought in the field tend to express themselves in an

academic production marked by a mainly Anglo-Saxon approach, even when the authors come from different backgrounds: an apparent paradox, in which we ourselves are caught, virtually unavoidable in the present situation of international academic debate, which is mainly bound to English as lingua franca, and to cultural and research models evidently Anglo-Saxon in their roots and character. Such a situation requires an effort purposely aimed at promoting alternative research approaches, of which we wish to present here a possible example, focused on Southern Europe. Actually, in the critical “anti-hegemonic” production in comparative education, we can find a substantial literature in the domain of post-colonial studies and the so-called Global South, as well as a number of essays on post-socialist countries. However, there is a blind spot concerning Southern Europe, despite the fact that countries of the region, although pushed towards periphery by recent political-economic trends, were central in the development of European civilization.

Method

Analysis of institutional documents (national and international levels); Hermeneutic and critical approach to educational ideas

Outcomes (expected)

In this framework, we started a reflection concerning the conceptualization of the notion itself of Southern Europe and its relations with the hegemonic Anglo-Saxon pattern, and carried out a research about the history and vicissitudes of comparative education in some countries of the area, with specific reference to their cultural peculiarities and to the relevance that external influences have had on national academic production.

The paper will present the essential lines of this work and develop some of its most relevant results.

References

C.Cappa, Lost in abstraction. Modernity, Post-Modernity and (Comparative) Education, in *I problemi della Pedagogia*, vol. 1, 2017, pp. 151-170.

D.Palomba, Governing Knowledge through Language? Some Challenges for Comparative Education, in *Governing Educational Spaces. Knowledge, Teaching, and Learning in Transitions*, ed by H.-G.Kotthoff and E.Klerides, Rotterdam, Sense Publishers, 2015, pp. 205-222.

D.Palomba, C.Cappa (eds), Comparative studies in education in Southern Europe, “Comparative Education”, Special Issue, 54/4, 2108.

K.Takayama, A.Sriprakash, RConnell (eds), Contesting Coloniality: Rethinking Knowledge Production and Circulation in Comparative and International Education, “Comparative Education Review”, Special Issue, May 2017.

C.1. | [Special session] Geo-politics of educational policies and neoliberal worldwide hegemony: For a critical space in the sociology of education of Southern Europe and Latin America

521 Socio-spatial inequalities in postcompulsory education in Madrid: the differentiation of educational provision in a southern European urban setting

Javier Rujas |

Keywords: Socio-Spatial Inequalities, Educational Provision, Upper Secondary Education, School Choice

School choice models understand parents’ choices as the key mechanism through which competence among schools is promoted and, as a consequence, the quality of the educational provision improves, in what have been called quasi-markets in education (Ball, 2005). However, this scheme doesn’t account for the influence of educational provision itself, which in most cases is limited and, thus, restricts parents or students’ choices and promotes educational inequalities and school segregation within the city (Oberti, 2007). This paper presents the preliminary results of a quantitative analysis of school provision in Madrid, focusing on upper secondary education. In 2013 Madrid carried a school district reform which removed catching areas, creating a “unique” school district covering the whole region; according to the educational authorities, families and students are now free to choose the school that better fits their preferences. However, as upper secondary education is non-compulsory, there aren’t enough school places available for every student who finishes lower secondary

education, especially if we take into account the complexity of upper secondary education within the Spanish educational system, composed by different baccalaureate itineraries (science, humanities and social sciences, and arts), and 26 professional families within vocational training. Are students free to choose according to their academic or professional preferences, considering the geo-spatial distribution of the educational provision? At the same time, as the difference in prestige between the academic and the professional track remains strong, does the geo-spatial distribution of upper secondary education provision promote segregation and inequalities?

Method

Drawing on a dataset gathered from an official school search engine and secondary data, this paper analyses the characteristics of educational provision, both in the academic track of upper secondary education (Baccalaureate, Bachillerato) and in its vocational track (medium level vocational training, Formación Profesional de Grado Medio-FPGM), and its unequal distribution across city districts. Results are based on a descriptive quantitative analysis backed with geographic information system (GIS) tools.

Outcomes (expected)

Results show a larger number of upper secondary schools and students in the northwest of Madrid and a lesser number in the southeast area, meeting the socio-spatial divide between the more advantaged (northwest) and disadvantaged (southeast) areas of the city in terms of economic and educational capital. Also, working class inner south-eastern suburbs show a higher proportion of state schools whereas high class and upper middle class central districts show a higher proportion of (state-funded) private schools. Other significant differences are found in the spatial distribution and availability of the different upper secondary education tracks, degrees and specialties.

References

Ball, S. J. (2005). *Education Policy and Social Class: The Selected Works of Stephen J. Ball*. London: Routledge.

Oberti, M. (2007). Social and school differentiation in urban space: inequalities and local configurations. *Environment and Planning A*, 39, 208-227.

C.1. | [Special session] Geo-politics of educational policies and neoliberal worldwide hegemony: For a critical space in the sociology of education of Southern Europe and Latin America

550 Para uma abordagem crítica da sociologia da educação em Portugal

Leonor Lima Torres | Bruno Dionísio | Mariana Gaio Alves |

Keywords: Sociologia Da Educação, Ensino, Investigação, Intervenção Socioeducativa

Haverá uma especificidade nacional da sociologia da educação que se faz em Portugal? Embora condicionada por variáveis locais que a tornam singular (condição periférica, tardia consolidação pós-revolução democrática de 1974), sofre influências internacionais que diluem essa especificidade local: quer no plano teórico e epistemológico (como a influência da literatura francesa sobre reprodução das desigualdades), quer no plano dos desafios internacionais que atravessam as sociologias nacionais (como a pluralização de perspectivas, as políticas de internacionalização, as metamorfoses dos problemas, dos objetos e das condições de produção científica, ...). Assim, se a sociologia da educação portuguesa é devedora dum calendário político nacional (marcado pelo processo de escolarização, massificação e democratização do sistema educativo), ela enfrenta hoje a composição sensível de velhos e novos problemas que oscilam entre uma escala local, nacional e transnacional (Afonso, 2009; Abrantes, 2010; Torres, Alves & Dionísio, 2017/2). Esta comunicação tem o intuito de identificar pontos do itinerário do passado e do presente da sociologia da educação em Portugal, perspectivando horizontes de futuro em três domínios de atividade: o ensino, a investigação e a intervenção. Em que estado se encontra o ensino da sociologia e o espaço curricular que ocupa na formação de professores? Que regularidades se podem identificar na investigação sociológica e que desafios se vislumbram na produção de conhecimento sobre novos fenómenos, objetos e abordagens? Que constrangimentos são

enfrentados no que toca ao reconhecimento público da sociologia e da sua intervenção em cenários socioeducativos, escolares e não escolares, formais e não formais?

Method

A fundamentação destas questões tem como base a reflexão que tem sido desenvolvida pela coordenação da Secção de Sociologia da Educação da Associação Portuguesa de Sociologia, especialmente através de entrevistas a sociólogos da educação, levantamento documental e organização de simpósios sobre estas temáticas, que têm vindo a ser publicitados no *Jornal de Sociologia da Educação*.

Outcomes (expected)

Partindo deste retrato sobre Portugal, pretende-se alargar o diálogo com outras sociologias da educação, particularmente as da Europa do Sul, no sentido de descortinar preocupações, comuns ou divergentes, que interpelam as comunidades dos vários países, numa ótica simultaneamente nacional e internacional: como afirmar o ofício de sociólogo da educação numa sociedade e escola singularistas? Que vulnerabilidades e ameaças se colocam ao ofício? Como fazer uma sociologia da educação pública e que condições de apropriação do conhecimento sociológico (Dubet, 2011; Burawoy, 2015)? Que possibilidades de recomposição da crítica e do espaço crítico da sociologia na análise dos fenómenos educativos?

References

- Afonso, A. J. (2009). Contributos recentes para a sociologia da educação em Portugal: objectos, quadros teóricos e metodologias (2004-2009). *Revista de la Asociación de Sociología de la Educación*, 2(3), 66-81.
- Abrantes, P. (Org.) (2010). *Tendências e controvérsias em sociologia da educação*. Lisboa: *Mundos Sociais*.
- Burawoy, M. (2005). For public sociology, *American Sociological Review*, 70, 4-28.
- Dubet, F. (2011). *À quoi sert vraiment un sociologue?* Paris : Armand Colin.
- Torres, L. L.; Alves, M. G. & Dionísio, B. (2017/2). Enseigner, chercher, intervenir: explorer les horizons possibles de la sociologie de l'éducation au Portugal. *Education et sociétés*, 40, 185-202.

C.I. | [Special session] Geo-politics of educational policies and neoliberal worldwide hegemony: For a critical space in the sociology of education of Southern Europe and Latin America

665 Starting over from the Southern. Analysis of a new model of territorial education and development

Raffaele Lombardi |

Keywords: Southern Italy; Educational Policies; Training Innovation; Lifelong Learning; Third Sector.

The South of Italy represents an emblematic and very complicated territory of Southern Europe. It is renowned at international level as an example of resistance to innovation and cultural change. Despite the South of Italy possesses an enviable artistic, cultural and natural heritage, from centuries it is afflicted from poverty, unemployment, corruption, illiteracy. The combination of unfavorable living conditions and organized crime forms have compromised the development of the territory, deserving the label of a "southern question" which has now become a historical category. For examples, in Italy the school dropout is decreasing from 20.8% in 2006 to 13.8% in 2016 (Minister of Education, 2017) but the regional detail shows an important gap: all the southern regions are above the national average of school dropouts. The same problem also applies to the adult functional illiterates. The regions of Southern Italy have much higher percentages of functional illiteracy than the Central and North-Eastern regions (Isfol, 2016). The authors propose a reflection on the educational policies of Southern Europe through the study of an emblematic experience born with the explicit objective of promoting development strategies conceived for the Southern Italy. The case study is the Foundation CON IL SUD. It was founded with the aim of promoting social infrastructure as a precondition for an autonomous process of development in the South.

Method

This research action uses a case study considered emblematic for different aspects. Foundation CON IL SUD represents a highly innovative initiative in the panorama of public and private activities dedicated to the Southern Italy. It was born from the alliance between the private sector of banking foundations and the world of the Third

sector. It supports initiatives, educational projects and forms of collaboration among subjects involved in enhancing social and cultural local resources. The innovation is above all the reversal of the educational perspective that using the South as a model of training experimentation for the research-action methodology. Moreover, the Third sector and civil society are therefore the protagonists of over one thousand intervention planned by the Foundation during 11 years. The survey was conducted through the listening of privileged witnesses interviewed both among the promoters of the Foundation and among the managers of some "exemplary projects", considered strategic for quality, representativeness of partnerships, management of resources and impact on the territory. The original material collected and analyzed is made available to the Foundation. It concerns: project documents, training products, communication materials and evaluation reports. Outcomes (expected)

The case study is an opportunity to understand the thematic areas of greatest investment and, conversely, those areas that are more lacking in training. The aim is to bring out the critical issues and the potentials of policies and training methods from an inverted point of view. In fact, to the traditional conception the South is used as a pejorative comparison point; this study aims to investigate the possibility of looking at the South as a protagonist and promoter of an educational model that can be exported to other areas of the country.

References

- Barbetta G.P., Maggio F. (2008), *Nonprofit. Il nuovo volto della società civile*, il Mulino, Bologna.
- Benadusi L. (2002), "Equity and Education. A Critical Review of Sociological Research and Thought", in W. Hutmacher, D. Cochrane, N. Bottani (eds.), *In Pursuit of Equity in Education. Using International Indicators to Compare Equity Policies*, Springer, Netherlands, pp. 25-64.
- Carnerio R. et alii (2015), *Learning from the Past, Looking to the Future: Issues and Agendas in Education*, in "European Journal of Education", Vol. 50, N. 3, 524-535.
- Desjardins R. (2015), *Education and Social Transformation*, in "European Journal of Education", Vol. 50, No. 3, 239-244.
- Edelstein W. (2011), *Education for Democracy: Reasons and Strategies*, in "European Journal of Education", Vol. 46, No. 1, 2011, Part II, 127-137.
- Lipari D. (2010), *Logiche di azione formative nelle organizzazioni*, Guerini Scientifica, Milano (ed. or.: 2002).
- Olsen D. S. (2016), *Adult Learning in Innovative Organizations*, in "European Journal of Education", Vol. 51, No. 2, pp. 210-226.
- Peruzzi G. (2013), *La comunicazione sociale: un campo da esplorare. Evidenze da tre studi di caso*, "Comunicazioni sociali", n.3/2013, 398-407.
- Peruzzi G., Lombardi R. (2018), *Un nuovo attore nel sistema della formazione nazionale. Il Terzo Settore e l'esperienza del progetto Formazione Quadri del Terzo Settore del Sud Italia*, "Scuola Democratica", n. 2, pp. 335-356.
- Viteritti A. (2005), *Identità e competenze: soggettività e professionalità nella vita sociale contemporanea*, Guerini Scientifica, Milano.

C.2. | Lifelong education in times of economic 'integrated surveillance'

119 Three Proposals in Adult Education to Improve Employability

Eduardo Blanco-Gómez |

Keywords: Lifelong Learning, Employability, Technical Professional Studies, Entrepreneurship, Non-Formal Education

Abstract: Adult education and lifelong education has become, during the twentieth century, a powerful tool in the societies all over the world (Field, 2001). Considering a milestone The Meaning of Adult Education of Lindeman (1926), they are developed, all along the century, the three fundamental concepts of adult education: lifelong education, lifelong learning and lifewide learning (Jackson, 2012). They are three similar but rather different concepts. That triple plays a crucial role to ensure active citizenship into society (Zepke, 2013). Among them, the most influenced one by economic aspects is lifelong learning (Jenkins et al., 2003). European Union takes account about the importance of lifelong learning as a way to improve employability in the European area and definitely bets for adult education and lifelong learning (Commission of the European Communities. (2006)). The aim of this paper is to show three proposals in adult education to improve employability: technical professional studies (Ministerio de Educación y Ciencia, 2006), entrepreneurship through the program ¿Cuál es tu vaca? (Diputación Provincial de Segovia) and the course English for restaurants framed inside the non-formal education (Trilla, 1992), carried out by Adult Education Centre CEPA Antonio Machado in the city of Segovia in Spain.

Method: The method of the research consists, mainly, on an implementation of the three proposals in the Adult Education Centre CEPA Antonio Machado. First and second proposals, i.e., technical professional studies and ¿Cuál es tu vaca?, have been carried out during academic years 2017-2018 and 2018-2019, and the third proposal, English for restaurants, during the present year 2018-2019. Inside research method, there is also a theoretical part consisting on review the articles associated to these topics.

Outcomes (expected): The outcome of this communication is to show some proposals into adult education to endow citizens technical knowlegdement to give them more options for employability.

References:

- Commission of the European Communities. (2006). Communication from the Commission: Adult learning: It is never too late to learn. Brussels, COM 614 final. http://europa.eu/documents/comm/green_papers/pdf/com2006_105_en.pdf
- Diputación Provincial de Segovia. (2018). ¿Cuál es tu vaca? <https://www.dipsegovia.es/estrategia-de-emprendimiento-y-empleo-joven>.
- Field, J. (2001). Lifelong education. *International Journal of Lifelong Education*, 20, (1- 2), 3-15. <https://doi.org/10.1080/09638280010008291>
- Jackson, N. (2012). *Lifewide Learning, Education & Personal Development*, e-book. http://www.lifewideebook.co.uk/uploads/1/0/8/4/10842717/chapter_a1_jackson.pdf
- Jenkins, A., Vignoles, A., Wolf, A. And Galindo-Rueda, F. (2003). The determinants and labour market effects of lifelong learning. *Applied Economics*, 35, (16), 1711-1721. <https://doi.org/10.1080/0003684032000155445>
- Lindeman, E.C. (1926). *The Meaning of Adult Education*, New Republic, inc. New York.
- Ministerio de Educación y Ciencia (2006). *Revista de Educación*, 341, setiembre-diciembre.
- Trilla, J. (1992) La educación no formal. Definición, conceptos básicos y ámbitos de aplicación, pp. 41 y ss., en SARRAMONA, J. (Ed.) (1992) *La educación no formal* (Barcelona, Ceac).
- Zepke, N. (2013). Lifelong education for subjective well-being: how do engagement and active citizenship contribute? *International Journal of Lifelong Education*, 32 (5), 639-651. <https://doi.org/10.1080/02601370.2012.753125>

C.2. | Lifelong education in times of economic 'integrated surveillance'

210 Rethinking Adult education: actors and dynamics of lifelong learning policies

Giuseppe Luca | De Luca Picio |

Keywords: Adult Education, Practices, Actors, Democracy, Neoliberalism

Introduction

The emphasis of the new spirit of capitalism about “employability” has affected the European educational policies of the last decades (Boltanski & Chiapello, 2005). In particular, at Community level, the rhetoric of lifelong learning has always been linked to a strong neo-liberal mindset, emphasizing the presence of both winners and losers as the inevitable result of a changing economy (Holford, 2008). The theoretical perspective in which these factors can be understood is that of the transition from the “European Social Model” to what is now called “Social investment state” (Giddens, 2014). Moreover, within a neoliberal political agenda deeply oriented to express a new perspective for welfare activities, globalization process has caused a fracture between the social system and the actors. Given these premises, how is it possible to re-think Adult Education policies with an emancipatory approach aimed at all people, especially migrants, one of the main educational target in democracy?

Method

“High modernity lied on the central role of the national state of law that associates capitalist rationalism and bourgeois individualism. It subordinated social reality, manifold and different, to the unity of politics and law. This structure collapses, and nothing holds economic activity and personal and collective identity together” (Touraine, 1997, 165). These identities are shaped by individual choices “that can be seen several times during one’s life, and that may lead the subject to face resocialization processes in his adulthood and thus renegotiating roles and relationships” (Bichi, 2000, 10). For this reason, biographic methods gain a large use inside the narrative oriented evaluation about lifelong learning policies (Formenti & West, 2016).

Outcomes

The attainment of some opposite goals, the decrease in number of interventions and the needs of shared tools are some indicators of the challenges that must be overcome. How is the educational system responding to the new social protection needs that emerge as a consequence of the financial crisis? In this regard, expected a new monitoring system, which gives us a more articulated reading of reality and a reliable evaluations of policies and practices (Milana & Holford, 2014), and the development of models which are able to understand the trajectories of social exclusion, giving the right consideration to “learner’s voices” (Formenti & Castiglioni 2014). The target is to contribute to the discussion about the results of the policies in the public sphere, by sharing the elements of the produced analysis with the scientific community.

References

In Europe (Bengston, 2012; Verdier, 2013; Volles, 2016) and in Italy (Landri, 2012; Alberici & Di Rienzo 2014; Milana, 2015; De Luca Picione, 2015; Vatrella, 2017), the large variety of studies and experimentation about adult learning highlights the gap between market requests (focused on competition and flexibility), and the capacity of the socio-economic system to ensure people’s rights and needs, two essential prerequisites for democracy and equity (Zarifis & Gravani 2014).

C.2. | Lifelong education in times of economic ‘integrated surveillance’

209 Critical or instrumental schooling? Antonio Gramsci's educational proposal

Vanessa Lamattina |

Keywords: Gramsci; Schooling; Neoliberalism; Freedom; Culture

The gradual process of grounding the neo-liberal paradigm in contemporary societies has occurred in two phases: first, with the destruction of all ideological forms alternative to neo-liberalism; second, through the promotion of a particular concept of ‘freedom’. To act undisturbed, neo-liberalism has leverage mainly in the disruptive force that distinguishes it. By exalting individual action, it has destroyed the ‘ethics of the collectivity’ and exponentially reduced the possibility of designing an organizational system for society as a whole. Hence our idea of turning to the organic systems of thought that neo-liberalism has promptly shattered and thinking of them as the only ones capable of undermining the stability of the status quo. We are convinced that to shake the pillars on which the neo-liberal socio-economic structure rests we need to recover Antonio Gramsci’s socio-

political approach. After an illuminating reinterpretation of Marxist historical materialism, Gramsci promotes an ideological counteroffensive based entirely on a new conception of freedom. This conception, a direct consequence of a process of self-awareness and intellectual maturation of the individual, stands in stark contrast to the conception of dominant freedom, and finds in pedagogical action the concrete possibility of making space for itself in society. It is no coincidence that Gramsci's entire socio-political reflection is directed to the search for concrete ways to raise the cultural level of popular (or instrumental) masses. But – and here a fundamental clarification is urgently needed – what Gramsci refers to is a very precise form of culture: one capable of grounding critical rationality among the popular masses. In fact, we must not forget that Gramsci divides culture into two types, whose diffusion in the popular masses has completely opposite effects. The first type of culture, that Gramsci rejected, is reflected – at least according to my key to interpretation – in that complex of information acquired within the state school system and, therefore, can only be configured as a product of liberal logic. This form of culture, which provides for the mere acquisition of data and information, is 'instrumental', in the sense that it is aimed at acquiring specific knowledge to be used concretely in the domain of work. The second type of culture, the one promoted by Gramsci is critical rationality, and its acquisition is a fundamental step towards 'deconstructing' the status quo and reaching freedom. This form of culture contrasts with that promoted by liberalism, and is therefore not acquired within the State educational institution. Rather, it is a product of a new educational action, which is embodied in the Gramscian project of the 'unitary school'.

Method

Critical-analytical method

Outcomes (expected)

Understand the role of the State and its ideological apparatus (primarily the state school institution) for the reproduction of capitalist values and critically evaluate the possible effects of school policies on students

References

Allman P., 2002, Antonio Gramsci's Contributions to Radical Adult Education, in C. Borg, J.A. Buttigieg, P. Mayo (eds.), Gramsci and Education, Lanham, MD, Rowman & Littlefi.

Althusser L., 1995, Sur la reproduction, Paris, Presses universitaires de France; trad. it. di M.T. Ricci, 1997, Lo Stato e i suoi apparati, Roma, Ed. Riuniti.

Bourdieu P., Passeron J.C., 1970, La reproduction. Éléments pour une théorie du système d'enseignement, Paris, Minuit; trad. it., 1972, La riproduzione, Rimini, Guaraldi Editore.

Broccoli A., 1972, Antonio Gramsci e l'educazione come egemonia, Firenze, La nuova Italia Editrice.

Gerratana V., (a cura di), 1977, Quaderni del carcere, Torino, Einaudi Editore.

Magatti M., 2009, Libertà immaginaria. Le illusioni del capitalismo tecnocratico, Milano, Feltrinelli.

Manacorda M.A., (a cura di), 1972, Antonio Gramsci. L'alternativa pedagogica, Firenze, La Nuova Italia.

Mayo P., 2010, Antonio Gramsci and his Relevance to the Education of Adults, in Gramsci and Educational Thought, New Jersey, Wiley-Blackwell, pp. 21-37.

C.2. | Lifelong education in times of economic 'integrated surveillance'

411 Youth Guarantee: National enactments and effects on Europe's lifelong learning markets

Marcella Milana | Sandra Vatrella |

Keywords: European Governance, Policy Instruments, Youth Guarantee, Lifelong Learning Markets

This contribution deals with the ways European governance mechanisms influence policies in adult education markets. In particular, it aims to understand how the choice at EU level of certain policy instruments may affect national realities across Europe, and particularly national policy choice, governance and institutions (Kassim and Le Galès, 2010). To reach this scope, we restrict attention on the Youth Guarantee (YG) (i.e. one of the policy instruments through which the European Union (EU) promotes the domestic adaptation of Europe's lifelong learning markets), by tracing the way in which EU policy affects adult education markets through the enactment of Youth Guarantee schemes in nine EU member states (i.e., Austria, Bulgaria, Denmark, United

Kingdom, Estonia, Flanders, Italy, Slovakia, and Spain). This calls for interrogating the diversity and conflicts that permeate the process through which a policy is shaped, negotiated and contested but also how it is engaged with at individual at organisational level (Holford et al. 2012).

Method

Consistently with our aims, the contribution resorts to the policy trail approach (Cort 2014) to map “the terrain the policy travels through [...] analysing how the policy is shaped through its journey” (Holford and McKenzie 2013, 1). On this ground, our research strategy entailed:

1. Placing national YG schemes in the specific context where they took shape;
2. Analysing:
 - a) The governance structure underlying YG in each of the ENLIVEN's countries;
 - b) The financial flow that makes YG working at national level;
 - c) The way in which YG is managed and translates into actions and measures enacted at the local level – not least through a total of over 50 interviews with policy makers, project managers and participants involved with national YG schemes or alternative interventions aimed at reaching YG-like objectives in the countries under consideration.
3. Comparing the results across the countries under consideration by resorting, as our analytical tool, to a welfare state regime typology developed by Roosmaa and Saar (2017), then adapted by Boeren et al. (2017).

Outcomes (expected)

The research strategy allowed to demonstrate that, in spite of cross-country differences, both the challenges and the solution founds at both governance or management levels of YG, are strongly dependent on the form of welfare state regimes, but also on national perceptions of the need of their vulnerable populations, hence related political priorities. Such priorities however are not determined at country level since they change together with the European trends towards the marketization of lifelong learning.

References

- Cort, P. (2014). Trailing the unpredictable pathways of European Union lifelong learning policy. In: Milana M. and Holford J. (eds). *Adult education policy and the European Union: Theoretical and Methodological perspectives*. Rotterdam: Sense Publishers, pp. 127-140.
- Boeren, E., Whittaker, S. and Riddell, S. (2017). Provision of seven types of education for (disadvantaged) adults in ten countries: overview and cross-country comparison (ENLIVEN Report, Deliverable No. 2.1).
- Holford, J., McKenzie, L., Cort, P., Larson, A., Brandi, U., Iannone, R. L. (2012). Conceptual model and questionnaire, LLLight in Europe, University of Nottingham.
- Kassim, H. and Le Gales, P. (2010). Exploring Governance in a Multi-Level Polity: A Policy Instruments Approach. *West European Politics*, Vol. 33, No 1, pp. 1-21.

C.3. | Youth educational transitions: Challenging or reinforcing the neoliberal rhetoric on individualism, aspiration and choice?

82 From the Knowledge Society to the Competence Society. Some Remarks on the European Educational Policies

Elena Gremigni |

Keywords: Competences, Alternating School-Work Pathways, Neoliberalism, Italian School, Educational Inequality

Since the mid-nineties, the European Union and UNESCO have promoted a new form of didactics aimed at developing competences (Cresson and Flynn, eds. 1995; Delors et al. 1996). These “key competences”, subsequently identified by the Council and the European Parliament, are considered as fundamental for Europe’s response to globalisation. Their close link with a neoliberal perspective of the working world - as can also be deduced from the non-random choice of the term “competence” - is evident. In particular, the competence related to the sense of initiative and entrepreneurship has assumed a strategic role within the “Lifelong Learning Programme” and the “Europe 2020” programme (European Commission 2010), fostering the spread of a new market model no longer based on the prevailing paid employment (European Council 2006; Bacigalupo et al., 2016). Recent Italian legislation on educational institutions, and Law 107/2015 in particular, have acknowledged the European Union guidelines regarding the promotion of the key competences, and more specifically of alternating school-work pathways. Although it is premature to make an overall evaluation of the effects produced by these laws, the actions so far promoted do not seem to overcome the existing inequality in educational and work opportunities in Italy. Furthermore, the objective of promoting competences which can be directly used on the labour market, to the detriment of a broader cultural preparation deemed useless for this purpose, risks impoverishing the education of the most disadvantaged, those people who have the fewest chances of acquiring knowledge and critical thinking outside the school context. The transformations which are taking place in the educational field seem to proclaim the advent of a “Competence Society”, the last metamorphosis of an epiphenomenon with its roots in the globalised capitalist system which is leaving social reproduction mechanisms unchanged.

Method

This presentation is based on analysis of European Union documents and Italian legislation.

Outcomes (expected)

From the documents analysed concerning European Union education and training policies clear textual references to neoliberal ideology emerge.

References

- Ballarino, G., Checchi, D. (2006). *Sistema scolastico e disuguaglianza sociale. Scelte individuali e vincoli strutturali*. Bologna: il Mulino.
- Bauman, Z. (1998). *Globalization: The Human Consequences*. New York: Columbia University Press.
- Benadusi, L., Molina, S., a cura di (2018). *Le competenze. Una mappa per orientarsi*. Bologna: il Mulino.
- Bourdieu, P. (Éd.) (1993). *La Misère du monde*. Paris: Éditions du Seuil.
- Bourdieu, P., Passeron, J.C. (1970). *La reproduction. Éléments pour une théorie du système d’enseignement*. Paris: Les Éditions de Minuit.
- Dardot, P., Laval, C. (2009). *La nouvelle raison du monde. Essais sur la société néolibérale*. Paris: La Découverte.
- Foucault, M. (1966). *Les mots et les choses (une archéologie des sciences humaines)*. Paris: Éditions Gallimard.
- Parziale, F. (2016). *Eretici e respinti. Classi sociali e istruzione superiore in Italia*. Milano: FrancoAngeli.
- Pitzalis, M. (2017). *Ritorno sulla riproduzione sociale. Famiglia, capitale culturale e campo scolastico*. In E. Susca (a cura di). *Il mondo dell’uomo, i campi del sapere*. Napoli-Salerno: Orthotes.

C.3. | Youth educational transitions: Challenging or reinforcing the neoliberal rhetoric on individualism, aspiration and choice?

98 Option Blocks that Block Options: Exploring inequalities in GCSE and A Level options in England

Jessie Abrahams |

Keywords: Inequality, Higher Education, Access, Options, Schools

Despite the expansion of the UK higher education (HE) sector over recent years, young people from disadvantaged backgrounds remain less likely than their advantaged counterparts to apply for or be offered a place at university, and in particular at an 'elite' university. Attempts to widen access to HE in the UK have tended to revolve around raising aspirations and attainment. In this paper I consider the differential access young people have to subjects seen as directly 'facilitating' university entry. Through exploring opportunity structures in three distinct secondary schools in England (one private, one state in a wealthy area and one in a socio-economically disadvantaged area), my research highlights inequalities in GCSE and A Level options presented to pupils. Whilst some schools can provide a wide landscape of opportunities and support with regards to constructing subject 'packages', others must work within timetable blocking systems which restrict subject options. In this way my paper provides a critique of the narrative of individual choice and agency, arguing that young peoples educational transitions in England are characterised by structural inequalities in schooling practices. Overall, I argue that young people's academic portfolios must be understood in context of the opportunities presented to them.

C.3. | Youth educational transitions: Challenging or reinforcing the neoliberal rhetoric on individualism, aspiration and choice?

105 Democratization or Massification of Higher Education? A Comparison Between France and Italy

Ciro Cangiano |

Keywords: Higher Education, Social Inequalities, Educational Trajectories, Youth, Social Justice

Higher education in France and Italy, as elsewhere else in Europe, has undergone a strong expansion that began in the nineteenth century and carry on strongly in the second half of the twentieth century under the impetus of neoliberal ideology. However, as Bourdieu and Passeron already pointed out in the 1960s, the massification of tertiary education does not mark the end of the social differentiation of educational trajectories but rather a shift of inequalities to a higher level of education (Bourdieu & Passeron 1964). In France, following a multiplication of the branches that constitute higher education, a dual system has been built progressively which foresees on the one hand the university *stricto sensu*, on the other hand a series of alternative formations, such as the *Grandes Écoles*, the *Institut Universitaire de Technologie (IUT)* or the *Section de Technicien Supérieur (STS)*. As Merle (2000) pointed out, the distribution of students in the different branches is not socially neutral, so much that the author uses the concept of "segregative democratization" to decline the characteristics of higher education. In Italy, where the rate of participation in university is among the lowest in Europe and where the public-private dualism, despite growing, is still of marginal importance, the social differentiation of educational pathways is recorded to the level of the teaching chains: students who come from families less equipped economically and culturally tend to avoid study pathways too long both for the need to reduce the direct and indirect costs related to university life, and for a class ethos characterized by a pragmatic aversion to risk. On the base of these observations, the contribution proposes the concept of "sectoral massification" to describe the structure of the Italian higher education system.

Method

The contribution is based on a quantitative analysis that has considered for France the data provided by the INSEE and the annual publications of the Ministry of Education (*Repères et Références Statistiques sur les Enseignements, la Formation et la Recherche*), for Italy the IARD and AlmaLaurea surveys.

Outcomes (expected)

What we want finally to highlight is that today we find an undemocratic public higher education system, in which what makes the difference between winners and losers, between those who follow a training quickly spendable on the labour market and those who collect diplomas inflated, is still the endowment of family capital, blocking the prospects of social mobility of young people of popular class.

References

- Bourdieu P., Passeron J.C. (1964), *Les héritiers. Les étudiants et la culture*, Minuit, Paris.
- Convert B. (2010), "Espace de l'enseignement supérieur et stratégies étudiantes", *Actes de la recherche en sciences sociales*, 3 (183): 14-31.
- Facchini C., Cavalli A. (2001), (a cura di), *Scelte cruciali. Indagine IARD su giovani e famiglie di fronte alle scelte alla fine della scuola secondaria*, il Mulino, Bologna.
- Merle P. (2000), "Le concept de démocratisation de l'institution scolaire : une typologie et sa mise à l'épreuve", *Population*, 55 (1) : 15-50.

C.3. | Youth educational transitions: Challenging or reinforcing the neoliberal rhetoric on individualism, aspiration and choice?

130 Higher education students in the UK: A future of possibilities or a lonely road?

Carlos Azevedo |

Keywords: Higher Education, Students, Identity, Neoliberalism

My ongoing doctoral research aims to critically unpack how undergraduate higher education (HE) students in the UK are constituted as consumers. In this paper, based on a specific aspect of my research, I explore how HE studies seem to have become an individual instrumental project whose main purpose is to lead to future employability. In particular, I analyse students' identity work in order to fit labour market expectations, which may often feel overwhelming as "the processes of identity formation are complex, iterative, often unstable and always 'in process'" (Coupland and Brown, 2012, p. 1)

Method

This study adopts an interpretative research design. A total of 45 one-on-one semi-structured qualitative interviews have been conducted in the UK, including a longitudinal aspect with one group of participants being interviewed at yearly intervals. The study includes HE students originating from both private and state secondary schools, and who are attending different types of universities. The data was analysed using Foucauldian discourse analysis (Foucault, 1981; Hook, 2001).

Outcomes (expected)

Preliminary findings suggest that for many participants HE studies seem to have become an instrumental project managed through norms of self-discipline (1980) in which "the new subjectivity of the managed self" (Grey, 1999, p. 494) precedes the career itself. The decisive factor is what the market values and so students act as (self-)managers, investing in their future career by choosing a degree that will increase their employability (Nordensvärd, 2011). Moreover, many students are aware that competition is also a 'lonely road' in which collaboration is possible, but considered in terms of the immediacy of its reciprocity. However, some students decide to follow a different path, demonstrating that although thinking or acting outside of the dominant practices of neoliberalism is very difficult (Young, 1981), "power/knowledge effects on subjectivity do not remove the agency of subjects to mediate, interpret, negotiate and resist the meanings and relations surrounding their subjection" (Knights and Clarke, 2017, p. 338).

References

- Coupland, C. and Brown, A. (2012). *Identities in action: Processes and Outcomes*. *Scandinavian Journal of Management*, 28(1), 1-4.
- Foucault, M. (1980). *Power/Knowledge: Selected Interviews and Other Writings 1972-1977*. New York: Pantheon.
- Foucault, M. (1981). *The order of discourse*. In R. Young (Ed.), *Untying the text: A post-structural anthology* (pp. 48-78). Boston: Routledge & Kegan Paul.

- Grey, C. (1999). Career as a project of the self and labour process discipline. *Sociology*, 28, 479–497.
- Hook, D. (2001). Discourse, Knowledge, Materiality, History: Foucault and Discourse Analysis. *Theory & Psychology*, 11(4), 541-547.
- Knights, D. and Clarke, C. (2017). Pushing the boundaries of Amnesia and Myopia: A Critical Review of the Literature on Identity on Management and Organization Studies. *International Journal of Management Reviews*, 19, 337-356.
- Nordensvärd, J. (2011). The consumer metaphor versus the citizen metaphor: different sets of roles for students. In Molesworth, M., Scullion, R. and Nixon, E. (eds.) *The Marketisation of Higher Education and the Student as a Consumer*. London and New York: Routledge.
- Young, R. (Ed.) (1981). *Untying the text: A post-structural anthology*. Boston: Routledge & Kegan Paul.

C.3. | Youth educational transitions: Challenging or reinforcing the neoliberal rhetoric on individualism, aspiration and choice?

133 An Analysis of the Social Phenomenon of “Youth Precariat” in Taiwan

Ying-Jie Jheng |

Keywords: Neoliberalism, Globalization, Youth Culture, Youth Precariat

Youth culture is a crucial topic in Sociology of Education because it helps adults school teachers understand the youth's ideas and values so as to adjust the direction of educational policy, curriculum and instruction accordingly (Coleman, 1961). However, new generation's ideas and values tend to change along with the changing of the society. Hence, the results of the prior research seem to be unable to account for what young people think nowadays. Especially, due to the influence of neoliberalism and globalization, the youth today in Taiwan, based on the perspectives of Standing (2011), seems to move from 'strawberry generation' to 'youth precariat'.

Method

Therefore, this study, utilizing the methods of interview, aims to collect Taiwanese young students' ideas and values, and then figures out what challenges they face in this neoliberal era. Moreover, the research will also go further to see if the youth culture nowadays in Taiwan shows the social phenomenon of 'precariat.'

Outcomes (expected)

According to the findings, the “youth precariat” has been emerging in Taiwan in terms of living an “unstable life”, such as having no goals for their future, forcing to do temporary jobs, etc. This phenomenon, however, would not bother the new generation too much as they are familiar with the changing world in which they were born. As getting used to world that changes so rapidly, their opinions and values toward their “unstable” future are quite different from the old generation. In other words, as the adults believe that “obtaining a so-called “stable” job and life” could be a most important “task” in one’s life, the group of “youth precariat” tends to see themselves as “multitask takers”, namely, enjoying the status of “being unstable” as it is a way to show their “mobility” and “diversity.”

This optimistic aspect of value regarding the “unstable” life, contrast to the old generation, could serve as a crucial trait for the new generation. Along with this trait, however, they also believe that the educational system is not necessarily the only place for “equipping” the necessary skills and knowledge for their future jobs; instead, they deem it as a place for expanding the scope of their social connection and perspectives. In this regard, “college learning is not necessary for the preparation of future job” is one of their opinions toward future life. Based on the research findings, some implications for policy decision makers and school teachers are addressed. For example, the old generation, including parents and educators, should not blame the new generation not getting a so-called “stable” job, as it may not be a living style of their philosophy toward life. Furthermore, “youth culture” could greatly influence the educational system as there may be a disconnection between adults’ thinking and youths’ thinking.

References

Coleman, J. S. (1961). *The adolescent society*. N. Y.: The Free Press.

Standing, G. (2011). *The precariat: The new dangerous class*. N. Y.: Bloomsbury Academic.

C.3. | Youth educational transitions: Challenging or reinforcing the neoliberal rhetoric on individualism, aspiration and choice?

296 From Structuration to Activation. Institutional change in education institutions.

Luca Raffini | Andrea Pirni |

Keywords: Youth Transition, Institutional Change, Formal Education, Individualization, Activation.

Individualization, namely the process of progressive emancipation of the individual from traditional and consolidated models of definition of self (Beck 1999), reflect in de-standardization and diversification of life paths. The results is the re-definition of relations among individuals, collective sphere and institution. Responsibilities to build their own life project and to insert in society shift from structure to individuals: the do-it-yourself biographies or choice-biographies replace the standard biographies (Beck, Beck-Gernsheim 2002), since the traditional institutional markers put as a regulation of the pathways of transitions are substituted by personal markers (Woodman, Wyn 2015). The individualization process goes hand in hand with the process of “de-institutionalization”, namely the “dissolution of groups and institutions belonging mechanisms able to stabilize their internal cohesion and to manage their transformations” (Touraine 2004: 29). The institutions increasingly lose their “integrating function”, on economic and political level, that is, their ability to lace individuals in structured and standardized collective paths. De-istituzionalization process reflects in a ri-instituzionalization process. The role of institutions is not merely weakening, it is deeply changing. The processes of de-institutionalization/re-institutionalization also characterize education institutions. They adopt an “activating” function instead of their traditional “mission”, more oriented toward socialization and directive actions. The transition from the “directive model” to the “delegation-activation model” complies with the awareness that, in the various specific fields, the passive reception of the institution's directives no longer guarantees an individual result. Nevertheless, institutionalizing the choice biography also means to institutionalize the inequalities connected to this approach (Furlong and Cartmel, 2009).

Method

We analyse the institutional change characterizing educational institutions. We explore the restructuring of the relation between individuals and formal educational institutions and the new institutional design characterizing school and university, redefined as “activation institutions”. We in depth analyse the tools explicitly oriented to promote the “activation” of individuals (school-to-work, stage and apprentices, the promotion of mobility practices and engagement in non-formal and informal education). The research is carried out as follow. 1) We critically analyze school and university reforms in Italy, in comparative perspective. 2) We analyse the results of two qualitative research, aimed to assess the institutional change and the new relations between institutions, professors and students. The first one was carried out in 15 secondary school in Firenze, Genova and Torino, and involved 15 school directors, 60 teachers and around 30 parents in interviews and focus groups. The second, aimed to analyse the institutional change in tertiary education, was carried out in the University of Florence and the University of Genoa, and involved in in-depth interviews and focus researcher and professors (40), administrative staff (20) and students (40).

Outcomes (expected)

1) Young people have fully incorporated the values and the principles of “activation”, the rethoric of “employability” and self-employment. They have learnt that they have to reflexively build their own life-project, outside institutionalized pre-coded tracks and paths.

2) Educational institutions do not merely live a process of weakening of their role, but react reinventing their role, as “activation institutions”, more than “regulatory institutions”.

The analysis confirms that beyond the rethoric of the individual choice, new institutional arrangements run the risk to give up their role of equalizer and to shore up inequalities.

References

- Beck U. (1999), *La società del rischio*, Roma, Carocci.
- Beck U., Beck Gersheim E. (2002), *Individualization, Institutionalized Individualism and its Social and Political Consequences*, Sage, London-New York
- Furlong e Cartmel (2008), *Youth and Social Change*, Open University Press, Berkshire.
- Tourane A. (2004), *La globalizzazione e la fine del sociale*, il Saggiatore, Milano
- Woodman D., Wyn L. (2015), *Youth and Generation: Rethinking Change and Inequality in the Lives of Young*, Sage, New York-London

C.3. | Youth educational transitions: Challenging or reinforcing the neoliberal rhetoric on individualism, aspiration and choice?

325 Two parallel words: Functions, knowledge attributions and expected habitus of post16 academic and vocational routes

Aina Tarabini | Judith Jacovkis |

Keywords: Educational Transitions, Social Inequalities, Vocationalism, Habitus, Knowledge

Youth educational transitions are crucially embedded in processes of social inequality. Specifically, the division between vocational and academic tracks is one of the main sources of social selectivity among national education systems. In this context, the objective of our analysis is to explore the political and school actors' rationalities embedded in post16 educational transitions. Specifically we focus on the way academic and vocational education is discursively conceived and consequently articulated in specific institutional settings. The research questions of our analysis are the following: 1) what are the expected social and economic functions of both academic and vocational education, how are both tracks institutionally articulated and what kind of discourses around 'vocationalism' (Hickox, 1995) emerge? 2) What kind of knowledge development (Young & Muller, 2014) and competence-based training (Wheelahan, 2007) is expected for academic and vocational educational and under what rationalities? 3) What kind of discourses are mobilized around the 'abilities' and 'identities' of academic and vocational students and how do they articulate the concept of 'vocational habitus' (Colley, et al, 2003)?

Method

The analysis is based on a qualitative methodology comprising 89 in-depth interviews with policy actors (N28) and school actors (N61) selected within 8 secondary schools in Barcelona (Catalonia, Spain). The schools were selected looking for their diversity in terms of the provision (public and private), the social composition (middle classes and working classes) and the kind of post16 educational supply (different kinds of baccalaureate and different modalities of vocational training). A sociological analysis of education politics and policies (Ball, 1997) is informing our methodological approach, trying to problematize the perceptions, assumptions and reconfigurations of academic and vocational training both in politicians' and in school-actors' minds.

Outcomes (expected)

The analysis expects to identify different discursive constructions of academic and vocational education in terms of its social and economic role, the knowledge attributed to each track and their expected 'ideal pupils'. The research particularly explores the role of these discourses in the production of a set of dichotomies at the macro (functions and connections of both tracks), the meso (knowledge production and provision) and the micro (expected habitus) level. These discourses perpetuate the reproduction of social and educational inequalities through the development of a set of rationalities that construct the academic and the vocational tracks as 'separate worlds'.

References

- Ball, S., J. (1997). *Policy Sociology and Critical Social Research: a personal review of recent education policy and policy research*. *British Educational Research Journal*, 23(3), 257-274,
- Colley, H. James, D., Diment, D., Tedder, M. (2003). *Learning as becoming in vocational education and training: class, gender and the role of vocational habitus*. *Journal of Vocational Education & Training*, 55 (4), 471-498.

Hickox, M. (1995) Situating Vocationalism. *British Journal of Sociology of Education*. 16(2), 153-163
Wheelahan, L. (2007). How competency-based training locks the working class out of powerful knowledge: a modified Bernsteinian analysis. *British Journal of Sociology of Education* (28) 5, 637–651.
Young, M. & Muller, J. (2014) (Eds). *Knowledge, expertise and the professions*. New York: Routledge 500 words

C.3. | Youth educational transitions: Challenging or reinforcing the neoliberal rhetoric on individualism, aspiration and choice?

395 Legitimate educational Inequalities. Conceptions and Expectation of Middle Classes in Germany and Chile about educational Justice

Susann Hanspach |

Keywords: Hanspach, Susann: Legitimate Educational Inequalities.

Education with the claim of meritocracy can be the main principle to legitimate social inequalities in the majority of the world. Specifically, in countries where middle classes form a broad and heterogeneous part of society, education plays a big role for their identity. On the one hand, middle classes benefited from educational expansion like any other social group and education is still essential for their social reproduction. On the other hand, education perceived as culture, not only restricted to degrees and certificates, middle classes, particularly upper middle classes, distinguish from other social groups by means of their cultural habits and values. Hence, issues in educational policy attract attention primarily to middle classes like students and their parents, including teachers or other pedagogues who are the gatekeepers of education system. Educational reforms as well as the persistency of an education system may cause conflicts, which often manifest in protest marches, petitions or in turning away from public school system. Concepts of justice as a main value to evaluate the education system may help to understand these conflicts about education among the heterogeneous middle classes. Educational justice refers the legitimation of educational inequality through distribution of education as a good in society as result and its procedure in education system in the sense of fairness of treatments. Next to the widespread neoliberal phrase, “Equality of opportunities”, main principles of justice in education system may be justice of achievement and demand. Against this background, educational justice has a huge political impact. Furthermore, the perception of justice is important for social cohesion in society. The theoretical conception of education as a field of struggles (Bourdieu) allows the analysis of different political actor groups of middle classes and their competing interests in (re)forming educational system. In a comparative perspective, the Chilean middle classes with their different conceptions and expectations about educational justice in a persistent neoliberal education system since military dictatorship is analyzed with regard to German middle classes in an education system with its patchy reforms, which seems infected of blind actionism. While the neoliberalism is well established in Chile, the current developments of the German education system also lend towards neoliberal logics in substantial way. Additionally to expert interviews with their different political actors, like Think Thanks, (international) NGOs, teacher associations etc., group discussions with parents of different middle classes have been realized to pursue the issues of separation and integration, equality and excellence in education system and the question: “Is education a public job or individual responsibility?”.

233

C.3. | Youth educational transitions: Challenging or reinforcing the neoliberal rhetoric on individualism, aspiration and choice?

432 Mixing Bourdieu's concepts and business' commonsense views in the rhetoric of widening participation into selective higher education institution in France

Marta Dos Santos | Aina Tarabina |

Keywords: Higher Education, Widening Participation, Educational Transitions, Disadvantaged Youth, France

Since the 2001, when Sciences Po launched a widening participation (WP) programme called Convention éducation prioritaire, offering to a small proportion of students from disadvantaged secondary schools the opportunity of undergoing a specific tutoring programme and of being admitted through a specific procedure to the institution, many other selective HEIs started to take similar albeit less radical actions in that direction in France. This process was fuelled by the three types of isomorphism distinguished by DiMaggio and Powell (1983): mimetic isomorphism between institutions in competition with each other for resources and prestige; normative isomorphism as professionals in these institutions started to exchange 'best practices' and coercive isomorphism through the action of the state which incorporated all these bottom up initiatives under a common policy label, Cordées de la réussite, in 2008, and encouraged their development through the provision of state funds. In the diagnosis of the causes of the 'public problem' (Gusfield, 1963) of WP, the leading institutions in this area have made frequent reference to sociological research, and particularly to Bourdieu's concepts and ideas such as the logic of necessity among lower-class groups and their tendency to internalize their perceived objective chances into their subjective perspectives (Bourdieu and Passeron, 1977). However, in their discourses, these actors, which have strong links with private firms, have removed to a large extent the social dimension in Bourdieu's analyses presenting 'self-censorship' as a personal problem that can be tackled with appropriate techniques developed in the world of business. Another main cause that is pointed out in their discourses concerns these students' lack of the 'social codes' necessary to move up the social ladder and have access to high status jobs. Here again, Bourdieu's work has been used to emphasize how these students' social habitus must be changed by the provision of information on employers' expectations and by role training. The presentation will focus on a new WP programme launched by Sciences Po in 2017 and entitled Premier Campus. It will use data from detailed observations of the five one-week seminars organized with the 50 disadvantaged students involved in the programme in 2017-2019 and interviews with the Sciences Po managers of the programme, with the firm actors who fund and participate to it, with the university and secondary school professors involved in its implementation and with students. The presentation will analyze this programme with a view to document and interpret, on the hand, changes in the conception of educational inequalities in transition to higher education and in policies aiming to reduce them and, on the other hand, how these new discourses and practices are viewed by disadvantaged students and their effects in creating new dividing lines among the disadvantaged according to how receptive they are to them.

References

- Bourdieu P, Passeron JC (1977) *Reproduction in Education, Society and Culture*. Sage, London
- DiMaggio PJ, Powell WW (1983) The iron cage revisited. Institutional isomorphism and collective rationality in organizational fields. *American Sociological Review* 48: 147-60.
- Gusfield J (1981) *The Culture of Public Problems*. Chicago University Press, Chicago.

C.3. | Youth educational transitions: Challenging or reinforcing the neoliberal rhetoric on individualism, aspiration and choice?

494 Open door events as key devices to maintain or transform status: a qualitative research in secondary schools in Barcelona

Marta Curran | Alba Castejón | Martí Manzano |

Keywords: Open Doors Events, Status, Transitions to Upper Secondary Education, Social Fields, Qualitative Research

Transitions to upper secondary education in Spain represent a key period as it is the first transition after the end of compulsory education. The Spanish education system is compulsory and formally comprehensive from the ages of 6 to 16 years old. Upper secondary education is organized in two tracks: academic and vocational education. There is a common rationale in policy documents and discourses that frame these transitions as a matter of individualistic and rational choice, mainly related to young people's academic achievements, talents and aspirations (authors, 2017; Tarabini and Jacovkis, in press). Although this transition is conceived as the first "real choice" provided to students, there are systemic and institutional factors that mediate post 16 choices

and educational transitions (authors, 2017). Based on a broader project that analyses the impact of secondary schools in framing post-16 years-old educational opportunities, the aim of this paper is to explore the role of open doors events as key institutional devices to position schools in local education markets. Specifically, this paper explores different strategies/discourses deployed by schools in order to maintain or transform their status (Podolny, 1993; Van Zanten and Legavre, 2014). The research is based on a theoretical framework that understands open door events as socially structured spaces, fields in Bourdiesian terms, in which agents - in this case upper secondary schools- struggle to maintain or improve their position in the educational market. The paper draws on data from a qualitative study based on observation in 26 open doors events in the city of Barcelona during the academic year 2017/18 and documentary analysis. The sample includes a variety of private/public schools, different social composition, offering academic/vocational tracks. The study presents a variety of discourses among schools when providing information in open door events that are influenced by the interaction of external features -geographical location, courses offered- and internal features -ownership, facilities, history- mediated by school social composition. As a result, the paper contributes in better understanding the mechanisms by which schools in upper secondary education and how these dynamics shape educational opportunities of young people in the transition to upper secondary education.

References:

- Podolny, J. (1993). A Status-Based Model of Market Competition, *American Journal of Sociology*, 98(4), 829-872.
- Tarabini, A., Curran, M, Castejón, A., Montes, A (2017). The construction of educational aspirations and expectations among young people: Systemic, institutional and teacher effects in Catalonia (Spain). In: A. Tarabini and N. Ingram (Ed.) *Educational choices, aspirations and transitions in Europe*. Routledge
- Van Zanten, A., Legavre, A. (2014). Engineering access to higher education through higher education fairs. *Laboratoire interdisciplinaire d'évaluation des politiques publiques (LIEPP) Working Paper*. Núm. 22.

C.4. | Neoliberalism and education

80 Post-bureaucratie et changement de référentiel dans les systèmes scolaires: quelle légitimité possible pour les directeurs et les chefs d'établissement?

Cécile Roaux |

Keywords: Post-Bureaucratie, Management, Pouvoir, Leadership, Autonomie

Dans un système éducatif centralisé comme est organisé l'école française, la place des cadres de terrain est légitimée, par un organigramme, un ensemble de textes, de lois, de règlements et une structure descendante. Cependant, en France, si les positions pour les professionnels de l'éducation nationale sont en principe définies par des « référentiels » précis, ceux-ci sont en évolution et sont éclairants du changement de référentiel global qui s'inspire des théories néomanagériales de la « réactivité » c'est-à-dire d'une sorte d'aménagement automatique au niveau local lorsque les acteurs se confrontent au réel (Martuccelli, 2004). Dans une perspective optimiste, la « libération » des acteurs, leur « autonomie » est vue comme une solution pour améliorer l'efficacité du système – et d'abord du système économique (d'où les liens idéologiques forts avec l'économie libérale). Pourtant les référentiels métiers qui combinent « descriptions des missions, répertoires de compétences et objectifs de formation » (Langanay, 2016) prescrivent un idéal de travail qui hésite entre « autonomie » et dirigisme, liberté pédagogique et obligations de contenus, voire de méthode.

Method

A partir d'une enquête de terrain utilisant une méthodologie plurielle (ethnographie de longue durée, entretiens et enquête par questionnaire (N=5837) nous nous proposons d'examiner comment la transformation du « référentiel » éducatif fragilise la position des responsables d'établissement scolaire et pose la question de leur légitimité. La perspective critique de l'impact des théories néolibérales en éducation doit en effet non pas seulement s'interroger sur les oppositions entre « base » (les enseignants, les usagers) et « sommet » (politiques et haute fonction publique) mais aussi sur ceux qui sont placés dans l'inconfortable position de « cadres de terrain », autrement dit les directeurs d'école et les chefs d'établissement.

Outcomes (expected)

A l'école, derrière la question de l'autonomisation et de la réactivité face au poids croissant des contraintes, il persiste « une capacité de contrainte réelle, mais dynamique, diverse et conflictuelle, pour susciter le consentement des dominés » (Martuccelli, 2004) : la responsabilisation. L'individu devient un acteur « invité » à agir, à s'impliquer à se mobiliser dans une logique de projet où le contrôle a laissé la place à l'auto-contrôle (Boltanski, Chiapello, 1999). On assiste à une tension dans le référentiel éducatif où l'appel à « l'initiative » reste sous surveillance, avec des règles plus mouvantes sans doute, mais tout autant exigeantes ne serait-ce par les interactions qu'elles demandent (Martuccelli, loc.cit.). La place des cadres de terrain, en contact direct avec les enseignants et les usagers est alors paradoxale. La crise du modèle bureaucratique est actée par les responsables même de ces bureaucraties et les prescriptions managériales nouvelles. Si la bureaucratie elle-même – mot désormais très négativement connoté - se déclare (sans y croire vraiment) non-crédible, la légitimité des cadres « de base » ne peut plus reposer que sur des « qualités personnelles », bref sur un retour du modèle du « charisme », décevant souvent, et désinstitutionnalisant, psychologisant. Cette communication décrira les « effets de terrain » (accommodements, résistances), mais aussi les effets psychologiques (décrochage professionnel, découragement) liés à cette situation.

References

- Martuccelli, D. (2004). Les imageries du pouvoir : de la rationalisation à la réactivité, *L'Homme et la société* 2004/2 (152-153), 183-200.
Boltanski, L., & Chiapello, E. (1999). *Le nouvel esprit du capitalisme*. Paris, France: Gallimard.
Langanay, J. (2016). *Le chef d'établissement pédagogique*. Paris, France: Canope.

C.4. | Neoliberalism and education

193 Changing the point of view about the role of Large Scale Assessment: How European countries manage evaluation in decentralization processes

Consuela Torelli | Brunella Fiore | Donatella Poliandri | Michela Freddano |

Keywords: Decentralism, Policentrism, Large Scale Assessment, Organizations, Decd-Pisa.

IEA, PIRLS and TIMSS and OECD-PISA results have entailed a political and media impact which paved the way to several reforms in the school system of many European countries, although they were introduced in different times and with different ways. The large scale assessment has received severe disapprovals for the theoretical and methodological system which characterizes this kind of assessment. Criticisms largely question the low attention of the bottom-up approach given by standardized tests in school system analysis. A growing attention has been given to vertical and horizontal dimensions in the last years. The vertical dimension focuses on the decentralization of powers towards intermediate public or not-public organizations. The horizontal dimension refers to school managers and teachers' powers in creating schools networks and peer relations among schools. National and supranational governing bodies, based on the increasing legitimacy of polycentrism in assessment measures, are adapting their approach to a decentralized decisional process, creating a link between the edge and the core system.

Method

This work aims at giving a review of the main assessment methods (self-evaluation, external evaluation and improvement) used in European school systems, while focusing on the heritage, the links and the redeployment of the methodological systems applied by both national and supranational organizations including intermediate organizations and schools networks. Focusing on a specific study on decentralization in Italy, it will be introduced previously a review of the main laws and directions regulating the evaluation system in order to describe the main actions implemented at a decentralized level to support schools in the process of self-assessment and improvement. A specific attention is given to the definition of the object and the main activities of the financed projects; this allowed to identify the main areas of attention of schools in reference to the outcomes, the processes and the main activities developed in the field. The documentary analysis of both Web portals and funded projects, shows the complexity of improvement process due to the very articulated ways schools proposed it.

Outcomes (expected)

The analysis will reflect in particular on the complex and controversial evolution of the decentralization process and the developing polycentrism of European school institutions.

References

- Eddy-Spicer, D.H., "Mediated diffusion: Translating professional practice across schools in a high-stakes system", *Journal of Educational Change*, 18, pp. 235–256, 2017.
- Ehren, M.C.M., Janssen, F.J.G., Brown, M., McNamara, G., O'Hara, J., Shevlin, P., "Evaluation and decentralised governance: Examples of inspections in polycentric education systems.", *Journal of Educational Education*, 18(3), pp 365–383, 2017.
- Hargreaves, D.H., *Creating a self-improving school system*, Nottingham: National College for Leadership of Schools and Children's Services, 2010.
- Janssens F.J.G., Ehren, M.C.M., "Toward a model of school inspections in a polycentric system.", *Evaluation and Program Planning*, 56, pp. 88–98, 2016.
- Oecd, 2017, *Schools at the Crossroads of Innovation in Cities and Regions*, Oecd Publishing, Paris.

C.4. | Neoliberalism and education

447 Managing Enrolment of new students or acting as an Hypermodern institution

Christelle Manifet |

Keywords: University Admissions And Selection, Institutional Analysis, Hypermodernity

In the 2000s, French universities, which are internationally known for their 'non-selection' rules for entering students, began instituting a real 'system of admissions', organized both at the national and at the local level. If

there is a need to discuss these new practices from various points of view (value-oriented, student expectations, needs and conditions of life...) the focus will be put on the systemic functionality of these practices.

In relation with their social demand, universities operate as 'hypermodern' institutions whose salient features will be drawn thanks to sociological interpretations of the profound change of 'educational institutions' and of 'hypermodern' societies. The proposition is to admit the main and consensual assertion of those sociologies - the end of the idea of metasocial institutions (Dubet, 2002, Touraine, 2013)-, while maintaining a scientific interest in the new institution, understood as a system (Luhmann, 1987).

The most preeminent point drawn from the Luhmanian theory of hypermodern societies is that the universities function as a closed and self-referential social subsystem. The instrumental reason dominates the relationship to the environment, including the relationship to the student clientele. Meeting the expectations and needs of its clientele is not an end, at best a means, for autonomous purposes, specifically academic. This self-referential rationality is not totally new but accentuated, paradoxically, by the changes occurring in the environment of resources and support, precisely by the way in which the political subsystem guides the university reform.

This thesis is built on the basis of a socio-historical analysis of the 'institutional forms' that the relationship between universities and their entering clientele take, institutional forms that are increasingly subsumed into 'policies of admission'. The investigation had been essentially realised in France, but will be put in international perspective, in particular with national situations historically defined by a closed university sector and selection rules for entering students.

The argument will be divided in three parts :

- a relative indifference to student demand as such ;
- a self-referentially closed university system and its environment ;
- the question of values in an hypermodern university.

This paper will be a theoretical prolongation of an article already published in French: Manifet C. (2016), « Du problème de l'échec en licence à celui de la régulation de la demande sociale dans l'enseignement supérieur », *Politiques et management public*, 33(3-4) : 233-258.

C.4. | Neoliberalism and education

615 Depoliticizing education in Italy: Further options to craft your own formative path(s)

Giorgio Giovanelli | Leonardo Piromalli |

Keywords: Societal Depoliticization, School Choice, Educazione Parentale, Virtual Universities, Homeschooling

The neoliberal rhetoric about the primacy of individual choice is extending to the field of education. The field of school choice is affected by the redefinition of the relationships among educational systems, parents and students. It is thus changing in its logics and substance. On the one hand, school choice models are being introduced which are based on recurring concepts in the neoliberal paradigm such as merit, performance, control, effectiveness, efficiency. Some families select among the best performers in the quasi-markets of education (Bartlett & Grand, 1993) through evidence-based assessments (Ozga et al., 2011) founded on performative and commensurative indicators (Espeland & Sauder, 2007), i.e. the average performances of students enrolled in the evaluation tests, the educational offer, the extra-curricular activities offered by schools, the activities and projects they propose. On the other hand, school choice is expanding in its alternatives and scope, as processes of depoliticization (Hay, 2007) emerge which foster the transfer of responsibility from the public actor to new subjects such as individuals, organizations and families (Wood & Flinders, 2014). New educational regulation devices are thus being enacted that are consistent with the modes of governance peculiar to roll-out neoliberalism (Peck & Tickell, 2002): public-private hybrid models such as charter-schools, private virtual universities striving for public accreditation, and 'out of school' practices such as unschooling and homeschooling, in which parents assume the responsibility and the direct control for the learning paths of their children. The aim of this work is to trace the processes of societal depoliticization of education existing in Italy which are challenging school choice both in policy and practice sphere. A mapping of the phenomenon will be performed in order to describe its complexity and heterogeneity. Two empirical fields will be engaged: 'out of

school' practices and virtual universities. A focus will be put on the relationships among civil society actors and institutional actors.

Methods

First, a background analysis will be carried out on the processes of societal depoliticization of education which have been undertaken in the United States. We will conduct a historical reconstruction and we will draw on a documentary analysis in order to study the process for comparative purposes. In the second phase, processes of societal depoliticization of education will be analysed for Italy. Its features will be looked for in two empirical fields in particular: educazione parentale/homeschooling and virtual universities. These practices are well established in the United States but still emerging in Italy. Normative devices and other relevant documents will be analysed with comparative intent.

Outcomes (expected)

First, this work will shed light on the emergence of new actors in education in Italy. In particular, the current scenario of school choice will be shown in order to highlight similarities and differences among practices in terms of objectives, motivations and organizational features.

Second, this research will offer an analysis of the legislation that regulate, in Italy, the relationships between institutional and non-institutional actors in the context of "out of school" practices and virtual universities.

References

- Bartlett, W., & Grand, J. L. (1993). The Theory of Quasi-Markets. In J. L. Grand & W. Bartlett (Eds.), *Quasi-Markets and Social Policy* (pp. 13–34). https://doi.org/10.1007/978-1-349-22873-7_2
- Espeland, W. N., & Sauder, M. (2007). Rankings and Reactivity: How Public Measures Recreate Social Worlds. *American Journal of Sociology*, 113(1), 1–40. <https://doi.org/10.1086/517897>
- Hay, C. (2007). *Why We Hate Politics*. Polity
- Ozga, J., Dahler-Larsen, P., Segerholm, C., & Simola, H. (Eds.). (2011). *Fabricating Quality in Education: Data and Governance in Europe*. Milton Park, Abingdon, Oxon; New York: Routledge.
- Peck, J., & Tickell, A. (2002). Neoliberalizing Space. *Antipode*, 34(3), 380–404. <https://doi.org/10.1111/1467-8330.00247>
- Wood, M., & Flinders, M. (2014). Rethinking depoliticisation: Beyond the governmental. *Policy & Politics*, 42(2), 151–170. <https://doi.org/info:doi/10.1332/030557312X655909>

C.4. | Neoliberalism and education

632 Re-thinking educational leadership in neoliberal times: what can Antonio Gramsci tell us?

Howard Stevenson |

Keywords: Educational Leadership, Neoliberalism, Counter-Hegemony, School Reform, Social Movements

The neoliberal restructuring of public education systems, or 'GERM' (Sahlberg, 2016), is a global phenomenon, although there continues to be significant variation in localised experience. Arguably one of its most common features has been the changing role of the school leader. Less and less are school leaders seen within a school as 'primus inter pares' but rather they are increasingly presented as separate, and distinct, from the wider body of teachers and school workers. The concept of 'transformational leadership' (Leithwood and Jantzi, 2005) is fundamental to this re-engineering of public schools. It is often school leaders who are expected to play the key role in 'marketing' the school, measuring the performance of school workers and managing the school's resources and budget as if it were a business (see for example the impact of 'La Buona Scuola' reforms in Italy). However, according to this analysis it is difficult to see what is being transformed as the movement for school improvement seeks only to improve within the prevailing system. It does not seek to question the wider goals of education, or fundamentally challenge the managerialist structures of school organisation. It seeks to reproduce the neoliberal social order, rather than build a democratic alternative. In this conceptual paper I will argue that genuinely transformational leadership in education requires 'leaders' to transcend the status quo, rather than live within the parameters that frame it. In making this case I wish to draw on the ideas and legacy

of Antonio Gramsci and argue that Gramsci provides us with conceptual tools to help us rethink what 'educational leadership' looks like. Such an approach requires an appreciation of hegemony as a 'theory of leadership' in which moral and intellectual reform are central to bringing about social change, while simultaneously recognising that 'every relationship of hegemony is necessarily a pedagogical relationship' (Gramsci, 1971, p. 350). In essence Gramsci helps us to rethink 'educational leadership' as not narrowly focused on those who lead in education, but rather those who lead through education. Re-thinking educational leadership in this way allows us to re-imagine what educational leadership looks like in the movement to build democratic schools. Rather than focus on those nominally and formally identified as school leaders our concern shifts to those capable of securing system change by disrupting hegemonic discourses and offering an 'alternative common sense'. This necessarily requires an interest in leaders as those who Gramsci identified as performing the 'function of intellectuals' (Gramsci, 1971, p.9). These 'organic intellectuals' are less likely to be found in positions of authority in schools, but rather in the myriad trade union and social movements that are seeking to challenge the neoliberal restructuring of public education.

References

- Gramsci, A. (1971) *Selections from Prison Notebooks*, London: Lawrence and Wishart.
- Leithwood, K., & Jantzi, D. (1990) Transformational leadership: How principals can help reform school cultures. *School Effectiveness and School Improvement* , 1: 249–280.
- Sahlberg, Pasi. (2016) The Global Educational Reform Movement and Its Impact on Schooling. *The Handbook of Global Education Policy*, 128–44.

C.5. | Education, Resilience, Democracy

238 The Re-Enchantment and care policies in the digital society. Re-thinking Resilience, starting from B. Stiegler's philosophy]

Cristina Coccimiglio |

Keywords: Politiche Della Cura, Tecnologie, Pharmakon, Resilienza, Techne

[An education based on resilience (Garista, 2018, Malaguti 2003) can become for many people a tool to challenge radicalization and social discrimination, to promote intercultural dialogue, to encourage active citizenship, legality and sustainable environmental development policies. The French philosopher Bernard Stiegler (2014) – although he has never dealt thematically with this topic - shares the need to investigate in the "psychic" environments in which the minds of individuals and students grow and develop, as well as the need to take care of natural environments. New technologies create the conditions for an unexpected democratization of access to knowledge, but at the same time, in combination with consumerism and intrusive marketing, they are the vectors of a system that is not always functional to the development of the spirit. Stiegler (2012) integrates the concept of bio-power (Foucault's analysis) with the concept of psycho-power, hoping for an inversion in the psycho-technologies in nootechnologies (technologies for enhancing the nous), and of thought and social bonds that favor the development of knowledge.

Method

I will briefly I expose how Bernard Stiegler completes the rethinking of the relationship between episteme, anthropos and techne, monitoring the role of ICT in the formation of subjectivities, as well as their impact on knowledge, by drawing on pharmakon theory. This implies, beside the critique about the intoxicating effects of the technologies, a perspective that aim to research and valorize the healing and emancipatory possibilities of the technologies that can become a point of strength for collective intelligence. In this tension that lead to an inversion of the negative in an emancipatory horizon, we can identify a potential point of contact with the peculiar aspect of the resilience processes that I will recall. In fact, resilience in education is also a process that defines the ability to create experience, knowledge and culture, transforming negative episodes into new learning. This is an evidence according to an emancipatory principle similar (but not identical) to Stiegler's point of view who is looking at the economic and political side to turn the toxicity in remedy, recognizing that the pharmacological condition we are facing today is about society control.

Outcomes (expected)

The goal is to relate a critical reading of the notion of resilience in today's society, starting from some of Stiegler's philosophy reflections. In particular, I will refer to his concept of "symbolic misery", moreover to the the industrial exploitation of attention and desire, to the rarefaction of relations between subjects, to the disenchantment as a loss of meaning, along with the annihilation of the will as a loss of capacity to imagine the future.

References

1. B. Stiegler, Prendersi cura. Della gioventù e delle generazioni, Orthotes, 2014.
2. B. Stiegler, Reincantare il mondo. Il valore spirito contro il populismo industriale, Orthotes 2012.
3. P Meirieu , D Kambouchner, B Stiegler L'école, le numérique et la société qui vient, Mille et une nuits, 2012
- 4 Malaguti E., "E' possibile educare alla resilienza?", in Animazione sociale, Gruppo Abele, Torino, pp.64-74, 2003]

C.5. | Education, Resilience, Democracy

272 Educating community and resilience, a way to integrate young disadvantaged migrants

Elena Ragazzi | Valentina Lamonica | Lisa Sella |

Keywords: Early School Leaving, Language Skills, Learning By Doing Approach, Migrant Students, Evaluation

[Our contribution declines the concept of resilience within the educating community; in particular, through the project “Oltre I Muri” the educating community has been able to change the educational environment of disadvantaged young people, in order to spur them and stimulate their learning through unusual locations and educational approaches. We present a work on the evaluation of a pilot program addressed to foreign adolescents with low language skills and high dropout risk, in junior high school. The intervention - developed by CNR-IRCrES and Piazza dei Mestieri (a private training centre in Turin) jointly with junior high schools - aims at filling their gaps both in general subjects knowledge and in soft skills. In order to facilitate the process of re-motivation and to favour the attachment to the school environment, “Oltre I Muri” propose the experimentation of alternating school-professional training activities. The swing of activities allows to experiment a different way of learning based on inductive pedagogic methods, professionally-oriented teaching, and individual coaching. In particular, the students involved in the project have the chance to move (for 290-hour) in professional training courses, instead of going to school and they can experience the basic subjects learning (Italian, math and English) through ateliers practice. The project was conceived in synergy among educators, trainers and teachers, in order to face successfully a transversal problem, which concerns both the scholastic and the social integration of young people. The pilot project has been evaluated through experimental counterfactual approach, we constructed a grid of profiling variables, that are monitored, for students belonging both to treated and control groups. The aim was to assess social and behavioural skills, alongside other variables concerning school performance. Previous experimental evaluations of similar programs (see Kautz et al., 2014) provide ambiguous results: depending on program features such as length of the treatment, role and pervasiveness of training, tutors, mentors, families’ and peers’ influence, long-term analyses showed either positive (Durlak et al., 2011) or negative (Rodrigues-Planas, 2012) effects on some outcome variables such as behavioural attitudes, soft skills, educational attainment, future wages and other labour market outcomes. Concerning our results, “Oltre I Muri” proved effective in contrasting early school leaving. In particular, 2 out of 10 untreated students dropped out during the pilot, while all the 11 treated students continued to attend regularly. This can be interpreted as a 20% increase in the attendance rate, which can be attributed to the project with a confidence level of the 80%, i.e. a value that is acceptable in a very small sample. When we discussed, for validation, the results of the evaluation with the teachers, they observed that there was great variation across the students in learning progress made, but it clearly emerged a strong impact of the project on students’ motivation.]

References

- Kautz, T., Heckman, J. J., Diris, R., TerWeel, B., & Borghans, L. (2014). Fostering and measuring skills: Improving cognitive and non-cognitive skills to promote lifetime success (No. w20749). National Bureau of Economic Research;
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions. *Child development*, 82(1), 405-432;
- Rodriguez-Planas, N. (2012). Longer-term impacts of mentoring, educational services, and learning incentives: Evidence from a randomized trial in the United States. *American Economic Journal: Applied Economics*, 4(4), 121-139;

C.5. | Education, Resilience, Democracy

452 Knowledge driven shared sustainable strategies for the Mediterranean Sea, a case of resilience in a collective educational process

Monica Cariola |

Keywords: Resilience, Educational Process, Mediterranean Sea, Environment

The present paper analyses the implementation process and some first results of the EU project BLUEMED (2016-2020), a Coordination and Support Action (CSA), aimed to involve the relevant actors and stakeholders of the Mediterranean Sea in the definition of knowledge driven shared sustainable strategies, through a

collective democratic educational process. The Mediterranean Sea has been a crucial crossroad for the history, economy and culture of Europe, Middle East and North African countries. The concept of sustainable marine and maritime economic development has only recently been adopted by the European Union and is finally aimed at improving social well-being through an educational process that involves all the actors of the territory and the stakeholders in the broad sense. This implies a drastic change from how operators from marine and maritime sectors have traditionally addressed management of marine resources, towards a synergistic, non-conflicting and sustainable use of the sea. The Mediterranean region, given its long history of marine resources exploitation and increasing human pressure, is an ideal natural laboratory for testing the implementation and feasibility of this new educational process and, at the same time, to understand the resilience of the maritime system in this process.

Method

The methodology, based on interviews, panels and workshop with main maritime actors and stakeholders, intends to analyse and assess the steps and the first results of the collective educational process necessary to reach the goals of the Bluemed project that includes also joint analysis and strategic planning. It starts from a fixed point: testing the capacity for resilience at various levels (territorial, individual, of community) that the whole system has retained in terms of its potentiality, from which to start towards new sustainable development goals. When considering the current economic crisis and the evolving political, social and environmental conditions in the Mediterranean Region, it becomes apparent that only an interactive educational process, able to all the multidisciplinary actors from different countries need to build an ideal environment for reconciling tensions and balancing economic growth, social implications and environmental conservation.

Outcomes (expected)

The main outcome expected is to identify strengths and weaknesses in the educational process at the base of the Bluemed project, in order to verify if it can be able, taking advantage from the resilience of the whole maritime system, to create a participative and educational process, while connecting the top-down and bottom-up approach, and stimulating a dialogue among stakeholders.

References

- Cvitanovic C. et Al. (2015). Improving knowledge exchange among scientists and decision makers to facilitate the adaptive governance of marine resources. *Ocean & Coastal Management* 112 (2015) 25-35
- Cariola M. et Al. (2018). "The BLUEMED Italian White Paper: an overview of relevance, obstacles and proposals of the key sectors for a Blue Growth", BLUEMED Italian White Paper Working Group, CNR Edizioni, Roma.
- European Commission Staff Working Document, (2017). Report on the Blue Growth Strategy: Towards more sustainable growth and jobs in the blue economy, SWD (2017), 128.

C.5. | Education, Resilience, Democracy

484 'Ricilience': the resilience of rice. A documentary film tells the case of social learning that is transforming the Italian rice system

Elena Pagliarino |

Keywords: Sustainable Agriculture, Participatory Research, Innovative Extension, Public Engagement, Cultural Change

The rice sector is a particularly challenging area of environmental research and innovation. Rice is a fundamental food in the diet of the world population, it is the third crop in the world and Italy is the largest European producer. Intensive monoculture cultivation, i.e. rice on rice, year after year, in a concentrated area between Piedmont and Lombardy (the Italian rice district), with high chemical inputs (pesticides and synthetic fertilizers) has very high consequences on the environment. The quality of surface and deep water, soil, biodiversity and landscape is compromised. The health of the population living in the rice-growing district, consumers and agricultural operators, is also threatened by the current rice production. With the rice price crisis, the profitable productive system has stalled and the environmental crisis has widened to an economic and social crisis. In this context, a small group of farmers, scientists, public officials, and buyers has committed in reversing

the route and converting to organic farming. The change is particularly difficult due to lack of knowledge, but the collaboration has allowed the activation of a process of mutual learning, integration and co-creation of knowledge that in a short time made it possible. A documentary movie tells the stories of the protagonists of the multi-actor network, reflecting on the motivations and modalities of change. It testifies that the ecological crisis of the sector is a crisis of the mind, a crisis of the values of a society flattened on the 'here and now', dominated by the economic thought and unable to see other from itself. It highlights the profound cultural transformation that has affected the actors of the network and has allowed them to change their attitudes even before their habits. Show that educational relationships count more than productive factors. The movie wants to be a romantic, not a technical tale, showing the role of emotions that are intrinsically interwoven with thought in every form of learning. The project was a training opportunity for the same protagonists of the network who, through participation in the event, gained awareness of their skills, the value of their choices and the role of research in the transition process towards a more sustainable rice cultivation. The initiative is also a field of experimentation of a new way of disseminating research, as part of the public engagement activity of the so-called "third mission" of researchers, aimed at raising awareness among citizens, consumers, students, journalists and entrepreneurs and while providing models to be imitated.

C.5. | Education, Resilience, Democracy

488 Building communities and the challenge of sustainability in mountain areas

Giovanni Borgarello | Giorgio Salza |

Keywords: Mountain, Resilience, Education, Sustainability, Community Empowerment

The contribution is focused on the analysis of a work path developed in an alpine valley of Piedmont - Val Pellice - to define the future of the territory in a sustainable key.

As is known, the mountain territories are subjected to factors that put a strain on the social, economic and eco-systemic system (depopulation, aging, predatory use by the city, etc.). The methodologies used aim to promote the empowerment of citizens, with particular regard to young people, believing that participation, democratic processes, education and training are engines and an essential part of the development of sustainable societies and economies. This work has been structured over time into a variety of initiatives and processes, all of which contribute to the pursuit of the general objective. In particular, we intend to present two of these processes (still in progress):

- a) a three-year course of construction of an integrated, inclusive and quality system of services for children 0/6 years, as an example of a community that invests on new generations and the development of their skills in order to imagine and create their own future. This project is financed by the social enterprise "Conibambini", the implementing subject of the National Fund for the fight against educational poverty;
- b) a path developed with young people aged 15 to 29 named "Paths of the Future" (project funded by the San Paolo Foundation of Turin in the framework of the Youth Call) which aims at youthful leadership in defining a sustainable development of the territory. In particular, an action called "Green and Circular Economy" in which about thirty young people have committed in: a) carrying out a survey of local companies; b) visiting and analyzing positive experiences in Piedmont and Italy; developing a laboratory of ideas; d) communicating to the territory (citizens, public administrators, economic operators, associations) the results of the research and the elaborated ideas.

In both cases, citizens, families, educators and teachers, local associations and young people are involved in the first person and in different ways. The methods used are different: from action research (focus groups, interviews, meetings) to the use of the Laverack matrix [Laverack, 2017] used in the first case; from the FuturLab methodology to survey methodologies of local production systems under the green profile elaborated by IRES Piedmont in the second case. Specific experience is intended to derive "models" and "guidelines" to be disseminated in larger mountain areas thanks to the participation of subjects such as Uncem, the San Paolo Foundation, the Piedmont Region and the Metropolitan City of Turin.

References

Laverack G., 2017, *Salute pubblica. Potere, Empowerment e Pratica Professionale*, Il Pensiero Scientifico Editore.

C.5. | Education, Resilience, Democracy

490 Exploring the Relationship Between the Focus on Academic Achievement in UK Education Policy and Adolescents' Mental Health in London Schools

Danilo Di Emidio |

Keywords: Mental Health, Resilience, Well-Being, Agency, Governance

In 2018, inspired by two broad questions - 'But what kind of education? For what kind of world?' - I investigated how 11 year-olds' experiences of learning in inner city London impacted on their well-being and subjectivity (a subject can be seen as an entity that simultaneously possesses, acquires and negotiates agency with/in a state institution). I investigated the incongruencies of the UK's state education system and explored the possibilities (past, present, future) generated by students to influence their well-being, both as coping mechanisms and deliberate choices, and those generated by the state to afford students a viable life. I focused specifically on the school-environment, '...an assemblage of behaviour policies, physical spaces, curricula, school ethos, teaching and learning practices' (Bonnell, 2013 a,b), and researched it through ethnographic methods and a participatory (constructionist) epistemology. I analyzed and reconstru(ct)ed it with different actors (teachers, school leaders, parents and students) involved in day-to-day schooling and as coproducers and sharers of knowledge. Through a Participative Action Research (PAR) approach, I discovered that the headteacher's and parents' emphasis on the importance of exam-results was juxtaposed with the ambivalent experiences of students and teachers. I saw that students, despite the uneasiness generated by the exam-focused school for so many different stakeholders, had had nourishing experiences within the school-environment, which offered possibilities for personal development and agency. However, such nourishing experiences did not detract from the formal education's shortcomings in relation to students' well-being. The importance students placed on being resilient and agentic-selves, countered the impact of undesirable structural forces on their subjectivities. Rethinking resilience and agency within the school-environment constituted the final recommendation for students, parents, teachers, leaders, governors, policy-makers, to facilitate a healthier school experience. My ensuing ethnography over nine months in a Sixth Form college, stems from current data suggesting that well-being and mental health in the UK are at their lowest amongst 16-19 y/o. By adopting a similar methodology to my pilot investigation, I will shift the focus from well-being to mental health. Distinguishing the two is important, because the 'yoking' of the concepts, through governmental policies, has been politicized for economic efficient, ideological ends (Exley and Ball, 2014), part of a global discourse on 'education governance' (Wilkins, 2016). Therefore, I emphasize not only how well-being's rhetoric in schools got entangled with the clinical aspect of mental health, but also with 'character building' and 'behavior for learning', unequivocally supporting neoliberal educational governance. Such yoking raises questions for teaching and learning practices, teachers' roles, students' subjectivities and parents' expectations, while school leaders seek to balance the exam-results driven culture with accountability measures. The latter paradoxically includes students' well-being and mental health as yardsticks for effectiveness, but ignores more holistic learning and proxies exam-attainment with learning. Therefore, to better discern adolescent's mental health as constituted by the school-environment and by the students themselves, I am currently exploring students' subjectivity as, inevitably, an ontology of becoming, through the intersection of concepts such as performative-learning, relationship (i.e. peers', teacher-student, parent-student), responsabilization, resilience, amongst others.

References:

Bonell, C., et al, 2013a. Theories of how the school environment impacts on student health: Systematic review and synthesis. *Health & Place*, 24, pp.242-249.

Bonell, C., et al, 2013b. The effects of the school environment on students' health: a systematic review of multi-level studies. *Health & place*, 21, pp.180-191.

Exley, S. and Ball, S.J., 2014. Neo-liberalism and English education. *Neo-liberal educational reforms: A critical analysis*, pp.13-31.

Wilkins, A., 2016. *Modernising school governance: Corporate planning and expert handling in state education*. Routledge.

C.5. | Education, Resilience, Democracy

611 Resilario

Paola Iotti |

Keywords: Resilienza Sostenibilita' Educazione Ambientale Como

Lake Como is a beautiful area surrounded by mountains and valleys and about 400,000 people live on its shores and inland. The lake is a source of economy linked to professional fishing, tourism, navigation and related services. In recent years, climate change has materialized with a change in rainfall data. Not so much the amount of water but its distribution. Equal quantity of water for less rainy days that have led to a concentration of rainy and dry periods with enormous consequences on the lake level. A few days with so much water several days with low level. This variation of lake level has led to three major problems.

1. Emergence of fish eggs from water resulting in death.
2. Landslides of the lake banks no longer supported by the water pressure of lake itself
3. Difficulty for public and private navigation.

The Chambers of Commerce of Como and Lecco have therefore launched a table that would lead to sharing the objectives for solving the problem by involving all the strong players and stakeholders in the area. On 19 June 2018 the Agreement for the lake was born. Proteus / Lab has been charged with drafting a communication project to the population, aware that the first step in solving the problem is information and dissemination. The project was called RESI-LARIO (Resilience –Lario lake) A phase of communication to schools has focused our job around simple and important Keywords: resilience, sustainability, involvement and sharing of our landscape. An edutainment event called "Lakewatching" was set up for primary and secondary school, during which, to capture the attention of the pupils on the lake, a diver immersed himself in the lake connected live audio / video with the students, explained the mysteries, the rules and the treasures of the lake. For secondary students, a school conference was created that talked about the lake but also dealt with the real causes of the problem and also referred to technical and political solutions. For the population have been identified moments that, taking advantage of the charm of "Lakewatching" allowed to face and detail the themes only mentioned in schools. The second phase of the project wants to involve the productive world of the territory asking companies to finance interventions by buying "CLUSTER di CULTURA" to give to local schools and to the population the chance to talk about lake Como and his territory and criticism. The idea is to involve companies, schools and citizens in a single objective of training and information. It has been organized a mobile structure that will bring to the squares of the villages a moment of training and comparison regarding the themes mentioned, using always Lakewatching as a tool to engage the public. The public will not be simply citizenship but also tourists who for 8 months out of 12 copiously visit the lake.

D.1. | The training of teachers for a democratic education of the citizen

129 Training of teachers for a democratic education of pupils in schools

Ahmet Derecik | Menze Lorena |

Keywords: Democratic Education, Training Of Teachers, Physical Education In School, Participation

Regarding democratic education, the participation of children and adolescents is indispensable. Participation has been considered a basic right for juveniles and young adults since the UN Convention on the Rights of the Child (CRC) in 1989. However, the term participation is not clearly defined and therefore leads to misunderstandings in both everyday life and academics. In the first part of the lecture, we suggest participation to be understood as an umbrella term in the sense of attendance, for example at an academic seminar, and as the expression democratic participation. According to Dewey (1993) and Eikel (2007), this term can further be distinguished into co-determination and decision-making (political participation), debate and negotiation (social participation) as well as co-creation and commitment (active involvement). Those three forms of democratic participation are closely interconnected (Derecik & Menze, 2019). In the second part of the lecture, we present the training of Physical Education (PE) teachers in terms of teaching democratic education in school. The often expressed demand for realising democratic participation and therefore democratic education is rarely put into action – due to a lack of didactical and methodical ‘tools’. The practical application of democratic participation is still largely indefinite (Bettmer, 2009, p. 171).

Method

In order for PE teachers and those in training to learn how to implement democratic education in a purposeful and target-oriented manner, the interdisciplinary basic model for didactic application of democratic participation comes in useful. This model was being developed on an extensive empirical basis over the course of a three-year research project. For this purpose, 18 video-assisted observations of primary school PE classes were made and participation-related video sequences filtered out. Subsequently, those sequences were presented to 40 pupils and 18 PE teachers who then were interviewed about possible ways of democratic participation.

Outcomes (expected)

Consequently, the basic model for didactic application of democratic participation has evolved, covering – from a situational approach – the purpose, contents and methods of democratic education. It furthermore points out the inevitable balance of heteronomy, co-determination and self-determination (Derecik, Kaufmann & Neuber, 2013). On the basis of this innovative model, further guidance on conceptual and methodical levels can be provided for an age-adjusted and situation-dependent education towards democracy (Derecik, Goutin & Michel, 2018).

References

- Bettmer, F. (2009). Partizipation und Anerkennung. Voraussetzungen einer demokratischen Öffnung der Schule aus Sicht der Wissenschaft. In F. Prütz, S. Kortas & M. Schöpa (Hrsg.), *Die Ganztagschule: Von der Theorie zur Praxis. Anforderungen und Perspektiven für Erziehungswissenschaft und Schulentwicklung* (S. 171-184). Weinheim: Juventa.
- Derecik, A., Kaufmann, N., & Neuber, N. (2013). *Partizipation in der Offenen Ganztagschule. Pädagogische Grundlagen und empirische Befunde zu Bewegungs-, Spiel- und Sportangeboten*. Wiesbaden: Springer VS.
- Derecik, A., Goutin, M.-C. & Michel, J. (2018). *Partizipationsförderung in der Ganztagschule. Innovative Theorien und komplexe Praxishinweise*. Wiesbaden: Springer VS.
- Dewey, J. (1993). *Democracy and education: an introduction to the philosophy of education*. Weinheim: Beltz.
- Derecik, A. & Menze, L. (2019). *Mittendrin und auch dabei? - Demokratische Partizipation im Sportunterricht und in Sportangeboten im Ganztage*. Zeitschrift für sportpädagogische Forschung (accepted).

D.1. | The training of teachers for a democratic education of the citizen

184 Rethinking intercultural education for a democratic school. Reflections of an empirical research

Lisa Stillo | Massimiliano Fiorucci |

Keywords: Intercultural Education, Teachers Training, Inequality, Democratic School.

Within the current debate on the new and old challenges that pedagogy is facing, especially with reference to the development of a society that can effectively be called democratic and equitable, the issue of teacher training is particularly important. Reflecting on this means grasping the actual relationship between school, democracy and society, of which Dewey speaks, with a focus on new and increasingly rapid social, cultural, economic and environmental changes in global perspective. The present contribution focuses on the intercultural education of teachers, paying attention to the now structurally multicultural nature of the school, within which very different stories coexist. The Miur report and the Invalsi 2018 report tell of a multi-speed school, with great differences in terms of school results, repetitions and school dropouts. This educational inequality particularly affects the students of the center and south, with migratory background and/or with a strong socio-economic disadvantages. The school, therefore, can not be fully inclusive and fair, allowing everyone to develop their potential in a cultural and social empowerment perspective. For this reason it seems interesting to resume the theme of intercultural training, to understand the critical issues and possible future prospects, in order to overcome discrimination in the education. The present work proposes a theoretical and empirical reflection on the nature of intercultural training, through part of a field research involving 712 teachers and headteachers of Italy. The sample has been identified within a national training proposal aimed at schools with a high percentage of students with migration backgrounds. The aim of this work is to understand and investigate the different forms of intercultural teachers training, which training needs are most widely perceived today, and examine some broader issues about the role of the teacher in the school.

Method

In order to analyse the above mentioned aspects, a qualitative-quantitative method was used, through the administration of a closed questionnaire to the sample of 712 teachers and headteachers, and the realization of 5 focus groups in different geographical areas of Italy.

Through these tools it was possible to capture different aspects of a complex and multidimensional phenomenon such as that of training.

Outcomes (expected)

The expected results, although not conceivable, may constitute useful materials for the scientific literature and the debate on intercultural education, in particular with regard to teacher training and their role in the current school, in order to rethink training with a view to more broad democratic development of the educational institution.

References

- Baldacci M. (2014), *Per un'idea di scuola. Istruzione, lavoro e democrazia*, Franco Angeli, Milano.
- Benvenuto G. (a cura di) (2011), *La scuola diseguale. Dispersione ed equità nel sistema di istruzione e formazione*, Carocci, Roma.
- Catarci M., Fiorucci M. (a cura di) (2015), *Il mondo a scuola. Per un'educazione interculturale*, Conoscenza, Roma.
- Dewey J, (1964), *Scuola e società*, La Nuova Italia, Firenze
- Invalsi (2018), *Rapporto prove Invalsi 2018*,
https://www.invalsi.it/invalsi/doc_evidenza/2018/Rapporto_prove_INVALSI_2018.pdf
- Miur (2018), *Gli alunni con cittadinanza non italiana 2016/2017*
https://www.miur.gov.it/documents/20182/0/FOCUS+16-17_Studenti+non+italiani/be4e2dc4-d81d-4621-9e5a-848f1f8609b3?version=1.0
- Tarozzi M (2015), *Dall'intercultura alla giustizia sociale. Per un progetto pedagogico e politico di cittadinanza globale*, Franco Angeli, Milano

D.I. | The training of teachers for a democratic education of the citizen

200 Educational Consulting: An Inclusive Resource for School Universe

Livia Serlupi Crescenzi |

Keywords: Educational Consulting, Training Of Teachers, Sosia, Nine Steps, School

The pedagogical approach that can include emotional literacy, social and cultural education, among other things, is a responsibility that should be taken care of not only by the family but also by the school. The latter, in fact, often omits the indispensable necessity to focus on the educational exercises, the child and his specific needs. The educational institution seems to lose, in some cases, its role as educator of the person in its completeness, wholeness and well-being to focus only on the intellectual growth.

Method

In this sense, the educational advice (Simeone, 2011) that makes it possible to improve the sense of self-efficacy could be a valuable help to give new dignity to the educational profession and to re-establish a cooperative relationship with the new generations.

The consultancy technique is a contract between consultant and "client", the teacher, in order to achieve a change obtained through the support and expertise of the consultant.

The method provides for a comfortable number of meetings, presumably no more than ten, during which it will be possible to use the technique of reformulation, the instrument of Sosia and Nine Steps. Listening and editing in the here and now, the non-directivity, a "facilitating atmosphere" through, the technique of Sosia, helps to reach the goal of full self-awareness, assumption of responsibility and decision-making, to overcome problems and difficulties in full freedom and autonomy. The path with Sosia begins with the awareness of one's senses and then re-educating one's own perceptions, opinions, feelings and emotions. The experience of Nine Steps, defining the objectives, completes the process to obtain concrete intentions and actions. Elaborated by the transnationalists Muriel James and Ian Stewart, it involves the subject in a revision of their objectives, in order to attain their own authentic aspirations and their own real potential of change.

Outcomes (expected)

In this sense, the professional figure of the Educational Consultant within the school context starting from the first classes of the Primary School can be considered a valid support for all teachers who today are called to deal with the necessary pedagogical approach which must integrate notional teaching. A support that fully favors the recovery of an educational capacity aimed for students.

References

- Baldo, E. (2014). Il metodo S.O.S.I.A. Rivista Il Consulente Familiare n. 4
- Beck, U. (2000). La società del rischio: Verso una seconda modernità. Roma: Carocci.
- Carckhuf, R. (1987). L'arte di aiutare (2nd ed.). Trento: ed Erickson.
- James, M., & Dorothy, J. (1987). Nati per vincere: Analisi Transazionale con esercizi di Gestalt. Milano: Ed. San Paolo.
- Mearns, D., & Thorne, B. (2006). Counselling centrato sulla persona: Teoria e pratica. Trento: Erickson.
- Mucchielli, R. (1987, 2016). Apprendere il Counseling. Trento: Centro Studi Erickson.
- Polito, A. (2017). Riprendiamoci i nostri figli. Venezia: Marsilio.
- Rogers, C. (1997). Terapia centrata sul cliente. Firenze: La Nuova Italia.
- Simeone, D. (2011). La consulenza educativa: Dimensione pedagogica della relazione d'aiuto. Milano: Vita e Pensiero,
- Stern, D. (2004). Il momento presente. Milano: Cortina.
- <https://www.directafin.it/infografica-sugli-insegnanti-in-italia>

D. I. The Training of Teachers for a Democratic Education of the Citizen

234 Educate the thought. The relationship theory and praxis within the paradigm of professional reflexivity

Maria-Chiara Michelini |

Keywords: Thoughtful Thinking, Active Participation, Thought Community

The traits of swirling complexity and the many antidemocratic drifts of our time, emphasize the need for the training of people equipped to interpret and give meaning to the experience, elaborating in a critical and original

situations and, at the same time, imagining broad horizons towards which move, also through a wise and continuous mediation between theory and practice. Such an instance can be translated in terms of education to thoughtful thinking, the cornerstone of the Deweyan conception in relation to the essence of democracy, as the active participation of all mature people in the formation of values that regulate the life of associated men (Dewey, 1986, p. 429). As far as teachers are concerned, this takes on a double significance, both in the sense valid for all adults involved in a profession, and in the specific sense related to the education of young generations. Because of this double value, the initial and ongoing training of teachers can only be reflective, in relation to the critical evaluation of the content, the process and the premises of its action (Mezirow, 2003, p.110). This type of critical evaluation centers precisely the relationship between theory and practice, because in interpreting situations that are increasingly new and contradictory, the teacher is called to transcend them reflexively, referring to both the theoretical and teleological premises. Educating for active participation, therefore, means that every action can only be understood as a tangible structure of our thinking (Mounier, 1984, p.38).

Method

The training must equip the professionals to continually animate the tension between theory and practice, creating the conditions of the exercise of the best form of thought. We call the community of thought the condition that it synthesizes and understands. Coherent initial and in-service training models need to be developed. Regarding the second, the research The reflexive teacher has implemented a model and developed the experimentation of devices and tools, useful to establish the conditions for encouraging reflexive thinking, moving in a transformative perspective.

Outcomes (expected)

The creation of a community of thought, a synthesis of the conditions of reflective thought, makes possible the transformative learning of the participants, protagonists of their own development in the direction of the original and creative exercise of professional action, in view of an education for active and autonomous citizens.

References

- Dewey J. (2006), *Come pensiamo: una riformulazione del rapporto fra il pensiero riflessivo e l'educazione*, La Nuova Italia, Firenze (1933). 1940,
- Dewey J., 1986. *L'educazione di oggi*, La Nuova Italia, Firenze, 1940.
- Mezirow J. (2003), *Apprendimento e trasformazione: Il significato dell'esperienza e il valore della riflessione nell'apprendimento degli adulti*, Raffaello Cortina, Milano, 1991.
- Michelini M.C. (2013a), *Educare il pensiero*, FrancoAngeli, Milano.
- Michelini M.C. (2016a), *Fare comunità di pensiero. Insegnamento come pratica riflessiva*, FrancoAngeli, Milano.
- Michelini M.C. (2016b), *Il pensiero Riflessivo*, Baldacci M., Colicchi E., *Teoria e prassi in pedagogia. Questioni epistemologiche*, Carocci, Roma, 2016, pp. 241-258.
- Mounier E., *Rivoluzione personalista e comunitaria*, Ecumenica Editrice, Bari, 1984.
- Schön D. A. (1993), *Il professionista riflessivo*, Edizioni Dedalo, Bari, 1983.

D.I. | The training of teachers for a democratic education of the citizen

236 Research(and)training for the teachers of democracy

Pascal Perillo |

Keywords: Teaching And Learning, Citizenship Education, Research, Community Of Practice, Transformative Theory

The contribution proposes a reflection about the relationship between democratic education and teachers' training, focusing on the epistemological-methodological dimensions of teachers' training, both pre-service and in-service.

Method

The contribution proposes to adopt the approach of reflective and transformative training-research. This approach allows to work on the teachers' and students' research competences, enhancing a management of the teaching-learning processes in order to transform classrooms in democratic communities. The deweyan

transactional educational approach allows to conceptualize the teacher's professional educational practice as a 'space' of relationship between research and reflection on action. The basis of this approach can be found in multiple elements: 1) the Research-Action as a methodological framework that substantiates the structure of training-research; 2) the construct of reflectivity as it is re-read in the perspective of the epistemology of professional practices; 3) the transformative theory, with reference to a vision of educator as an adult in ongoing formation; 4) the construct of Community of Practice, whereby the school can cultivate itself as a democratic community and a context particularly appropriate to respond to the growing need for a democratic education of the citizen.

Outcomes (expected)

The aim of this work is to train teachers who are oriented to exercise their intellectual role in an active and incisive manner, thanks to the development and constant cultivation of a heuristic meta-competence, experimented and validated in the professional practice through a reflective and transformative *forma mentis*. The concept of citizenship requires educational practices that enable to exercise it in a conscious and responsible manner. By means of thinking education, the teachers can set up the conditions of possibility for guaranteeing the emancipation of the subjects in formation, avoiding the flatteries of technical rationality, that would otherwise make the subject a simple executor, and avoiding the temptation to arrange quick *prêt-à-porter* responses. Thanks to thinking education, teachers can act in order to nourish students' autonomy, understood as freedom (and ability) of choice, that can be stimulated and enhanced through participating and sharing within and outside the scholastic community.

References

- Baldacci M. (2014), *Per un'idea di scuola*, FrancoAngeli.
- Baldacci M. (a cura di) (2013), *La formazione dei docenti in Europa*, Bruno Mondadori.
- Baldacci M. (2012), *Trattato di pedagogia generale*, Carocci.
- Baldacci M., "Questioni di rigore nella ricerca-azione educativa", in *ECPS Journal*, 6, 2012, pp. 97-106.
- Baldacci M. (2001), *Metodologia della ricerca pedagogica*, Bruno Mondadori.
- Baldacci M., Frabboni F. (2013), *Manuale di metodologia della ricerca educativa*, UTET.
- Dewey J. (1916), *Democrazia e educazione*, La Nuova Italia, 1992.
- Dewey J. (1933), *Come pensiamo*, La Nuova Italia 1961.
- Dewey J. (1938), *Logica, teoria dell'indagine*, Einaudi 1949-1973.
- Dewey J., Bentley A.F. (1949), *Conoscenza e transazione*, La Nuova Italia 1974.
- Mezirow J. (1991), *Apprendimento e trasformazione*, Cortina 2003.
- Mezirow J. (2016), *La teoria dell'apprendimento trasformativo*, Raffaello Cortina Editore.
- Schön D.A. (1983), *Il professionista riflessivo*, Dedalo 1993.
- Schön D.A. (1987), *Formare il professionista riflessivo*, FrancoAngeli 2006.
- Wenger E. (1998), *Comunità di pratica*, Raffaello Cortina Editore 2006.
- Wenger E., McDermott R., Snyder W.M. (2007), *Coltivare comunità di pratica*, Guerini e Associati.

D.I. | The training of teachers for a democratic education of the citizen

273 The frame and the horizon. Pedagogical thought and the training of teachers between subordinateness and emancipation.

Luca Odini |

Keywords: Teacher Training, Citizenship, Democracy, Subordinateness, Emancipation

The contribution aims to highlight how fundamental is the theme of teacher training not only for the construction of the link between education, democracy and citizenship, but also to create the possibility of building the link between a pedagogical thought that is intended to be a driving force and emancipatory for society and daily educational action. The aim of this proposal is to highlight how fundamental is the training of teachers in a cultural context that has taken on a single paradigm of thought as a framework and horizon, coming to identify with each other, caging it in a single ideological paradigm. After showing how much this lexicon have influenced

the school context, we want to underline how fundamental is for the pedagogical thought to return to elaborate models that can explain the specific educational task of the school, orienting it to the construction of an active and democratic citizenship.

Method

The contribution will be divided into two parts. In the first, through a critical historical approach and in the light of the combination of subalternity and emancipation, we will try to trace which factors have influenced the creation of the current paradigm. For this reason, we will review, from a historical point of view, the curricular and normative indications to highlight the passages that have influenced the idea of the current education system. In the second moment, through a critical-rationalist approach, we will try to propose a conceptual juncture that wants to throw the heart "beyond subalternity", showing possible alternatives.

Outcomes (expected)

Through the critical historical path we will highlight the passages that have contributed to consider the condition of the teacher almost useless to the point of making him a simple performer. The aim is to underline how this approach is the result of a neoliberal pedagogy that has nothing to do with an idea of a school that has as its aim the moral and intellectual education of the person. In the second moment it will be shown how important it is to bring back to the center of the discussion, for the training of teachers, the possibility of imagining different frames for the school that go beyond the common narrative that has helped to make even the pedagogical thought increasingly subordinate, reducing it to being a mere tool of the economic apparatus. We will show how, through the recovery of categories typical of a pedagogy and of a critical thought that is seen as an instrument of emancipation and development of the person and the citizen, even the figure of the teacher and his training can find the strength to think again in the light of a dignity no longer subordinate to the economy that finds the strength to think again beyond the neoliberal hegemony, for the full moral and intellectual emancipation of the women and men of tomorrow.

References

- Baldacci M. (2017), *Oltre la subalternità*, Carocci
Baldacci M. (2014), *Per un'idea di scuola*, Franco Angeli
Ulivieri S. et.al. (eds.) (2018), *Scuola, Democrazia, Educazione*, Pensa Multimedia

D.1. | The training of teachers for a democratic education of the citizen

292 The skills-oriented approach in teachers formation

Silvia Fioretti |

Keywords: Teachers Formation, Competences

The concept of competence is defined as a combination of "knowledge, skills and attitudes", in which the attitude is "disposition/mentality to act or react to ideas, people, situations" (Council Recommendation, 2018). The skills are present in school documents but they still seem very far from an actual practice (Benadusi L., Molina S., 2018). In this context, for the realization of a skills-oriented approach, teacher training plays a 'strategic role' in the space of complex and articulated professional skills, oriented towards a true renewal of the teaching approach. Traditional educational approaches, characterized by abstract and decontextualized knowledge, are separated from the concrete and intuitive experience of the subjects acting in a precise situation. The contemporary constructivist proposal places the subject at the centre, as a priority, together with the contexts of action. An individual is a whole agent, he is "personacting-in-setting" in a complex field of interactions, engaged in the construction of his own knowledge (Lave, 1988, p.190).

Method

The development of a professional identity based on a solid competence is based on a constructive dialogue between different kinds of resources, belonging to different levels (conceptual 'knowledge' - the relationship with the teaching disciplines-, 'procedural' abilities - the relationship with the learning processes-) and articulated at different times in the construction of the 'attitudes' (the teacher is first involved in the planning educational action, then in the coordination of the situation, finally sets what he realized in the situation in other contexts). The

cognition, connatural to the approach by competences, is placing at the center of a complex system a subject in a situation that interacts in a dialectical relationship, through his actions, with all the elements of the situation and the context, definitively moves away from knowledge codified and decontextualised, in favour of a critical and strategic approach aimed at solving educational situations and problems. So, to promote a qualified attitude and to facilitate the integration of the processes of acquisition of the professionalism of teachers through the effective resolution of educational problems, it is necessary to put in place several levels and aspects and organize them on several moments based on a critical and heuristics reflection through a skills-oriented approach.

Outcomes

Identify and experiment with avocational training method where you can practice your own professional practice in an investigative way. In particular, to activate experiences related to the formation and development of competent attitudes that lead to seeing teaching as an action to solve educational problems to be faced with complex and multiple research methods. It consists of a recursive process, in which to ask questions, formulate hypotheses of work, prefigure the consequences, experience them, reflect on the results and return to ask new questions by integrating different levels and moments in a continuous way.

References

- Baldacci M. (2010), *Curricolo e competenze*, Milano, Mondadori.
Benadusi L., Molina S., (a cura di) (2018), *Le competenze. Una mappa per orientarsi*, Bologna, Il Mulino.
Lave J. (1988), *Cognition in practice*, Cambridge, Cambridge University Press.
"Council Recommendation on key competences for lifelong learning", The Council of the European Union, 22.V.2018.

D.1. | The training of teachers for a democratic education of the citizen

358 MEL Literacy Education. A Basic Curriculum for Teachers' Training in Literacy Instruction of young children

Tiziana Mascia |

Keywords: Literacy; Reading; Training Teachers; Literacy Education; School;

The definition of literacy collects a combination of meanings which links reading to the individual capacity to understand, use, reflect on and engage with written texts, in order to achieve one's goals, to develop one's knowledge and potential and to participate in society (OECD; 2016). Literates can analyse and link information from different sources to critically evaluate what they read and express this coherently in print; a capacity that is crucial to being active participants in democracy (Morais, 2018). Despite the importance of reading literacy the Italian situation presents several challenges: the results of PISA 2015 survey are below the international OECD average (OECD, 2016); the latest national ISTAT report shows low percentage of readers, furthermore, large territorial and socio-economic differences exist in the country (ISTAT, 2018). How can school and other educational institutions influence students' reading skills and reading habits? Prerequisite for this is that all teachers receive effective initial teacher education and professional development in literacy teaching, in order to be well prepared for their demanding tasks (ELINET, 2016). With the right support at school, children can improve literacy skills and take their rightful place in society. This presentation focuses on the research project MEL Literacy Education, a comprehensive plan for literacy instruction which aims to implement a basic curriculum for pre and in-service training of teachers of kindergarten and primary school. MEL Literacy Education is developed in partnership with the Italian Centre for Books and Reading (CEPELL), body of the Ministry of Cultural Heritage and Activities.

Method

To evaluate MEL Literacy Education training plan is used the mixed methods (Amaturo e Punziano, 2016) which involves collecting, analysing and integrating quantitative data (through surveys conducted with kindergarten and primary school teachers and students) and qualitative data (through structured interviews and observations)

Outcomes (expected)

Providing reading professionals with the necessary knowledge and skills (EU High Level Group, 2012); defining standards and research-based principles of teacher training in the area of literacy learning of young children K-12 and identifying good practice examples of how to implement innovations into literacy instruction at school (Eurydice Network, 2011; Forum del Libro, 2014).

References

- Amaturo E., Punziano G. (2016). *I Mixed Methods nella ricerca sociale*. Carocci editore, Roma.
- ELINET (2016). *Elinet Country Reports. Frame of Reference*. European Literacy Policy Network.
- Eurydice Network (2011). *Teaching Reading in Europe, Contexts, Policies and Practices*. Education, Audiovisual and Culture Executive Agency.
- EU High Level Group of Experts on Literacy (2012). *Final Report, September 2012*. Luxembourg: Publications Office of the European Union.
- Forum del Libro (2014). *Esperienze Internazionali di Promozione della Lettura. QUADERNI DI LIBRI E RIVISTE D'ITALIA*, vol. 65, Ministero per i beni e le attività culturali – Cepell, Roma.
- ISTAT (2018). *La Produzione e Lettura di Libri in Italia 2017*. ISTAT, Roma.
- Morais J. (2018). *Literacy and democracy, Language, Cognition and Neuroscience*, 33:3, 351-372, DOI: 10.1080/23273798.2017.1305116.
- OECD (2016). *PISA 2015 Results (Volume I): Excellence and Equity in Education*. PISA, OECD Publishing, Paris.

D.1. | The training of teachers for a democratic education of the citizen

556 Will they be democratic teachers? Visions of the teaching profession and socio-political profile of the students starting the Degree Course of Primary Teacher Education

Andrea Ciani | Dario Tuorto |

Keywords: Democratic Teacher; Primary Teacher Education; Socio-Political Profile ; Democratic Teaching Beliefs; Visions Of Teaching Profession

Beliefs- but also motivations, attitudes, representations - are elements identified by many authors (Clandinin, 1986; Zeichner, Tabachnick and Densmore, 1987;) as able to determine processes of change and innovation of educational realities. In recent decades, several international studies have highlighted the difficulty of acting, above all, on the attitudes and deep convictions of pre-service teachers, as well as the lack of effectiveness of initial training curricula. For these reasons, it should be crucial to develop new research strands and knowledge on how attitudes and beliefs are structured and, in particular, on the Democratic Teaching and the relation with the role and Visions of the teaching profession. The Visions of the teaching profession and the attitudes to actively participate in public life, for example, are important because they highlight the pre-service teachers' conceptions about their role within the school and in society, on their competences and on the relationship with students. A recent research identifies two Visions of the teaching profession: Reflective and collegial and Self-referential (Ciani, Vannini, 2017).

Method

Our study aims at analysing the beliefs of the Bologna University students (pre-service teachers) attending the Degree Course of Primary Teacher Education (PTE). In particular, we concentrate on those dimensions/items related to the ideal of democratic school. Moving from the construct of "Democratic Teaching Beliefs" recently validated (Ciani, Vannini, 2017), we correlate these specific beliefs with some psychological and socio-political characteristics arising at the beginning of the academic career. As regards the sample, we collect information on four cohorts of the second-year students (period: academic years 2014 to 2017). The total number of cases included in the analysis is around 600. The survey is based on online questionnaire, loaded on a digital platform of the Department Education Studies of Bologna.

Outcomes (expected)

We expect that the construct of Democratic Teaching Beliefs (DTB) correlates with the dimension of "Reflective and collegial Vision". We also assume that the socio-political variables do not have a direct impact as they act

as intervening variables, mediating the effect of the above-mentioned vision. The most democratic teaching Vision (the Reflective and collegial) is almost considered as important as the Self-Referential Vision.

References

- Clandinin, D.J. (1986). Classroom practice: Teacher images in action. London: Falmer Press.
- Zeichner K. M., Tabachnick R., Densmore K. (1987). Individual, institutional, and cultural influences on the development of teachers' craft knowledge. In J. Calderhead, Exploring teachers' thinking (pp. 21-59). London: Cassel.
- Ciani, A; Vannini, I-. (2017), Equità e didattica. Validazione di scale sulle convinzioni di insegnamento democratico, «CADMO»,2, pp. 5 – 32
- Ciani, A. Vannini, I. (2017), Insegnare a tutti nella scuola di tutti? Disegno e primi risultati di un'indagine sulle convinzioni democratiche dei futuri insegnanti, in: La professionalità degli insegnanti. La ricerca e le pratiche, Lecce, Pensa Multimedia, pp. 227 - 243
- Zeichner K. M., Tabachnick R., Densmore K. (1987). Individual, institutional, and cultural influences on the development of teachers' craft knowledge. In J. Calderhead, Exploring teachers' thinking (pp. 21-59). London: Cassel.

D.1. | The training of teachers for a democratic education of the citizen

370 **Conscientization and complexity as a key to reading for contemporary school. Critical issues and conscientious intakes**

Enrico Bocciolesi |

Keywords: Formazione Degli Insegnanti, Cittadinanza, Complessità, Oppressione, Liberazione

Freire, in 1984, wrote of the importance and necessity of stimulating to reading as an act of liberation of society. In promoting its contrastive action, which started from the most disadvantaged social contexts, where work at the factory was the first necessity to survive in a capitalist context, at the expense of its own freedom. Nowadays, limiting its space of action is seen as a conquest of its own personal autonomy, virtuality recreates the conditions of a highly controlled space, where it is accessed by the necessity of contact with others. The dialogical power of educational relationships is replaced by the bits of bots that create false dialogues between the parties. The school silently cries out to democracy, submerged by the difficulties of improper reforms, not dedicated to the school context, where the teaching staff encourages learning at an asynchronous pace with respect to the ministerial temporariness. In these places, it is necessary to revive the knowledge and the freirian noise, keys of time for the attainment of the conscientization. The relationship between subjectivity and objectivity is labile and the educating professionals need targeted pedagogical interventions. Education as an occasion of liberation, a collective act able to awaken the society of silence and incite the noisy know. To know as part of a fundamental path, in which the same learning becomes the subject of an improvement growth, induced by the competence of the person able to act at the level of metacognitive and complexity as in Baldacci, Medina-Rivilla, Morin.

Method

The methodology used in this contribution presupposes the analysis of the state of the art of the Italian primary and secondary school. An element of evaluation and understanding many teachers trained during PAS courses and the recent training activities conducted in comprehensive institutes in Italy and Spain. Milestones of disquisition are the reflections stimulated by Baldacci regarding the valour system, which today distinguishes the Revolutionary act of educating. The epistemological awareness took from the in-depth study of Freire and the Latin American context, including the Morinian reflections on the general intelligence of soliciting and stimulating the doubt.

Outcomes (expected)

The objective of the intervention is to demonstrate in the Italian context as happened in the Brazilian space, and to this day repeats itself, to justify and renew the taking of critical and complex education to the benefit of those who believe and stimulate to doubt, to the Reflecting, to consciences as a high act of personal domination in a society that collectively manages to break free.

References

- Baldacci M. (2014), *Per un'idea di scuola. Istruzione, lavoro e democrazia*, Franco Angeli Editore.
- Baldacci M. (a cura di), (2013), *La formazione dei docenti in Europa*, Bruno Mondadori Editore.
- Baldacci M. (2012), *Trattato di pedagogia generale*, Carocci Editore.
- Freire, P. (1987). *Pedagogía de la liberación*. Editora Moraes, Sao Paulo.
- Medina Rivilla, A., Domínguez Garrido, M., & Sánchez Romero, C. (2013). Evaluación de las competencias de los estudiantes: modelos y técnicas para la valoración. *Revista de investigación educativa*, 31(1).

D.1. | The training of teachers for a democratic education of the citizen

443 The pedagogical-political incommunicability in the teachers and educators training: perspectives and strategies

Giuseppe Annacontini |

Keywords: Pedagogy, Democracy, Teacher Training, Digital Storytelling, Debate

The recalls to the risks of an inadequacy of the knowledge and skills in teacher education are repeated by mass and socialmedia mainstream. This phenomenon seems to have already consolidated a factual lack of communication that disarticulates: a disoriented policy in reformulating the paths of a complex professionalism "in itself"; a pedagogical and didactic knowledge with strictly specialized disciplinary boundary that have to become praxis and educational "buon-senso" able to gain importance in the policymakers decision-making process and voice in opinion-leaders communicative ecosystem. So, we focus on the centrality that in teacher training lies in the investment in knowledge capable of invading - democratically "from-the-bottom" of the world of education - the fields of the politician. In this sense, the "introflexed" tools of the DST and "extraflexed" of the Debate can activate a professional teacher training important for communicative and socio-political repercussions.

Method

The logic of the paper follows the training action we proposed. The targets are all the professionals (in training and in service) that, in different levels (teachers and school educators) provide to a training dimension in the school. It is a research-training action that makes it possible to contextualize the hermeneutical logic of pedagogy. All this integrating the centrality that is up to certain concepts of contemporary socio-pedagogical knowledge with methodological-didactic perspectives. The latter, in particular, must be suitable both for translating - for present and future trainers as well as for those in training - the first theoretical level deepened in research; and to provide opportunities, for the teacher-functions, to make their research and transformative agent profiles active with reference to the complex issues of the theoretical framework. It is the shift in the research-training plan that responds to the need to follow the path of the promotion of an initial and in-service teacher training that develops a mental frame, a model of responsibility and also of protagonism capable of developing and exercising professional reflexivity, a methodological criticism, a heuristic and dialogic posture and didactic tools.

Outcomes

The realization of the action described intends to follow a wide range of relapses, starting from a critical pedagogy of DST and of the Debate, operating on several levels that we can summarize:

- conceptual (of the theories and of the epistemologies fielded);
- reflective (both teacher and a learner);
- methodological (implementation of alternative didactics and definition of new strategies);
- professional (in reference to the effectiveness perceived and verified by the teacher);
- political (with reference to the possibility of intervening in the public debate).

References

- G. Annacontini (2012). *Le finalità della scuola: formare l'uomo, il produttore e il cittadino*, in M. Baldacci (a cura di), *L'insegnamento nella scuola secondaria*. Napoli.
- G. Annacontini, *Due vie per democrazia ed eccellenza*, in "L'integrazione scolastica e sociale *Rivista pedagogico-giuridica*", Trento.

Petrucco C. De Rossi M. (2013). *Le narrazioni digitali per l'educazione e la formazione*. Roma.
De Conti M., Giangrande M. (2018). *Debate. Pratica, teoria e pedagogia*. Milano.

D.1. | The training of teachers for a democratic education of the citizen

457 Learning to teach in a Community of Teachers: Perspectives from practice.

Gretchen Butera |

Keywords: Teacher Preparation, Situated Learning, Mentor-Teacher Candidate Partnership, Long-Term Field Experience, Choice

Community of Teachers (CoT) is an alternative teacher preparation program for secondary teachers in general and special education at Indiana University in the United States. In CoT teacher candidates engage in fieldwork throughout the time they are in the program, working with a mentor teacher they choose. Typically teacher candidates work in their mentor's classroom the equivalent of one school day once a week. CoT is committed to a view of student, teacher candidate and teacher learning that emphasizes how collaboration supports the learning trajectory of all learners, including those who are learning to teach. Situated learning (Lave&Wenger, 1991) provides a framework for understanding CoT experience. Mentors and teacher candidates negotiate their relationship. Tensions may emerge from internal beliefs (e.g., how I think things should go) versus the coercive power of external authority (e.g., efforts to teacher proof the curriculum or excessive demands for "data driven" results.) In undertaking the research, Britzman's (2003) ethnographic study of two student teachers who struggled to maintain their professional identity within the institutional school setting was examined. How societal expectations influence teachers perspectives about the dilemmas of practice were also reviewed (Beijard et al. 2004; Korthagen, 2004).

Method

Three questions framed the investigation: 1.) How do mentors and teacher candidates describe their relationship over time? 2.) How does extended field engagement effect the relationship? 3.) What are the potential benefits and detriments of a long-term field experience involving choice for teacher candidates and for mentors? Semi-structured interviews from thirty minutes to two hours of thirteen randomly selected CoT mentors and fifteen teacher candidates were conducted. The data were compiled and analyzed by reading and rereading it to identify common themes. Major ideas surfaced and were hypothesized to provide insight into the lessons learned (Creswell, 2002)

Outcomes

Four themes emerged in the study:

For teacher candidates, extended time in the field leads to a deeper understanding of the daily life of a teacher. Mentors reported being a mentor helped them reflect about their own teaching practices.

Long-term relationships between teacher candidates and mentors facilitated reflection and communication about teaching. Over time partnerships emerged in most cases. The relationship between the teacher candidate and the mentor was strengthened by the knowledge that they chose one another. Long-term field experience provided professional development for teacher candidates and practicing teachers by providing the opportunity for authentic situated learning.

References

- Beijaard, D., Meyer, P.C. & Verloop, N. (2004) Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, 20, 107-128.
- Britzman, D.P. (2003) *Practice makes practice: A critical study of learning to teach*. Albany, NY: State University of New York Press.
- Creswell, J.W. (2002) *Educational Research: Planning, conducting and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Merrill Press.
- Korthagen, F.A.J. (2004) In search of the essence of a good teacher: Towards a more holistic approach in teacher education. *Teaching and Teacher Education*, 20, 1. 77-97.
- Lave, J. & Wenger, E. (1991) *Situated learning: Legitimate peripheral participation*. Cambridge: Cambridge University Press.

Barbara Santibanez |

Keywords: Human Rights Education, Teacher Training, Teacher Agency, France

The sociopolitical landscape is rapidly changing in Europe: in recent years, the refugee crisis and the migrant inflow have become hot topics within the European political agenda. Further, the political discourse has been infused by gross generalisations about the migrant as a 'terrorist' and a 'potential threat' (Amnesty International, 2017). In the midst of this changing context, a particular emphasis has been put on the contribution of the education sector to counter these stereotypes by promoting values such as the respect of fundamental freedoms and human rights. In spite of this burst of enthusiasm, these topics are far from being new within the international education agenda. Nonetheless, the adoption of frameworks by governments has not been steady nor systematic within the European space, and the gap between educational policy and classroom practice seems to persist (Struthers, 2016). Therefore, this qualitative research seeks to analyse the policy/practice relationship of teaching about human rights in formal education in Europe using France as a case study. The aim is to discuss to what extent the progressive policy developments have translated into a consistent practice in the classroom and what are the key variables to consider.

Method

Using a three-pronged perspective based on the vertical case study approach (Bartlett and Vavrus, 2009, 2014), this research enables a comprehensive understanding of what is at stake when introducing human rights in the national curricula, considering the international progress made so far, the policy implications, and the perspective of teachers from the micro-level practice. The overall goal is to build a framework for analysis applicable to other contexts, in order to provide policy recommendations.

Outcomes (expected)

As illustrated by previous research in this field, providing adequate teacher training through initial teacher education and continuing professional development remains a key issue (De Coster et al., 2012; European Commission/EACEA/Eurydice, 2017). Nonetheless, other variables such as teachers' agency and context have also been identified in this research as crucial to understand the difficulties encountered by teachers in encouraging learners to critically engage with human rights topics that will enable them to become "agents of social change" (Bajaj et al. 2016).

Amnesty International. (2017). Dangerously disproportionate: The ever-expanding national security state in Europe. Amnesty International.

Bajaj, M., Cislighi, B., & Mackie, G. (2016). *Advancing Transformative Human Rights Education*.

Bartlett, L., and Vavrus, F. (2009). *Critical approaches to comparative education : vertical case studies from Africa, Europe, the Middle East, and the Americas*. New York: Palgrave Macmillan.

Bartlett, L., and Vavrus, F. (2014). 'Transversing the vertical case study: A methodological approach to studies of educational policy as practice'. *Anthropology and Education Quarterly*, 45(2), 131–147.

De Coster, I., Borodankova, O., & de Almeida, A. (2012). *Citizenship Education in Europe*.

European Commission/EACEA/Eurydice. (2017). *Citizenship education at school in Europe, 2017*. Luxembourg: Publications Office of the European Union.

Osler, A., & Starkey, H. (2018). *Teacher education and human rights*.

Struthers, A. (2016). The underdeveloped transformative potential of human rights education: English primary education as a case study. *Journal of Human Rights Practice*.

D.2. | University teaching as a practice of knowledge democratization

600 The finalities of the European higher education policies in the area of knowledge-based economy.

Abdellatif Atif |

Keywords: Knowledge Based Economy, Higher Education, Educational Policies, Neoliberalism, Educational Finalities

The importance of knowledge for the economic development has made of innovation, performativity, and excellence the new mantras of higher education policies and has generated an extensive border suppression between the university and economic interests. To study the retroactive effect of this context on tertiary education, many groups of theories have animated the academic discussions. Using a theoretical literature review, we present the three main ones (the neoliberal, the postmodern and the critical), by explaining their background and limits.

Method

We are conducting a theoretical review whose purpose is to concretely examine the corpus of theory that has been accumulated about the issue that this paper deals with. The goal is to define what theories already exist, the relationships between them, what are their point of focus, and the main critics that have been addressed to them.

Outcomes

Our work tries to show the background and gaps that the main approaches in the study of the university in its relation to knowledge economy have demonstrated. The main groups of theories that we believe can be extracted are the following:

- 1: The neoliberal approach is more focused on the quantitative results of the outcomes of Higher education system, avoiding implicit references to ideological dimensions of the knowledge economy. This group of theories are many times studies conducted by public institutions like European Union or the world bank. The main critic of this approach is that it overlooks the humanist mission of the university in its analysis.
- 2: The second approach is based on an estrangement to the condition of the university in the neoliberal knowledge. It uncovers what thinks is the hidden roles of the university in the knowledge economy, but without an engagement to propose alternatives. This approach might be read as a justification of the existing context and submission to its power. This approach is well represented by is very the postmodern thesis and Foucauldian analysis and the reflexivity thesis.
- 3: There also is a critical group of theories that links the university to the global market, it focusses on an instrumentalization of higher education towards a more utilitarian and profit education that created the condition of a crisis of the university. These theories have been criticized for their lack of objectivity. They are present on the left with the critical education theory as on the right with the entrenched liberal critique.

References

- Giroux, Henry A. (2017): Neoliberalism's War Against Higher Education and the Role of Public Intellectuals. In : *The Future of University Education*: Springer, pp. 185–206.
- Harris, S. (2011). Challenges and possibilities facing European higher education. *Papers: revista de sociologia*, 96(4), 1257-1267.
- Maniglio, F. (2018). The Global Transformation of University in the Economy of Knowledge Paradigm. *Italian Journal of Sociology of Education*, 10(2).
- Kaščák, O., & Pupala, B. (2011). Governmentality-neoliberalism-education: The risk perspective. *Journal of Pedagogy/Pedagogický časopis*, 2(2), 145-158.
- Lorenz, C. F. (2006). Will the Universities Survive the European Integration? Higher Education Policies in the EU and in the Netherlands before and after the Bologna Declaration.
- Olssen*, M., & Peters, M. A. (2005). Neoliberalism, higher education and capitalism. *Journal of education policy*, 20(3), 313-345.

101 Intercultural learning (development of competencies) by students of the Faculty of Education. Using the example of intercultural attitudes and learning processes in teacher training in Italy.

Doris Kofler |

Keywords: Keywords: Intercultural Learning, Intercultural Competencies, Intercultural Teacher Education, Intercultural Attitudes; Identity Development

Intercultural learning (intercultural competence development) in educational studies, intercultural sensitization for the risks of social exclusion mechanisms, taking into account also autobiographical elements as well as risk factors such as exclusion from living together in a multicultural society such as South Tyrol/Italy, means having to deal with exclusion mechanisms (especially migrants as an added fourth population group in a trilingual multicultural society). It is necessary to counteract the possible perception of migration as a risk factor and to take into account the principle of Pinto Minerva's (2007) approach to pedagogy, which is per se intercultural. The focus is on an intercultural pedagogy that is not only oriented towards the target group of migrants, but also aims to develop the educational path of all participants. Attitudes towards interculturality, assessments of the processes of (im)migration and Europeanization of students on the basis of the questionnaire on the Intercultural Quotient as well as analysis of student learning logbooks within the framework of intercultural learning in order to improve the further development of the study programme; new knowledge on the acquisition of competences on interculturality as well as on attitudes and self-reflection are collected in order to provide information on the identity development of teacher students. The subject of the study is intercultural learning and the development of competencies of students in BIWI courses of study using the example of the FU Bozen. The study focuses on reflected learning against the background of perceived risks through interculturality.

Method

Attitude survey by questionnaire on interculturality (Intercultural Quotient, Linn van Dyne, E-CQS (Expanded Cultural Intelligence Scale) Used by permission of Cultural Intelligence Center, N=240, quantitative survey; document analysis of learning logbooks - as a pedagogical tool to promote learning process and behaviour of students of educational science parallel to teaching (N=120). For this purpose, a qualitative content analysis of the learning diaries was used, taking into account the dimensions according to Bräuer, G. (2014): thematic level, personal level, emotional level and self-reflection around further categories: Communicative Aspects, Cognitive Aspects, Personal Aspects, Social Aspects;

Conclusions about attitudes and learning processes of students in the context of revised study regulations for the further development of teacher education to interculturality in multicultural societies.

References

- Atz, H., Pallaver, G., & Haller, M. (Eds.). (2016). *Ethnische Differenzierung und soziale Schichtung in der Südtiroler Gesellschaft: Ergebnisse eines empirischen Forschungsprojekts* (1. Auflage). Baden-Baden: Nomos Verlagsgesellschaft mbH & Co. KG. Retrieved from <https://doi.org/10.5771/9783845276694>
- Bräuer, G. (2014). *Das Portfolio als Reflexionsmedium für Lehrende und Studierende*. Opladen: Verlag Barbara Budrich,– ISBN 978-3-8252-4141-4.
- Dietz, G. & Mateos Cortés, L. S. (2012) The need for comparison in intercultural education, *Intercultural Education*, 23:5, 411-424, DOI: 10.1080/14675986.2012.728039
- Pinto Minerva F. (2007). *L' intercultura*. Roma-Bari: Laterza.
- Portera A.(2013). *Manuale di pedagogia interculturale*. Roma-Bari: Laterza

D.2. | University teaching as a practice of knowledge democratization

78 Cultivating the Self and performing gender on soft skills programs

Alison Fixsen Damien | Ridge Alan Porter |

Keywords: Self Care, Performativity, Soft Skills, Gender, Ethnography

A two year ethnographic study within a UK university was conducted by the first author. Fieldwork included participant observation of a variety of programs, semi structured and informal interviews with participants from a cross section of sectors, and review of artifacts and documents associated with SSPs. To frame and explore our interpretations we turned to the writings of Foucault (1988,1989) on “technologies of self,” and to Butler (2004, 2015) and others (Deutsch, 2007; West and Zimmerman, 1987) on “doing” and “undoing” gender.

Outcomes (expected)

Our findings revealed gender matters e.g. women in leadership, to be a major concern of many SSPs. A kind of gendered “homework” appeared to take place in SSPs, with men encouraged to emote more and women urged to adopt the aspirational behaviours of what we term “new management feminism.” In many ways uncoordinated and disparate, soft skills practices exemplified by SSPs, and their attempts to undo traditional gender norms, appeared aimed at the creation of the marketplace “all-rounder,” one who is emotionally and practically equipped to deal with most contingencies. Selfhood is thus turned into a project to work on, a configuration of neoliberal qualities such as flexibility, creativity, emotional intelligence, authenticity and ambition. Our findings are consistent with Foucault’s thesis on the mutability of self-cultivation practices and the use of truth telling as a form of emotional governmentality that extends far beyond individual choice and possibly welfare. We conclude that, in areas in which self-development and organizational management are frequently confounded, myths concerning emotional autonomy, role diversification and exceptionality are perpetuated across and between genders, thereby underpinning the hierarchical management structures characterizing the neoliberal workplace.

References

Butler J (2004) *Undoing gender*. New York: Routledge.

Deutsch FM (2007) *Undoing gender*. *Gender and Society* 21(1): 106–127.

Ragins BR and Winkel DE (2011) Gender, emotion and power in work relationships. *Human Resource Management Review*.

West C and Zimmerman DH (1987) *Doing gender*. *Gender & Society* 1(2): 125–151.

D.2. | University teaching as a practice of knowledge democratization

656 Towards a communication model for university education

Barbara Mazza | Renato Fontana | Elena Valentini |

Keywords: Innovation Didactics, Communication, Emotional Dimension, Participation, Engagement

Learning as a student-centered process is a consolidated concept in contemporary literature (Johnson, Johnson, Smith, 2006; Wenger, 2006; Benati, Chiari, 2008). To this concept is associated the scientific debate about the redefinition of the role of university professors in terms of enlargement of their functions and skills to plan and manage the training process (Galliani, 2001; Castoldi, 2018; Braga, 2017; Benadusi, Molina, 2018). The consequent changes are not only connected to the curricular level, but involve the communicative sphere of the professor-student relationship (Panciroli, 2018), which is increasingly central to promote the effectiveness of the educational project. The paper aims at studying the implications of these changes in the redefinition of the relationship between professors and students, considering the relationship with colleagues and institution too. Another objective is the identification of the key-components of a communicative model which differentiates didactic communication from other forms of communicative relationship (Spinelli, 2009). These subjects are already studied theoretically and empirically in the linguistic and pedagogical field (Desideri, Tessuto, 2011; Margiotta, 2014; De Pablos Pons, Llorent-Vaquero, 2018; Taylor and Bovill 2018; Trentin, 2016). A preliminary review of the Italian and foreign literature about innovative didactics, which recognizes the didactic communication relevance in higher education, shows that different theoretical and empirical lines converge on the identification of some communicative components. The latter, if combined in a balanced way and in a specific model, allow professors to systematize and optimize the role of communication to support innovative teaching method. The paper aims at describing and explaining the dynamics among these components: emotional dimension, participation and engagement.

Method

It shows the results of an exploratory research involving two departments (“CORIS Communication and Social Research”, Sapienza University, and “Philosophy, Social Sciences, Humanities and Education”, University of Perugia) to discuss about the balance of these components taking into consideration also the literature review. The project explores different ways of planning, managing and implementing innovative teaching activities, the communication practices and the relationships among all the actors involved in the training process. The results of a web survey (involving about 250 students of the second level degree courses of CORIS Department), and 9 in-depth interviews with university professors in the humanities and political-social areas of the two universities are discussed and compared. Although the case studies are not representative, they are useful considering the sensibility of both actors involved (students and professors) for the investigated subjects.

Outcomes (expected)

The expected outcome is identifying the strategic characteristics of a communicative model for innovative teaching focused on relational components considered central by professors and students - emotional dimension, participation, engagement - together with those more closely related to the contents and disciplinary skills of the professor. The perspective is markedly socio-communicative with respect to a field of study characterized mainly by pedagogical and linguistic approaches.

References

- Braga A. (2017). “La didattica universitaria. Una rotta per il futuro dell’università”. *Scuola Democratica*. 2: 417-432.
- Taylor C. A. & Bovill C. (2018). “Towards an ecology of participation: Process philosophy and co-creation of higher education curricula”. *European Educational Research Journal*. 17(1): 112–128.
- Trentin G. (2016). “Always-on Education and Hybrid Learning Spaces”. *Educational Technology*. 56(2): 31-37.

D.2. | University teaching as a practice of knowledge democratization

663 Educational Models and Innovative Teaching Practices in the University Experience

Floriana Falcinelli | Cristina Sofia | Milena Cassella |

Keywords: Didactic Innovation, Educational Models, Teaching Practices, Educational Experimentation, Evaluation

Didactic innovation, especially in the most recent period, has taken on different connotations. It refers to a cultural and epistemological change that is reflected in the redesign of the educational models and teaching practices (Braga, 2017). In defining the didactic innovation, we often refer to the use of new technologies, useful, for example, in the training processes that accompany the whole life (life-long) and in the different contexts of life (life-wide). But didactic innovation is not only related to the use of digital, it is also research, experimentation of new educational practices, adoption of active and laboratory methodologies (Zanato Orlandini O., 2002; Semeraro, 2006; Falcinelli F., Leo T., Maragliano R., Ghislandi P. 2009). The paper deals with the analysis of some didactic models in relation to the specificities of the university context, questioning the applicability of some perspectives according to the recent enhancement of the didactic dimension in the Italian academic field. The study began with an analysis of innovative teaching practices to understand how changes in the Italian university system are affecting teachers' actions. Another aspect analyzed is the relationship between evaluation and teaching: we will try to understand if and how much the new paradigm of the evaluation of the university system has influenced the adoption of innovative teaching strategies and has redefined the role of teachers.

Method

The exploratory research involved the teachers of two universities: the Sapienza University of Rome and the University of Perugia. Through in-depth interviews the methods of carrying out innovative activities in the teaching field were explored. The teachers were selected on the basis of the educational innovation initiatives undertaken, the disciplinary sector to which they belong and their role. Respondents were asked to refer to the didactic activities carried out, independently of the individual courses they hold. The interviews were aimed at exploring the biographical experience of the subject linked to the acquisition of the first teaching skills; the

aspects of the planning and management of the courses held; the relationship with the students; the sphere of evaluation, inherent: the dimension of the verification of the basic knowledge of the students, the criteria for formulating the judgments and the methods for verifying the learning and, finally, the wider scope of the evaluation of teaching at the university system level. The analysis of the interviews was carried out both following a hermeneutic approach (Montesperelli, 2009), and through the Atlas.ti software (Sofia, 2004, Vardanega 2009).

Outcomes (expected)

The research made it possible to highlight the value attributed to teaching and training for teaching by outlining the characteristics of the teaching activities defined as innovative and the methods for designing and implementing the latter. In addition to this, we tried to understand how the changes in the university system (institutionalization of evaluation, use of technologies and digital media) are influencing the teaching practices, the relationships among the actors of the training process (students, other teachers, staff administrative) and individual and collegial self-reflexivity.

References

Falcinelli F., Leo T., Maragliano R., Ghislandi P. (2009), Digital collaboration: some issues about teachers' functions, ScriptaWeb, Napoli.

Maraffi S., Sacerdoti F.M., 2018, La didattica innovativa: digital gaming e storytelling. In accordo con le recenti normative europee, Libreriauniversitaria.it

Rivoltella P.C., (a cura di), 2006, La valutazione della didattica universitaria. Docenti e studenti protagonisti di un percorso di ricerca, FrancoAngeli, Milano.

D.2. | University teaching as a practice of knowledge democratization

297 New generation and the change of academic work

Andrea Pirni | Luca Raffini |

Keywords: University, Young Generations, Reforms, Research, Competition

The university is deeply changing, in its functions, in its internal organization, and in its relationship with society. Key elements that define the new model of university, in all advanced societies are the introduction of the logics of market and competition. Among other features characterizing reforms, in Italy as well in the other European countries, there are the differentiation and the strengthening of the vocational channel, the introduction of the New Public Management paradigm, the change in the recruitment, the more and more relevance given to evaluation, both for the career progression and for the funding of education and research. In Italy, no less, the cut in public funding affects the re-organization of academic life as much as reforms. Our hypothesis is that, as result of the combined effect of internal and external change, the work in academia is deeply changing. Goal of the contribution is to critically analyze how the work in academia is changing, in terms of practices, perceptions and representations, approaches and values. The focus is placed on young generations, that, besides living the effects of reforms, are fully socialized to the new values.

Method

The analysis is based on a research carried out in the university of Florence and in the University of Genoa. The research was carried out through qualitative methodologies (in-depth interviews and focus groups) and involved young professors (under45) and young researchers, research fellows post-PhD and graduate and undergraduate students and administrative staff (N.100). Aim of the research, besides analyzing individual approaches and relations with the university, is to explore perceptions about the current situation of Italian university and hopes and expectations for the future.

Outcomes (expected)

Younger generation are the more affected by change.

- 1) They experience the effect of an "institutionalized" precarity.
- 2) They have interiorized the logic of competition and individual performativity (peer to peer review, index of productivity, quotation and quality of publication, etc).
- 3) They are pushed to "invest" in research, more than in didactic.

In Italy, a new approach to the work in academia, characterized by an ambiguous mix of cooperation and competition, generally spread in the “global university”, coexist and adapt to the still vertical and hierarchical Italian university context.

Young researchers, in Italy, build their career trying to manage a difficult equilibrium between the new logic governing the scientific work in academia, role-based and merit-oriented (participation to intentional project and conferences; involvement in international journal, as authors and reviewers) and the adaptation to a structuration of relations in the departments, still governed by a status-oriented and vertical approach.

References

Currie J. e Vidovich L. (2009), The Changing Nature of Academic Work, in Tight M.; Mok K.H., Huisman J. e Morphew C.C. (eds.), The Routledge International Handbook of Higher Education, Palgrave, London-New York, pp. 442-452.

Moscato R., Regini M., Rostan M. (a cura di, 2010), Torri d'avorio in frantumi? Dove vanno le università europee, il Mulino

Pellegrino V. (a cura di) (2016), R/esistenze precarie. Lavoratori universitari e capitalismo cognitivo, Verona, Ombre Corte.

Ross A. (2009), Nice Work if You Can Get It: Life and Labour in Precarious Time, New York University Press, New York-London.

Rostan M., Vaira M. (2011), Una professione che sta cambiando, in Rostan M. (2011, a cura di), La professione accademica in Italia. Aspetti, problemi e confronti nel contesto europeo, Edizioni universitarie di Lettere, Economia, Diritto, pp. 11-50.

D.2. | University teaching as a practice of knowledge democratization

677 Challenges in higher education. Teaching innovation between experimentation and standardization

Gioia Pompili | Assunta Viteritti |

Keywords: Teaching, Innovation, Higher Education, Students

The paper discusses bottom-up teaching practices and innovations in university teaching that are changing the approach to teaching, as well as recognising the student as an active agent in the processes of constructing knowledge. Following a discussion of the principal theoretical approach surrounding the issue it proposes some reflections, beginning with field research that, in the framework of university reform in Italy, shows a certain degree of activism which, although on the one hand is pushing towards a new standardisation, on the other hand demonstrates a texture of actions directed towards an innovative planning of teaching practices. In a climate of tension between a push towards proceduralisation and action from below, teaching assumes a new centrality and, from “a matter of fact”, turns into “a matter of concern”.

Method

The paper combines theoretical research work with empirical work. The empirical work was done with interviews with university professors at Sapienza University of Rome.

Outcomes (expected)

The paper aims to develop the debate and the reflections in the field of the academic profession on the subject of university teaching.

References

Capano G., Regini M., Turri M. (2016), Changing Governance in Universities Italian Higher Education in Comparative Perspective, Palgrave Macmillan UK

Clark B.R., (2001), The entrepreneurial university: new foundations for collegiality, autonomy and achievement, in Journal of the Programme on Institutional Management in Higher Education, Vol. XIII, n.2

Dubet, F. (2014). Le déclin de l'institution. Le seuil.

Felisatti, E., & Serbati, A. (Eds.). (2018). Preparare alla professionalità docente e innovare la didattica universitaria. FrancoAngeli.

- Janssen M. (2015), The learning paradox in Higher Education, Paper presented at 10th EQAF, 19-21 Novembre 2015, London.
- Latour, B. (2004). Why has critique run out of steam? From matters of fact to matters of concern, *Critical inquiry*, 30(2), 225-248.
- Luzzatto G. e Turri M. (2016), Introduzione alla Special Issue: Innovazioni Didattiche nelle Riforme Universitarie, *Scuola Democratica*, n. 3/2016, Il Mulino, Bologna (pp. 595-602).
- Mangano, S. e Luzzatto, G. (2016), Valutazione della qualità della didattica universitaria: le iniziative in corso, in *Excellence and innovation in learning and teaching*, 1(2), 17-27.
- Moscato, R., Regini, M., & Rostan, M. (2010). Torri d'avorio in frantumi?: dove vanno le università europee. *Il Mulino*.
- Moscato, R. (2010). Le trasformazioni dell'università italiana. *Scuola democratica*, 1(1), 80-101.
- Normand, R. (2016). *The Changing Epistemic Governance of European Education: The Fabrication of the Homo Academicus Europeanus?* (Vol. 3). Springer.
- Rostan, M. (Ed.). (2011). *La professione accademica in Italia: Aspetti, problemi e confronti nel contesto europeo*. LED Edizioni Universitarie.
- Teichler U. (2017), *Teaching Versus Research: An Endangered Balance?* In Maria de Lourdes Machado-Taylor, Virgílio Meira Soares, Ulrich Teichler (Eds.) *Challenges and Options: The Academic Profession in Europe*, Springer.
- Turri, M. (2014), *Calimero all'università: valutazione della didattica e sistema AVA : Esperienze, stato dell'arte e prospettive dell'assicurazione della qualità in Italia / - Torino : Fondazione Giovanni Agnelli.*

D.3. | Teaching at school: Epistemologies, methods and tools

342 Rethinking and Interpreting Work-Based Learning Internship. Student's Perspective and Perceptions

Cinzia Zadra |

Keywords: Internship, School-Work Alternation, Work-Related Learning, Student'S Perspective, Reflexive Practice

Work-related learning experiences challenge to the traditional understanding of learning. blur the boundaries between formal education and informal learning at work and rely on a partnership model between schools and enterprises. This research aims to contribute to the development of a pedagogical approach for work-related learning by implementing a mentoring and reflective approach based on the support of tutors who are responsible for accompanying students in a reflection about learning at workplace. The paper concerns a) the process of reflection on practice to transform the internship experience of the school-work alternation into learning and b) the perception of considering mentoring approach contributing to a meaningful learning experience. School Work alternation affords learning in the context of work practice, from which knowledge and new theories can emerge. These opportunities can be found through participation in work activities that enables student to construct knowledge, skills and habits (e.g., Fuller, Hodkinson, Hodkinson, & Unwin, 2005; Kim & Hannafin, 2008), and is a method of learning for which Hodkinson, Biesta, and James (2008) use the metaphor 'learning as becoming'. The research project addresses the workplace environment by considering the environment outside the school as a privileged partner of the educational relationship, enabling the learning process to expand in new links of meaning. The project refers to the socio-cultural theories of learning, which considers learning as embedded in interactive practice and in contexts (Rogoff and Lave, 1984, Rogoff, 1990).
Method

This research study is small scale and exploratory, with the aim to generate an intensive analysis of single cases. The main data collection is represented by a series of document analysis and in-depth interviews carried out with 20 students from different grammar schools in South Tyrol, who had taken part to an experience of SWA using a portfolio as a reflective tool and being supported by the school tutor and by the enterprise tutor.
Outcomes (expected)

Mentoring as participatory learning and practices; Reflection as self-regulation and empowerment; Reflection as a considerable challenge for students but useful in order to understand the links between theory and praxis.
References

- Billett, S. (2004). Workplace participatory practices: Conceptualizing workplaces as learning environments. *Journal of Workplace Learning*, 16, 6, pp. 312-324.
- Fuller, A., Hodkinson, H., Hodkinson, P. & Unwin, L. (2005). Learning as peripheral participation in communities of practice: A reassessment of key concepts in workplace learning. *British Educational Research Journal*, 31, 1, pp. 49-68.
- Hodkinson, P., Biesta, G. & James, D. (2008). Understanding Learning Culturally: Overcoming the Dualism Between Social and Individual Views of Learning. *Vocations and Learning*, 1, pp. 27-47.
- Rogoff, B. & Lave, J. (Eds.). (1984). *Everyday Cognition: Its Development in Social Context*. Cambridge, Mass: Harvard University Press.
- Salatin, A. (2018). Rafforzare la governance territoriale per vincere la sfida dell'alternanza, *Scuola democratica*, 2, 2018, pp. 399-407.
- Gentili, C. (2018). Alternanza Scuola-Lavoro. Un bilancio. *Scuola democratica*, 2, pp. 391-398.
- G. Bertagna, Condizioni pedagogiche per non dimezzare il significato dell'alternanza formativa e dell'alternanza scuola lavoro, in «Formazione Lavoro Persona», VI, 18, 2016, p. 136.

D.3. | Teaching at school: Epistemologies, methods and tools

243 Narrative guidance as a tool to empower student's resilience

Federico Batini | Marco Bartolucci |

Keywords: Narrative Guidance; School Guidance; Resilience

Stories are constituent parts of day-to-day life: every day we are put in front of thousands of narrative stimuli coming from narrative agencies (television, videogames, news, etc...). The stories, when used self-consciously, can become extraordinary tools enabling to put in order and to give sense to our experiences, to imagine the future and face choices, to build our own identity and that of the group we are part of. The narrative guidance is a method for the self-development of people and the development of guidance competencies for communities, using narration and stories.

Method

Today resilience appears as a construct capable of predicting, to a certain extent, the ability of the subjects to resist the different pressures and the strong events and changes that today's society entails. The pressures and discontinuities on the paths of the subjects are considerable and thus increase the risk of abandonment of the paths of education.

Moreover, the results of various studies suggest that, in order to reduce school drop-out, a series of practices should be encouraged thus promoting a positive climate. A construct that can help in this sense is that of promoting resilience. The factors of resilience, as opposed to fixed factors (ie ethnic origin) or outside the control of individuals (ie family structure or socio-economic status), are potentially modifiable and therefore may constitute areas of interest on which to direct effective prevention efforts. Protective factors that promote resilience among young people can come from multiple sources, including young people themselves, peers, family, school and community. (Hupfield, 2010). Following a series of field studies that allowed to identify multiple benefits of narrative orientation, it was decided to investigate the effects of an orientation intervention, provided in curricular hours, in several territorial contexts in terms of resilience in secondary schools of first degree. Therefore, with a quasi-experimental design, it was tested through an instrument called RPQ (Resilience Process Questionnaire), the level of resilience before and after the intervention of narrative orientation compared with control groups (which in the same period followed the traditional didactic path).

Outcomes (expected)

The expected results concern an increased level of resilience (significantly from the statistical point of view), in the experimental groups, while in the control groups a negligible variation or no variation is expected..

References

- Batini, F. (2015) To Choose or to Plan? The Narrative Orientation as an Answer to the Change of Orientation Need. *Pedagogia Oggi*.
- Hupfeld K. (2010). Resiliency Skills and Dropout Prevention. A review of the literature, Retrieved from www.scholarcentric.com
- Lavoie L., D. V. (2019). Gender Differences in Adolescents' Exposure to Stressful Life Events and Differential Links to Impaired School Functioning. *Springer Nature*

D.3. | Teaching at school: Epistemologies, methods and tools

383 Innovative Pedagogical Approach to Learning Environment (IPALE): a Qualitative Case Study

Roberto Melchiori | Francesco Maria Melchiori |

Keywords: Qualitative Research, Innovative Pedagogies, Qualitative Comparative Analysis, Scuola Senza Zaino, Decd Seven Principles Of Learning

Although innovation has become a common priority in educational systems, schools are largely still seen as resistant to innovation. This is partly a consequence of innovation still being defined as something 'exceptional', as a process in which only well-suited schools or highly motivated or skilled teachers engage. Understanding these topics OCDE has realized a Study on Pedagogies and teachers' professional competences where pedagogies have been defined as "specific configurations of teaching and learning in interaction", with common principles, named "Seven Principles of Learning". This article sets out a Case study, qualitative project research, on the innovation in teaching and student learning, also utilized the OCDE model, through the analysis of the project called "Scuola Senza zaino. Per una Scuola Comunità". Qualitative Case study explores some factors that characterise the pedagogical approaches used by the project "Scuola Senza Zaino" and to what extent they match OECD learning principles. The scope is to analyse if it support the effective implementation of OECD

learning principles and if the interaction of the two dimensions -the hardware of physical spaces and materials, and the conceptual one of pedagogical strategies and methods - improve student learning and social interaction.

Method

Case Study IPALE, as field research, used the integration of two qualitative methods: non-participatory observation and the coding process (the analytic strategies of Grounded theory). Data collection, as an investigation, involved a group of primary school teachers, who answered to two questionnaires: the first one regarding their opinions on the adherence of the backpack-free model to the OCDE principles; the second one, derived from the observation of teaching activities of teachers, collected opinions on the teaching approaches used by teachers. Data analysis conducted on the students of one school enrolled in the primary classes that implemented the “Scuola senza zaino” model or the traditional model.

Outcomes (expected)

The objective, confirmed by the results of qualitative comparative analysis, consisted in highlighting elements of reflection useful for identifying methodological differences and approaches to teaching, which favour positive paths of the relational and cooperation processes of the students on whom their learning. The elements concerned the practical work in the classroom implemented by teachers who adopted the innovative methodology or the traditional one.

References

Dumont, H., D. Istance and F. Benavides (eds.) (2010), *The Nature of Learning: Using Research to Inspire Practice*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264086487-en>

Melchior R. (2017), *Recherche de l'éducation et la pédagogie: les lignes de développement et d'innovation*, *Formazione & Insegnamento XV – 2 – 2017* Pensa MultiMedia Editore

Paniagua, A. and D. Istance (2018), *Teachers as Designers of Learning Environments: The Importance of Innovative Pedagogies*, *Educational Research and Innovation*, OECD Publishing, Paris
<http://dx.doi.org/10.1787/9789264085374-en>

Peterson, A. et al. (2018) “Understanding innovative pedagogies: Key themes to analyse new approaches to teaching and learning”, *OE CD Education Working Papers*, No. 172, OECD Publishing, <https://doi.org/10.1787/9f843a6e-en>

Vieluf, S., et al. (2012), *Teaching Practices and Pedagogical Innovations: Evidence from TALIS*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/9789264123540-en>

D.3. | Teaching at school: Epistemologies, methods and tools

462 Exploring the Epistemology of the Implicit Curriculum

Matteo Bianchini | Valeria Angelini | Valentina Giovannini |

Keywords: Teaching Methods, Learning/Teaching, Implicit Curriculum, Strategies and Approaches, Observation Tools

Traditional education, which is based on the transmission and passivity of the learner, does not allow children to grow in a conscious and critical way but only to adapt to the culture of others, to lifestyles typical of dominant elites. From these pedagogical assumptions, between the end of WW2 and the end of the '70s, experiences of Community Schools as Scuola-Città Pestalozzi in Florence, Rinascita in Milan, and Don Milani in Genoa were born.

Scuola-Città Pestalozzi is historically a democratic school. Over the decades the meaning of the term has taken on different values according with theories and researches in the pedagogical and educational fields. This pedagogical vision brings with it a conception of class management, an attitude towards discipline and a mediation of both educational and relational communication. In recent years, in Scuola-Città Pestalozzi, due to generational issues, there has been a substantial turnover among the teachers. This, on one hand, has brought new stimuli and ideas, whereas, on the other hand, it has required the need to structure an observation equipment to create a shared platform of ways and attitudes. This research project is about the acknowledgment from the teacher of the foundations that sustain the school's implicit curriculum. It starts from the assumption that practices related to visions of teaching / learning arising from an authentic education, from a democratic

vision, correspond to other practices that remain hidden in the theoretical frameworks of some learning theories: the empathic relationship, the co-construction of learning, collaborative learning, the maieutic dialogue are all methods often formalized in protocols without taking into account the actions that give it meaning. but finds meaning only if supported to a modality of managing the whole educational process, and if there is an implicit curriculum that foresees tools, times and modalities that give value to the process. What is being proposed is an experiment to create both a tool to detect and give a description of the set of actions and strategies that support the teaching methodological choices, more directly oriented to learning and going under the name implicit curriculum, and, at the same time, to bring out a reading of the learning / teaching process in terms of this implicit curriculum. The state of the art of research will be presented here. The project aims to create the tools for observation and measurement for the definition of the implementation modalities of the implicit curriculum of Scuola-Città Pestalozzi according to the guidelines of the community school. The case study was chosen as the first method of investigation for its adequacy as a tool able to provide useful information for the verification of the consistency and validity of the actions of the intervention.

References

- Codignola, E. (1954). Un esperimento di scuola attiva: la Scuola-Città Pestalozzi. La Nuova Italia;
Bianchini, M., Giovannini, V. (2017) Scuola-Città Pestalozzi: Un percorso di innovazione didattica e organizzativa: dalla scuola laboratorio alla wikischool. *Educazione aperta* 1/2017, 72-83;
Mariani, A. (a cura di) (2018), *Educazione Affettiva. L'impegno della scuola attuale*, Roma: Anicia

D.3. | Teaching at school: Epistemologies, methods and tools

500 Debate in primary school: an experience to develop soft skills

Noemi Russo | Luca Refrigeri |

Keywords: Debate, Primary School, Teaching Method, Competences, Soft Skills.

The use of Debate as a teaching method has for many years been consolidated in several countries, not only European, and even in some of these has become curricular discipline (USA, Great Britain, etc.). In Italy, only a few years ago it was introduced to secondary school on the initiative of some teachers. The preparation path to the final phase of the debate is however still considered an extra-school activity, ie the time needed for the training of the boys, for the preparation and the study for the final event is still outside in normal school hours and I commitment is still beyond that of the school; in essence it is an activity that engages the young people not during school hours, not recognizing the learning objectives that can be achieved through a process made with Debate. Currently, the entire Italian Debate movement is geared towards the involvement of secondary schools and only part of the first level secondary school. It does not emerge, from what I have seen, that primary school is involved in the path of diffusion in Italy. For example, the Debate Olympics are organized only for secondary schools. Instead, introducing the Debate as a learning method in primary school could allow the development of some key competences for lifelong learning, such as personal, social competence and learning to learn, competence in matters of citizenship, entrepreneurial competence, functional alphabetic competence, competence on awareness and cultural expressions. The aim of the work is to start the reflection on the introduction of Debate in primary school as a working method for teaching design, based on the exchange of opinions based on rules between two teams, one pros and cons, in contrast with each other on a theme to be discuss, develop and defend. To demonstrate this, will be presented the results of an experience in a primary school of Campobasso during the training period.

Method

The method used is the experimentation of a didactic course of preparation for the regulated teaching typical of the World Schools Debate format, adapted to children of the fifth class of primary school on a topic agreed upon with the teacher of the classroom.

Outcomes (expected)

The realization of the preparation activities for the final debate will allow children to acquire knowledge on the subject being compared, ability to select the most useful information, skills in group work, ability to support their

own ideas respecting those of others, ability to find the best solution to the problem, designing, communicating, collaborating and participating, acting autonomously and responsibly, identifying links, seeking one's own "voice", supporting changes; therefore be active citizens.

References

- Agostini R., 2018, Insegnare a dibattere - public speaking e debate nelle scuole, Independent published
- De Conti M. 2013, Dibattere a scuola: scegliere il proprio percorso educativo, Studi sulla formazione, pp. 111-120
- De Conti M., 2015, La preparazione argomentativa del giudice del dibattito, ERIS Rivista internazionale di argomentazione e dibattito, Vol. 1, n. 1, pp. 34-46
- De Conti M., Giangrande M., 2017, DEBATE Pratica, teoria e pedagogia, Pearson Italia, Milano-Torino
- De Conti M., Il dibattito regolamentato come metodo per acquisire competenze di gestione dei conflitti nella scuola, Formazione & Insegnamento XI - 3 - 2013, print, pp. 2279-7505 online, pp. 145-152
- Sanchez C., 2018, Insegnare nel XXI secolo - Il DEBATE nelle scuole, Pearson Italia, Milano-Torino.

D.4. | Learning as a situated and socio-material interaction and the use of imaging technologies

112 Reflecting on classroom activities as multimodally co-constructed in spatial 'reality'

Béatrice Arend |

Keywords: Space, Teacher-Student Interaction, Multimodality, Embodied Understanding, Conversation Analysis

The aim of this paper is to demonstrate that during classroom activities the teacher's and the children's positioning in physical space is central to support their doing understanding. In the presented case study, a preschool teacher explains the basic rules of 'Sudoku' by referring to a visual document (a grid of 4 by 4 square cells) displayed on the floor. The children are sitting on chairs arranged in a 'U'-shape. We will show how the arrangement of the participants in the interaction space contributes to the contextual framework in terms of which the next action will be understood and thus to organizing participation. We visualize how the children's access to shared understanding is strongly related to the spatial reality in which the activity takes place.

Method

The presented case study aims at providing concrete insights into classroom actions as multimodally co-constructed by the teacher and the children. We refer to an analytical agenda that allows us to study teacher-student interactions as being mobilized and arranged in the local organization of their action, sensitive to the contingencies of the context. Thus, in order to analyze and to show how organization in and of space is a relevant feature of classroom interactions, we rely on video recordings and we conduct a fine-grained sequential analysis by adopting a conversation analytic approach. CA driven video analysis can uncover the details of classroom interactions by looking at the ways in which the participants rely on multiple various resources (talk, gaze, gesture, body posture, mobilization of artefacts, movement in space) to achieve the task on which they focus.

Outcomes

Relying on a video-based CA driven analysis of a 'Sudoku' classroom activity, we can visualize the reciprocal dynamics between the teacher's informings and the children's understanding as multimodally configuring in space as well as spatially configured. We can highlight that the participants' positioning in the physical classroom space orients the occurring utterances and the trajectory of the activity. Understanding how the spatial configuration of/in a classroom contributes to organize learning opportunities can help teachers develop activities to support student learning with regard to the process. With our study, we can raise teachers' awareness for the 'empirical other' being in the material world and thus elicit and improve reflection on teaching practices as student oriented and unfolding in a material space.

References

- Mondada, L. (2008). Using Video for a Sequential and Multimodal Analysis of Social Interaction. *Forum: Qualitative Social Research*, 9, (3).
- Gardner, H. & Forester, M. (2010). *Analyzing Interactions in Childhood: Insights from Conversation Analysis*. Oxford: Wiley Blackwell.
- Waring, H.Z. (2016). *Theorizing Pedagogical Interaction: Insights from conversation Analysis*. New York: Routledge.
- Sacks, H. (1992). *Lectures on Conversation I-II*. Oxford: Blackwell.
- Seedhouse, P. (2004). *The interactional architecture of the language classroom: A conversation analytic perspective*. Oxford: Blackwell.

D.4. | Learning as a situated and socio-material interaction and the use of imaging technologies

183 Objects that matter: The hybrid and distributed agency in parent-assisted homework interactions

Letizia Caronia | Vittoria Colla |

Keywords: Artefacts, Learning Interaction, Material Agency, Parent-Assisted Homework, Socio-Materiality

Starting from a “ventriloqual” perspective on communication (Cooren, 2010, 2012; Caronia 2019) and its emphasis on material artefacts as performative actants in social interaction (Latour, 1986, 1996), and in line with contemporary attention for multimodal and embodied resources in making the contextual forms of learning visible and intelligible (Streeck, 2010; Streeck, Goodwin, LeBaron, 2011), this paper discusses the constitutive role artefacts play in the scaffolding sequences in parent-child interactions during homework.

In the last decades, many research-based education policies have promoted close collaboration between parents and teachers emphasizing the advantages of parents’ engagement in children education (see Epstein, 1990; Davies, 1997; Henderson and Berla, 1994). In this paper, we assume that homework constitutes a “crossroad” (Pontecorvo et al. 2013) potentially generating meso-systemic connections (Bronfenbrenner, 1979; Iannaccone, Marsico, 2013; Arcidiacono, 2013) between the “small cultures” of family and school (Hollyday, 1999). However, unlike parent-teacher conferences, which may count on recent research on their being an interactive accomplishment (MacLure, Walker, 2000; Howard, Lipinoga, 2010; Pillet-Shore, 2012, 2015; Caronia et al., 2019a,b), parental involvement in children homework is still little explored (but see Forsberg, 2007; Wingard, Forsberg, 2009; Pontecorvo et al. 2013).

By adopting a socio-cultural perspective (Vygotskij, 1934; Pontecorvo 1993; Pontecorvo et. al. 1991, 1995), this paper empirically illustrates how parent-assisted homework as a situated learning activity is accomplished through, and mediated by, multiple resources within a “semiotic field” (Goodwin, 2000, 2007). Entailing interactions with both social actors and artefacts (Wertsch, 1985; Lave, Wenger, 1991; Pontecorvo, 1999), parent-assisted homework generates both “formal” (i.e. intentional, specific and topic-related) and “informal” (i.e. unintentional cultural apprenticeship) learning (see Tramma, 2009).

Method

We analyze examples of video-recorded homework sessions where children are supported by their parents. The excerpts are transcribed and analyzed according to a Conversation Analysis informed approach (for transcriptions conventions see Jefferson, 2004).

Outcomes (expected)

We illustrate the hybrid and distributed character of agency in scaffolding sequences during parent-assisted homework. Their agency is hybrid because it entails human and non-human actors and it is distributed as they both make a difference in the unfolding of interaction (Caronia et al., 2014). We illustrate also the relevance of the cultural capital embodied in the learning environment (Latour, 1986; Bourdieu, 1987) as well as parents’ competence in recognizing and exploiting it in ways that are aligned with the school culture. A socio-pedagogical issue thus emerges: if schools rely on a family learning environment inhabited by socio-material culturally-aligned competent actors, what about the school career of children that cannot rely on these resources?

References

- Arcidiacono, F. (2013) “Conversation in educational contexts. School at home and home at school”, in: Marsico, G., Komatsu, K., Iannaccone, A. (eds.) *Crossing Boundaries. Intercontextual Dynamics between Family and School*. Charlotte, NC: IAP.
- Baker, C., Keogh, J. (1995) “Accounting for achievement in parent-teacher interviews”. *Human Studies* 18: 263–300.
- Bourdieu, P. (1987) “The forms of capital”. In: Richardson, J. G. (ed.) *Handbook of Theory and Research for Sociology of Education*. New York: Greenwood Press.
- Bronfenbrenner, U. (1979) *The ecology of human development*. Cambridge, MA: Harvard University Press.
- Caronia, L., Cooren, F. “Decentering our analytical position: The dialogicity of things”, *DISCOURSE & COMMUNICATION*, 2014, 8, pp. 41 – 61.
- Caronia, L. (2019) “Following and Analyzing an Artifact: Culture-through-Things”, in: *Methodological and Ontological Principles of Observation and Analysis*, New York, Routledge, 2019, pp. 112 – 13.
- Caronia, L., Dalledonne Vandini, C. (2019a) “Based on what we are told by the experts”: The management of knowledge and expertise in parent-teacher conference.” Paper accepted at 69th Annual ICA Conference, Washington, DC., Mai 24-28 2019.
- Caronia, L., Dalledonne Vandini, C. (2019b) “Assessing a (gifted) child in parent-teacher conference: Participants’ resources to pursue (and resist) a no-problem trajectory”, *Language & Dialogue* (forthcoming).

- Cooren, F. (2010) *Action and Agency in Dialogue: Passion, Incarnation, and Ventriloquism*. Amsterdam and Philadelphia, PA: John Benjamins.
- Cooren, F. (2012) "Communication theory at the center: Ventriloquism and the communicative constitution of reality". *Journal of Communication* 62: 1–20.
- Davies, D. (1997) "Crossing boundaries: How to create successful partnership with families and communities". *Early Childhood Education Journal* 25: 73-77.
- Epstein, J. L. (1990) "School and family connections: Theory research and implications for integrating sociologies of education and family", in: Unger, D. G., Sussman, M. B. (eds.) *Families in community settings: Interdisciplinary perspectives*. New York, NY: Haworth Press, pp. 99-126.
- Forsberg, L. (2007) "Homework as a serious family business: Power and subjectivity in negotiations about school assignments in Swedish families". *British Journal of Sociology of Education* 28(2): 209-222.
- Goodwin, C. (2000) "Action and embodiment within situated human interaction". *Journal of Pragmatics* 32: 1489-1522.
- Goodwin, C. (2007) "Participation, stance and affect in the organization of activities". *Discourse & Society* 18(1): 53-73.
- Henderson, A., Berla, N. (1994) "The family is critical to student achievement". Washington, DC: National Committee for Citizens in Education.
- Hollyday, A. (1999) "Small Cultures". *Applied Linguistics* 20(2): 237-264. Oxford: Oxford University Press.
- Howard, K. M., Lipinoga, S. (2010) "Closing down openings: Pretextuality and misunderstanding in parent-teacher conferences with Mexican immigrant families". *Language and Communication* 30: 33–47.
- Iannaccone, A., Marsico, G. (2013) "The family goes to school", in: Marsico, G., Komatsu, K., Iannaccone, A. (eds.) *Crossing Boundaries. Intercontextual Dynamics between Family and School*. Charlotte, NC: IAP.
- Jefferson, G. (2004). "Glossary of transcript symbols with an introduction", in: Lerner, G. (ed.) *Conversation Analysis: Studies from the first generation*. Amsterdam: John Benjamins.
- Kremer-Sadlik, T., Fatigante, M. (2015) "Investing in children's future: Cross-cultural perspectives and ideologies on parental involvement in education". *Childhood* 22(1): 67-84.
- Latour, B. (1986) "Visualization and cognition: Thinking with eyes and hands, knowledge and society", in: Kuklick, H. (ed.) *Knowledge and society studies in the Sociology of Culture Past and Present*. London: Jai Press Inc., pp. 1-40.
- Latour, B. (1996) "On interobjectivity". *Mind, Culture, and Activity* 3(4): 228–245.
- Lave, J., Wenger, E. (1991) *Situated learning. Legitimate peripheral participation*. Cambridge: Cambridge University Press.
- MacLure, M., Walker, B. (2000) "Disenchanted evenings: The social organization of talk in parent-teacher consultations in UK secondary schools". *British Journal of Sociology of Education* 21(1): 5–25.
- Pickering, A. (1995) *The Mangle of Practice*. Chicago, IL: University of Chicago Press.
- Pillet-Shore, D. (2012) "The problems with praise in parent-teacher interaction". *Communication Monographs* 79(2): 181–204.
- Pillet-Shore, D. (2015) "Being a "Good Parent" in Parent-Teacher Conferences". *Journal of Communication* 65(2): 373-395.
- Pontecorvo, C. (1993) *La condivisione della conoscenza*. Firenze: La Nuova Italia.
- Pontecorvo, C. (1999) *Manuale di Psicologia dell'educazione*. Bologna: Il Mulino.
- Pontecorvo, C., Ajello, A.M., Zucchermaglio, C. (1991) *Discutendo si impara*. Roma: La Nuova Italia Scientifica.
- Pontecorvo, C., Ajello, A.M., Zucchermaglio, C. (1995) *I contesti sociali dell'apprendimento*. Milano: LED.
- Pontecorvo, C., Liberati, V., Monaco, C. (2013) "How school enters family everyday life", in: Marsico, G., Komatsu, K., Iannaccone, A. (eds.) *Crossing Boundaries. Intercontextual Dynamics between Family and School*. Charlotte, NC: IAP.
- Streeck, J. (2010) "New adventure in language and interaction", in: Streeck, J. (ed.) *New Adventures in Language and Interaction*. Amsterdam and Philadelphia, PA: John Benjamins, pp. 1-8.
- Streeck, J., Goodwin, C. and LeBaron, C.D. (2011) *Embodied Interaction: Language and Body in the Material World*. Cambridge: Cambridge University Press.
- Tramma, S. (2009) *Che cos'è l'educazione informale?* Roma: Carocci Editore.

Vygotsky, L. S. (1962)[1934] *Thought and Language*. Cambridge, MASS: MIT Press.
Wertsch, J.V. (1985) *Vygotsky and the social formation of the mind*. Cambridge, MA: Harvard University Press.
Wingard, L., Forsberg, L. (2009) "Parent involvement in children's homework in American and Swedish dual-earner families". *Journal of Pragmatics* 41: 1576-1595.

D.4. | Learning as a situated and socio-material interaction and the use of imaging technologies

449 Learning to sleep

Larissa Schindler | Sophie Merit Müller |

Keywords: Learning, Situated Knowledge, Sleep, Bodies, Artefacts

Prima facie, we might say that sleeping is a biological process without social/cultural activities. However, taking a closer look we realize that it is a demanding and sophisticated social practice. A promising case to understand details of these practices is how babies learn culturally appropriate sleeping habits. The proposed paper thus focuses on practices of putting babies to bed, on nighttime rituals, sleep training programs and theories on infant sleep cycles.

As a first step, we sketch the research status in social and cultural studies of sleeping. From this starting point, we discuss particularities of modern western sleeping practices, which contain complex rituals as well as a wide range of artefacts. In a famous quote, Maurice Merleau-Ponty has highlighted the ritualistic dimension of trying to fall asleep: "As the faithful, in the Dionysian mysteries, invoke the god by miming scenes from his life, I call up the visitation of sleep by imitating the breathing and posture of the sleeper" Merleau Ponty, 2002, *Phenomenology of Perception*, 189). This is accompanied by a whole infrastructure of artefacts (like pyjamas, blankets, covers, mattresses, nightstands) and particular sleeping rooms. This complex setting helps to bring about monophasic, modern western sleep (cf. e.g. Ekirch, 2015, *Past and Present*, 149-192). To sleep only once a day and continuously for about eight hours is a skill that is not naturally or easily mastered by newborns. Thus in a third step, in this paper we focus on the situated and practical ways of teaching babies how to sleep. We discuss four ethno-methods of making a baby (learn to) sleep 'properly': a) ritualizing sleep by creating a fixed process of 'going to bed', b) creating a quiet and dim setting, c) accomplishing calm/boredom by acoustic effects and/or motion, and d) simulating sleep (usually without falling asleep oneself). These ethno-methods are, firstly, often informed by ethno-knowledge about nature (bodily sleep rhythms) and nurture (what a baby should be able to accomplish independently in regard to sleeping). Secondly, there is a techno-material infrastructure to these methods: sleep as a learned accomplishment is embedded in the employment of diapers, baby books, pacifiers, buggies, slings, music players, bottles, babyphones etc. With these ethno-methods, not only the baby's sleep, but also the parents' sleep changes notably: Parents have to learn how to sleep with a not-yet skillful 'unruly' baby. Making babies fall asleep and sleep 'right' thus includes classic elements of learning in "communities of practice" (Lave/Wenger) but also elements of classic teaching contexts.

274

D.4. | Learning as a situated and socio-material interaction and the use of imaging technologies

472 Learning as a situated and socio-material interaction and the use of imaging technologies

Tiziana Tesauro |

Keywords: Learning, Sociomateriality, Bodily Knowledge, Vocational Training, Ethnographic Approach

Trame is a workshop/experiential training course that connects the performative dimension, linked to the field of theatrical practice, with the dimension of the laboratory as a place for rehearsal, research and experimentation. It proposes an immersion in the theatrical laboratory with a formative orientation that is a space of suspension of everyday life that triggers a reflection through a material and concrete action (Antonacci, Cappa 2001, Cappa 2016, Cappa 2017). In the workshop, training is experienced first of all in the materiality of space

and body and, in and with this materiality, the subjects experience themselves as they cross and are crossed by a dense network of practices. From their immersion in theatre practice, participants re-emerge as narrative identities, as subjects capable of a new narrative knowledge (Bruner 1986) that they use to learn to tell something about themselves that is still unknown, forgotten and censored. In fact, Trame's objective is to help participants tell about themselves in order to develop self-awareness and reflection. In this way, they can rebuild the plot of their professional actions (Zannini 2001), understand themselves (Smorti 2018) and heal deep wounds (Demetrio 1995, 2008). Experimented with a group of nurses and social workers, Trame has proved to be very effective in the field of professional training.

Keywords: Theatrical practice, narrative identities, self-awareness, narrative knowledge professional training.

Bibliography

Antonacci F., Cappa F. (2001), Riccardo Massa. Lezioni su La peste, il teatro, l'educazione, Franco Angeli, Milano.

Barone P., Ferrante A. e Sartori D., a cura di (2014), *Formazione e post-umanesimo. Sentieri pedagogici nell'età della tecnica*, Raffaello Cortina Editore, Milano.

Cappa (2016) *Formazione come teatro*, Raffaello Cortina Editore, Milano.

Cardano M. (2003) *Tecniche di ricerca qualitativa*, Carocci, Roma.

Demetrio D. (1995), *Raccontarsi. L'autobiografia come cura di sé*, Raffaello Cortina Editore, Milano.

Demetrio D. (2008), *La scrittura clinica. Consulenza autobiografica e fragilità esistenziale*, Raffaello Cortina Editore, Milano.

Ferrante A. (2017), *Che cos'è un dispositivo pedagogico?* Franco Angeli, Milano.

Landri P. a cura di (2016), *Prendersi cura del welfare. Le politiche sociali nella lentezza della pratica*. Altravista Edizioni, Roma.

Landri P., Viteritti A. (2016), *Introduzione. Le masse mancanti in educazione*, *Scuola Democratica . Learning for Democracy*, 7,1: 7-22.

Massa (1992), *La clinica della formazione. Un'esperienza di ricerca*, Franco Angeli, Milano.

Sartori D. (2014), *Post-umanesimo e pedagogia italiana. La proposta teorica di Riccardo Massa*, in Barone P., Ferrante A. e Sartori D., a cura di, *Formazione e post-umanesimo. Sentieri pedagogici nell'età della tecnica*, Raffaello Cortina Editore, Milano, pp. 173-187.

Smorti A., (2018), *Raccontare per capire. Perché narrare aiuta a pensare*, Il Mulino, Bologna.

Spinsanti S., (2016), *La medicina vestita di narrazione*, Il Pensiero Scientifico Editore, Roma.

Viteritti A. (2011), *Corpi sapienti in laboratorio. Apprendere la tecnoscienza in pratica tra disciplinamento e formatività. Etnografia e Ricerca Qualitativa*, 1, Il Mulino, Bologna, pp. 61-81.

Zannini L. (2001), *Salute, malattia e cura. Teoria e percorsi di clinica della formazione per gli operatori sociosanitari*, Franco Angeli, Milano.

D.4. | Learning as a situated and socio-material interaction and the use of imaging technologies

592 Learning safety at school: the 'ErgoPractice' experience

Silvia Doria | Sonia R. Marino |

Keywords: Sicurezza Sul Lavoro, Scuola, Etnografia, Ergonomia, Pratiche Formative

Workplace safety is one of the unresolved issues of modern society that is still addressed in terms of emergency. Starting from our training experience in the field, we intend to offer an alternative proposal with respect to the usual training courses. Considering safety a "practical competence", an expertise that we learn in doing (Gherardi et al. 1997; Doria, 2014), we designed a training course for, and realized with some students of a lower secondary school of Rome. Training and research experiences (Borgato et al., 2011; Doria, 2014) highlight how training activities, in order to affect and have a greater impact, must involve the participants drawing on their knowledge and practical experiences that make them proactive.

Method

Ergonomics and ethnography, with the use of images and photos of the training experience, are the basis of the methodologies applied in the design and implementation of ErgoPractice (Marino, Doria, 2016). Preparatory for the design phase was the authors' direct experience in the school environment and the training of their staff that allowed us – through interviews, questionnaires, and focus groups – to collect 'situated' data for activities and needs analysis. The project involved around 160 students (one with mild cognitive disability) on various issues, from postural problems to the ergonomic use of technologies. In the teaching of safety at school, we alternated different training techniques in order to keep the students' level of attention high and to enable them to interact and be personally involved. The structure of the class, in "rotation", included alternation of different languages such as simulations, multimedia material, brainstorming, games (interspersed with self-assessment tests).

Outcomes (expected)

Often the environments and workstations / laboratories are not adequate and ergonomic (Marino et al. 2008), but the practical experience realized shows how – through a methodology tailored to every school level, up to the adults age in a 'lifelong lifewide learning' perspective, and also suitable for mild cognitive disabilities – we can start a participatory learning path. The school system has a primary role in the development of responsible behaviors towards its own psychic-physical and social well-being and in promoting both a correct perception of risks (Inail, 2011) and safe practices to be re-socialized in future work and life experiences.

References

- Borgato R., Cicci M., Pagano A. (2013). FSPP. Formare la sicurezza. Milano: Franco Angeli
- Doria S. (2014). La sicurezza in costruzione. Etnografia di un cantiere: uno sguardo pratico sulla sicurezza sul lavoro. Roma: Carocci.
- Gherardi, S. Nicolini, D. e Odella, F. (1997). 'Dal rischio alla sicurezza: il contributo sociologico alla costruzione di organizzazioni affidabili'. Quaderni di sociologia, 13: 79-108.
- INAIL (2011). Ergonomia a scuola. A scuola di ergonomia. Dip. Di Medicina del lavoro ex ISPESL.
- Marino S., Donisi M., Gurin R., Papale A., Silveti A. (2008). 'Subjective perception and ergonomic assessment of comfort/discomfort in school environments', in Atti del 2nd International Conference on Applied Human Factors and Ergonomics. Las Vegas, 2008.
- Marino, S. e Doria, S. (2016), 'ErgoPractice. Buone pratiche formative sull'ergonomia e la sicurezza sul lavoro', Rivista italiana di Ergonomia, 1(2016), 243-47

D.4. | Learning as a situated and socio-material interaction and the use of imaging technologies

689 Observing like an expert: Use of expert annotations on fashion designer apprentices' gaze and verbalizations

Alessia Eletta Coppi | Alberto Cattaneo | Pierre Dillenbourg |

Keywords: Expertise, Annotations, Eyetracking, Vocational Education, Fashion Designers

Visual skills are essential in many vocations and have been the focus of studies which showed that novices and experts observe very differently (e.g., Jaarsma, et al., 2014) and that using cues (Schneider, et al., 2018), is an effective strategy to support visual skills development (Boucheix & Lowe, 2010). One profession in which observation is fundamental is the one of fashion designers (Caruso, et al., 2018) since their apprentices have to observe specific images (Coppi, et al., 2019) to learn how to create garments. This study will investigate if exposing fashion design apprentices to annotated professional-images (compared to non-annotated ones) will result in their gaze and garment's verbal description being more similar to the experts'.

Method

Sample was composed of apprentices (n=39) and teachers (n=15). In the pretest and posttest, all sample was exposed to clothing images to observe and verbally describe. In the training, the experimental groups was first exposed to annotated images with an audio description and then to images with annotations but no audio. Same for the control condition, but no visual annotations were displayed with the images. Participants' gaze was recorded with the Tobii-X60 eyetracker.

Outcomes

For the verbalizations, a repeated measure ANOVA was conducted to compare the effects of conditions on number of details mentioned at pretest and posttest. Results revealed a significant main effect of time, ($F(1, 49) = 5.91, p=.019, G2=.108$) but a non-significant interaction, ($F(2, 49) = .74, p>.05$). For the eyetracking, Fixation Duration data at pretest and posttest was combined in 7 areas of interest (AOIs); an independent sample Kruskal–Wallis showed the experimental group being more similar to experts compared to the control group for the AOI “Sleeve-left” $\chi^2(2) = 6.968, p=.031$ (with a mean rank duration of experimental = 30.39, control = 18.03 and expert = 28.10 seconds) and the AOI “Shoulder-left” $\chi^2(2) = 6.963, p=.031$ (with a mean rank duration of experimental = 23.17, control = 20.76 and expert = 33.67 seconds).

Conclusions

More extensive analyses on the data are ongoing, but results indicated the potential of annotations for training observation. Future studies will use online learning environments (e.g., Realto - Fig.1) to create educational scenarios to enhance student’s observation. References

- Boucheix, J. M., & Lowe, R. K. (2010). An eye tracking comparison of external pointing cues and internal continuous cues in learning with complex animations. *Learning and instruction*, 20(2), 123-135.
- Caruso, V., Cattaneo, A., Gurtner, J. L., & Ainsworth, S. (2018). Professional Vision in Fashion Design: Practices and Views of Teachers and Learners. *Vocations and Learning*, 1-19.
- Coppi, A., Cattaneo, A., & Gurtner, J. L. (2019). Exploring visual languages across vocational professions. *International Journal for Research in Vocational Education and Training*, 6(1), 68-96.
- Jaarsma, T., Jarodzka, H., Nap, M., van Merriënboer, J. J., & Boshuizen, H. P. (2014). Expertise under the microscope: processing histopathological slides. *Medical education*, 48(3), 292-300.
- Schneider, S., Beege, M., Nebel, S., & Rey, G. D. (2018). A meta-analysis of how signaling affects learning with media. *Educational Research Review*, 23, 1-24.

D.5. | Informal learning as a site of encounter, self-construction and resistance

113 Teaching Hebrew as a Political Act: "Ulpan" for African Asylum Seekers in Israel

Yael Gaulan | Yuli Hatzofe |

Keywords: Language Pedagogy, Asylum Seeker, Adult Education, Informal Education

The traditional role of Ulpan (school for Hebrew language), is to teach Hebrew while also introducing the learners to the Zionist narrative and Israeli culture, thus combining language learning with a process of socialization (Golden 2001, Shalom 2012).

The presence of Sudanese and Eritrean asylum seekers in Israel challenges aspects of this institution's role, and its relevance for temporary, non-Jewish, and non-Zionist residents of this country who are rejected by the establishment (Yaron et al. 2013). Nonetheless, these residents are in need of linguistic tools. Teaching Hebrew in these marginalized and discriminated communities raises fundamental questions regarding the role of the Ulpan and the possible alternatives to this framework. Our study maps the different constellations in which Hebrew is taught to African refugees, and describes the unique political, emotional and pedagogical challenges teachers face in these settings. The classes are held within the framework of volunteer-based NGOs. Most of the teachers lack training and often the facilities are inadequate. Furthermore, until recently the only learning materials were Ulpan books written for Western, literate students and designed to immerse them in Israeli society and its requisite ideology. The study analyzes 12 interviews with teachers of African refugees. The interviews highlight how the classic Hebrew pedagogy changes radically in these circumstances, namely in the nature of the encounter between students and teachers. The African students in many cases hold limited formal education, an ambivalent attitude towards Israel and a strong feeling that their presence in Israel is both temporary and unwelcome. The teachers perform a dual role, as both agents of the dominant society and simultaneously active educators who try to create alternatives to this society from within critical organizations. Throughout the analysis of these interviews, we examine how these Hebrew classes surpass their role as a space for learning general literacy skills, and function simultaneously as source for both emotional support and crucial information which is not necessarily accessible to the students elsewhere (about their legal rights, for example). Another interesting finding in the study suggests that the lack of experience and suitable learning materials challenges the teachers to find more creative and attentive responses to the students' actual needs, transforming the classroom into a site of community gathering, political empowerment and emotional expression, and all as part of the language learning process. Therefore, this space becomes an ultimate manifestation of the inevitable connection between the personal, the political and the linguistic.

References

- Bourdieu, P. (1991). *Language and symbolic power*. Cambridge, UK: Polity Press.
- Golden, D. (2001), "Now, like real Israelis, let's stand up and sing": Teaching the national language to Russian newcomers in Israel. *Anthropology & Education Quarterly* 32: 52-79.
- Shalom, T. (2012), Teaching Hebrew in Eretz-Israel and in the Diaspora: pedagogical aspects. In Shlomo Izre'el (ed.), *The Speech Machine as a Language Teacher* (114-142). Tel Aviv: The Haim Rubin Tel Aviv University Press [in Hebrew].
- Yaron, H., Hashimshony-Yaffe, N. and Campbell, J. (2013), "Infiltrators" or refugees? An Analysis of Israel's policy towards African asylum-seekers. *International Migration* 51: 144-157.

D.5. | Informal learning as a site of encounter, self-construction and resistance

137 The time banking project – "La Banca del Tempo": a life-skill and metacognitive competence construction tool to prevent youth distress

Francesca Schir |

Keywords: Peer Tutoring, Life Skills, Youth Distress, Prevention, Integration

In the present society, it is necessary to know how to face complexity, changes and new challenges in terms of relationships. Our hyper-technological society seems to provide "easy" practical solutions but, at the same time, generates a dis-integrated social and values framework. Young people express his discomfort through rejection of rules, indifference towards culture, revolt, various types of psychological disorder and aggressiveness. Youth distress is growing in Italy: data for 2014/2015 show an alarming rise of hospitalizations due to depression among young people, as well as a growth of suicides and school dropout (15% among natives and 34.4% among students born abroad). In order to respond to this set of problems, a high school in Merano (northern Italy) implemented a peer-tutoring program in cooperation with a middle school. The key concept considers students as the main resource of our schools. They are thought to have the ability to a) build informal networks of mutual support and b) create cooperative groups that enhance comprehension. The aim of the present research is to contribute to the validation of peer tutoring as a way to promote life-skill and metacognitive competence construction in the tutors' professional choices and orientation. Moreover, it investigates a) how much peer tutoring can serve as cultural integration tool for pupils with migratory background or of different ethnicity, b) the effects on school dropout and bullying in the involved schools.

Method

Mixed method: quanti-qualitative research; Quantitative part: one life skills questionnaire (10 questions for each one of the 10 life skills) and one biography. Data from the questionnaire will be collected at the beginning and the end of year, to the same pupils, with the aim of verifying whether the experience of peer tutoring could have helped to build life skills. Qualitative part: observations of the project, "guided" diary for tutors, in-depth interviews with tutors and tutees, with teachers and parents.

Outcomes (expected)

Evaluation of the effects of peer tutoring on the group of tutors in terms of development of life skills; evaluation of the effects on the tutors' school / class context; evaluation on the (protective) effects in relation to the school drop-out and to the cases of bullying.

References

- Bandura A., (2000), *Autoefficacia: teoria e applicazioni*, Erickson, Trento.
- Cerutti, R. (2012). *Comunicazione e disagio giovanile nell'era della globalizzazione*. *Rassegna di Psicologia*, 29(2), 5–10. <https://doi.org/10.7379/70999>.
- Cohen, P. A., & Kulik, J. A. (1981). *Synthesis of Research on the Effects of Tutoring*. *Educational Leadership*, 39(3), 227-29.
- Istat, (2015). *Ospedalizzazione per disturbi psichici per aggregati clinici e tassi di età*.
- Istat, (2015). *Statistiche Salute e Sanità. Cause di morte*.
- MIUR - *Gli alunni stranieri nel sistema scolastico italiano a.s. 2014/2015* - pag. 11.
- Pellizzari G., "La seconda nascita. Fenomenologia dell'adolescenza", Franco Angeli, Milano 2010, pag. 19.
- Zych, I., Farrington, D. P., Llorent, V. J., & Ttofi, M. M. (2017). *Protecting Children Against Bullying and Its Consequences*. <https://doi.org/10.1007/978-3-319-53028-4>

D.5. | Informal learning as a site of encounter, self-construction and resistance

149 Self-taught improvisers: jam sessions as resistance to the formal jazz curriculum

Anselmo Roberto Paolone |

Keywords: Jazz Jam Session, Ethnography Of Education, Comparative Education, Self-Taught Musicians, Resistance To Formal Curriculum

Until the 1960s jazz was still considered an oral tradition, and many professional musicians were still self-taught. According to some authors (Nicholson 2005), as self taught musicians are free from the constrictions of formal curriculum, this is relevant in terms of the creativity and vitality of the music. In fact, until the 1960s, such creativity fuelled endless stylistic revolutions (e.g. bebop in the 1940s). From the 1960s onwards, however, with the spread of formal jazz education in universities, the scope of these innovations seems to have narrowed, to the point that some authors speak of the "death of jazz". The old type of self-taught training was based on the

jam session: the informal meeting of musicians, where they learned (and learn) to improvise by playing together and by exchanging hints and opinions (Berliner 1994: 36-59). This presentation is based on the six-month ethnographic research I did in a weekly jazz jam session, held at Tony's bar in Brooklyn, NY, attended by both professionals and amateurs. The interesting aspect of Tony's jam is that it has an implicit "ideological" foundation: the resistance to the "academic" transformation of jazz which has spread in the US (and globally) (Ake 2002) and its negative consequences on creativity. In fact, in the jam at Tony's, the emphasis is on playing by ear, on the oral knowledge of jazz tradition and on spontaneity, rather than on the stiff, formal curriculum-based, sight-reading professional skills which tend to dominate the contemporary jazz scene.

Method

I have used participant observation and interviews to study the actions and the verbal exchanges of musicians (Paolone 2009). In particular I have recorded and transcribed (in notation) what improvisers play and then I have "explained" this music by using the oral commentary and explanations those same musicians make when they chat during the jam, or at the "acousmatic sessions" after it.

Outcomes (expected)

The comparison of transcribed music, to the explanations the improvisers make of it, allow me to describe and analyse the "jargon" that self-taught musicians use in this informal learning setting. It is a "streetwise" jargon, based on a simplified version of music theory, far from the technicalities of the formal academic language used in colleges to teach harmony and music theory. By using this jargon, and the connected "simplified" theory, jam players "resist" (Willis 1977) to the the constrictions of formal jazz curriculum, in order to preserve their spontaneity and their freedom to learn to improvise jazz as an oral form.

References

- Ake, D. (2002) "Learning Jazz, Teaching Jazz" in: Cooke, M., Horn, D. (eds.) *The Cambridge Companion to Jazz*. Cambridge: Cambridge University Press: 255-269.
- Berliner, P. (1994). *Thinking in Jazz: The Infinite art of Improvisation*. Chicago: The University of Chicago Press.
- Nicholson, S. (2005). *Is Jazz Dead ? Or Has It Moved to a New Address...* New York : Routledge.
- Paolone, A.R. (2009). *Educazione comparata e etnografia, tra globalizzazione e postmodernità*. Roma: Monolite.
- Willis, P. (1977). *Learning to Labor. How Working Class Kids Get Working Class Jobs*. New York, Columbia University Press.

D.5. | Informal learning as a site of encounter, self-construction and resistance

420 Education and Social and Community Theatre for Awareness and Behavior Change in Two Cifa's Development Projects in Ethiopia

Maria Alessandra Verrienti |

Keywords: Development Projects, Social And Community Theatre, Ethiopia, Informal Learning, Empowerment

This paper shares the experience of two development projects implemented in Ethiopia by the Italian NGO CIFA ONLUS, the first having as main focus the migration phenomenon (#myroots – Socio-economic and socio-sanitary support to potential migrants in the Region of South Wollo, Ethiopia) and the second being an environmental project (100% Plastic: collection and recycling system of plastic waste in Hawassa), both implemented in Ethiopia in the years 2017 - 2020. CIFA has been working with experts of the Social and Community Theatre (SCT) Centre (Turin) since 2015 to empower youth, women and local communities with innovative non-formal educational methodologies. The ongoing projects, though aiming at different goals and adopting different strategies, apply the SCT methodology to several components ranging from formal and informal education to awareness raising in a context like Ethiopia characterized by formality, traditional culture and the predominance of hierarchies and roles.

Method

The paper aims at stressing the importance of non-formal methodologies in creating the necessary skills to make a change towards a human rights friendly society. While talking about human rights, the methods used to create knowledge, to empower people and to promote active participation are as important as the notions and information themselves. In particular the paper describes the different applications of the SCT methodologies in the two projects: work with local youth associations, school programs, awareness raising activities and events with local communities in order to foster behaviour change of students and children through school-based activities aiming to transfer knowledge, provoke attitudinal change and the adoption of new habits and strengthen of the life skills foster among adults a sense of shared responsibility amongst the whole population about irregular migration and environment issues through community-based events, and site-specific communications.

Outcomes (expected)

Aim of the paper is to highlight the lessons learned from the two projects with particular reference to the application of an innovative methodology to a developing context like Ethiopia. The SCT methodology has been applied using different formats according to the aim and the beneficiaries of each intervention. In particular in the first phase it has been used the SCT workshop to train the social workers and the groups of people working in the projects and to collect and share information about the main topics. Then, starting from the results of the first phase it has been realized different outputs: a table game for children, theatre shows (about “illegal migration”, “sexual health”, “plastic and environment”), parades and community events that involved not only the main target group but the whole community. We will describe the achieved results of each format and how the methodology has been adapted to the Ethiopian context and culture.

References

A. Rossi Ghiglione, “Il teatro agli estremi del viaggio migratorio: la sfida di una cultura intersettoriale e multidisciplinare dell'intervento”, Comunicazioni sociali, “Playing inclusion. The performing arts in the time of migrations: thinking, creating and acting inclusion”, Milano (2019).

D.5. | Informal learning as a site of encounter, self-construction and resistance

445 The Instagram Lab: how working-class and middle-class youth learn about their class position?

Inbar Michelzon Drori |

Keywords: Youth ,Social Media ,Class ,Informal Learning ,Inequality

Social media site, like Instagram, is a substantial part of everyday live of youth today. Informal learning taking place in the digital space, as research indicate is vast and profound as it considered the changing ideas about friendship, intimacy, creative production (Ito, M., Baumer, S., Bittanti, M., Cody, R., Stephenson, B. H., Horst, 2009) and more. Never the less, researchers tend to give more attention to the affordance of the social platform themselves (Miller, 2016), and less to the social positions of the users. dismissing the fact that this digital space of SNS, is by no means detached from the economical state of the family or the physical space young people live in. approaching this lacuna, in this paper I will raise the question how working and middle class understand their class positions by encountering one another on Instagram?

Method

The research methodology includes in-depth interviews with 60 adolescences, ages 15-18, from two Israeli cities. Additionally, I conducted a digital ethnographic with observations of the interviewees' activities on Instagram.

Outcomes (expected)

I will argue that they learn about their class position and class opportunities when they are the witness of one another profiles on Instagram, and when they put their life out there, trying to make the best of what they possess and consume. Instagram platform create this meeting in a very narrow way, as I will show, a consumer set of minds and a meritocratic logic.

I suggest youth inhabit the logic of 'becoming the best version they can (sell) of themselves', and this alone is a powerful informal learning, we should pay attention to. In a more analytic manner, I explore the 'digital habitus' and the investment that working- and middle-class youth invest in the praxis that create their profile, who in return represent themselves. In this way, the digital habitus keeps create a mirror of himself, and ongoing learning about class identity.

References

Ito, M., Baumer, S., Bittanti, M., Cody, R., Stephenson, B. H., Horst, H. A., ... & Perkel, D. (2009). *Hanging out, messing around, and geeking out: Kids living and learning with new media*. MIT press.
Miller, D. (2016). *Social Media in an English Village Or how to keep people at just the right distance*. Social Media in an English Village Or how to keep people at just the right distance.
<https://doi.org/10.14324/111.9781910634431>

D.5. | Informal learning as a site of encounter, self-construction and resistance

479 Alternative school choices: towards a new model of instruction ?

Pauline Proboeuf |

Keywords: School Choices ; Informal Learning ; Parenting Styles ; School Shape ; Emancipation

Familial and educational sociological research has taken a strong interest in the educational practices implemented by families. Recent studies have delved into different parental schooling strategies (van Zanten, 2008), as well as examining the effects that family backgrounds have on educational life prospects through longitudinal data (Lareau, 2002). However, there are only a few works that look at subversive strategies deployed by parents who have exited the traditional schooling model (Hirschman, 1970). How have these parents challenged the division of labour between non-professional and professional of education? The republican rationalist conception (Condorcet (1791) and Kant (1803)) states that school is a place of emancipation: emancipation from religious dogmas, but also of social background. I will analyze how parents question the link between school and emancipation. Interviewees have rejected an instrumental vision of school, where children would “arm themselves for the future” (van Zanten, 2008). They have refused to play the role of the “responsible parent” who must comply with traditional schooling expectations, and have rejected the “school shape” (Vincent, 1994). By focusing on the development of the child’s individuality, a renewed set of expectations has been set for school.

Method

The research associated with work is part of an ongoing PhD study based on qualitative and quantitative data that has been collected in both rural and urban areas of France. It includes 60 interviews with parents: 40 of which whose children are homeschooled, 20 with parents whose children are enrolled in “alternative” schools, 6 ethnographic observations at home, a data analysis of around 600 responses to an online survey, and additional data from social media networks (Facebook).

Outcomes (expected)

The contribution will focus on two main research results. First, parents choosing alternative school highlight values of personal development, like autonomy and self-expression. For them, rejecting the traditional educational model means that school does not take precedence over other social activities and that learning should not be separated from life experiences. This perspective is linked to the parents’ own journey. Most people interviewed experimented career changes; lifelong learning became for them an evidence. Second, they have also developed resources, such as networks to share advice and practices, to form a different education style and have invested alternative spaces as sources of learning: playgrounds, libraries, natural areas, family environments, theaters, etc. They try to link children’s interests to the learning process, promoting intrinsic motivation. Using local materials and human resources, they have developed an alternative model to the established one. In alternative schools, learning is not confined to textbooks, time and academic subjects are not strictly separated, and learning is more based on individual student’s project(s) than on the French National Curriculum. This contributes to the blurring of the lines between instruction and education, play and work.

Alternative schools question educational access - meaning not only should education be accessible for all (the democratization of knowledge), but it should be based on the individual's practices and achievements (a democratic knowledge). As a result of this and an understanding of how the State supervises these practices, the adoption of alternative schools can be seen as an act of resistance against the traditional educational structure.

References

- Beckett D., Hager P.J. (2002), *Live, work and learning: practice in post-modernity*, New York, Routledge.
- Hirschman A.O. (1995), *Défection et prise de parole, Théorie et applications*, coll. « L'espace du politique », Fayard.
- Illich I. (1971), *Deschooling society, World perspectives*, vol. 44. New York, Harper & Row.
- Lareau A. (2002), « Invisible Inequality: Social Class and Childrearing in Black Families and White Families », *American Sociological Review*, n° 67, n° 5, p. 747-776.
- Van Zanten A. (2009), *Choisir son école : Stratégies familiales et médiations locales*, Paris, Presses Universitaires de France (« Le Lien social »).
- Vincent G. (1994), *L'éducation prisonnière de la forme scolaire ?*, Lyon, Presses universitaires de Lyon.

D.5. | Informal learning as a site of encounter, self-construction and resistance

610 The Birth of Nappy Movement in Italy: Learning How to Love Afro Hair

Marta Mezzanica |

Keywords: Black Hair, Black Resistance, Identity, Informal Learning, Afro-Italians

Afro hair is political. Hair is not just a social episode, a consequence of a natural characteristic (being), but also a social act that produces an outcome (doing). Agency and structure retroact in an uninterrupted process. Drawing on the birth of the 'nappy movement' in Italy, the study explores the narrative of location of young Afro-Italians, their role in re-shaping the meaning of afro hairdos and in learning/teaching how to love them. By illustrating how hair can go from being a "white mask" to be a symbol of black pride, we will reflect on how hair shapes ideas not only about images of beauty and sexuality, but also about race, gender, class and power.

Method

The empirical basis of the study is a set of 20 semi-structured in-depth biographical interviews with the founder of the nappy community in Italy, and other girls and boys who recognise in the movement; 4 focus groups with the girls playing a more active role in the community; observations of offline events like workshops, conferences, and flash-mobs; and analysis of online content (Facebook page, YouTube canal, website page).

Outcomes (expected)

We will discuss what is considered "good hair" and "bad hair" pointing out the importance of hair as a symbol of black resistance to oppression, and the centrality of hair as a way of expression and a mean to practice one's agentivity in the world. Collective belonging to the nappy community – and to the "Black Atlantic" - brings with itself a sense of being part of the Italian community, and brings up the issue of legal citizenship. Nappy emerges as a transnational identity and afro-hairdos as a diasporic signifier. The nappy identity points out the state of "double consciousness"; it looks back to the past - recovering the cultural and historical baggage of afro hair, raising identity questions moving from routine inducted hairdos – but it is also future-oriented – being a cultural innovation that acts in the real world and on reality through processes of re-signification of the standards of beauty. It speaks to the exodused black – encouraging greater self-consciousness of beauty practices – and to Italians – challenging for acknowledgement, inclusion and respect.

The young women and boys in this study are pioneers because they are universal citizens able to manage the typical ambivalence of the globalized world and of multicultural society, thus reinventing the meaning of black diasporas. Moreover, they are an active minority not restricting themselves to resistance, but offering a new symbolic and identity-making model.

References

Banks I. 2000 Hair matters. Beauty, power, and Black women's consciousness, New York, New York University Press.

Byrd A. D. e Tharps L. L. 2014 Hair Story. Untangling the roots of black hair in America, New York, St. Martin's Griffin.

Colombo E. e Rebughini P. 2012 Children of Immigrants in a Globalized World. A Generational Experience, Basingstoke, Palgrave-MacMillan.

Johnson E. 2013 Resistance and Empowerment in Black Women's Hair Styling, London: Routledge.

Fanon F. 1994/1952 Black Skin, White Masks, Milano, New York, Grove Press.

D.5. | Informal learning as a site of encounter, self-construction and resistance

666 Negotiating multiple identities: British-born Bangladeshi women's constructions of 'being Muslim'

Berenice Scandone | Vanessa Macchia |

Keywords: Identity, Islam, Meaning-Making, Intersectionality

The increasing significance of a religious dimension of identification among the descendants of Muslim immigrants in a number of European countries is now a widely acknowledged phenomenon. It has also been the object of much preoccupation in policy, public and media discourses, with concerns being raised over an assumed incompatibility of Islamic faith with liberal, democratic values, the treatment of women, and the risk of home-grown Islamist terrorism. This preoccupation is often linked to essentialist, monolithic and static conceptions of Islam. In this presentation, I draw on interviews with British-born female undergraduates of Bangladeshi origins to explore how Islam plays out in their lives as a source of identity. I focus on participants' own understandings and constructions of 'what it means to be Muslim', and examine how these shape and are shaped by participation in multiple spaces of socialisation and informal learning. I argue that the significance, meaning and content attributed by these young women to 'being Muslim' are relationally defined and re-defined in their everyday encounters with others in these informal learning spaces as well as being informed by broader circulating 'identity repertoires'. In so doing, particular attention is drawn to the experiential, heterogeneous and fluid character of Muslim identities.

Method

The research methodology is qualitative. Data was collected through two rounds of in-depth, semi-structured interviews and photo-elicitation with 21 British-born young women of Bangladeshi background in higher education. This presentation draws especially on participants' reflections on ethnic, national and religious identities, evoked through pictures chosen to represent what it meant for them to be Bangladeshi, British, and Muslim respectively. Participants were of both working-class and middle-class origins, and most of their parents were born in Bangladesh and moved to the UK at different points in their lives. At the time of the fieldwork, these women were in their early 20s, attended a range of differently ranked institutions in London and studied a variety of subjects.

Outcomes (expected)

Findings highlight how integral Islam is to these young women's conceptions of who they are. They show that as a source of identification, Islam enables the construction of a positive and coherent sense of self. It speaks closely to these women's social worlds and lived experiences, especially as it allows them to transcend the partiality of, and tensions between, ethnic and national forms of identification, whilst simultaneously providing a space from which to contest and negotiate the terms of both. By drawing on specific discourses of Islam, participants affirmed valued gender roles, and negotiated competing gender expectations expressed by 'mainstream British society' and by their 'Bangladeshi community'. The discussion conducted further draws attention to the dynamic, experientially-informed character of Muslim identities, by revealing how Islamic values provide tools for these women to interpret their situations, and are themselves being interpreted in the light of experiences and interactions.

D.6. | Research and participatory teaching in university practices

76 Theatre as metaphor and performative learning in the academic scene

Francesco Cappa |

Keywords: Adult Education, Theatre, Drama Education, Embodied Narratives, Performative Learning

The body is indisputably the first scene of every educational event, but for an encounter to take place between the bodies of educator and educated, the educator's body must become a theatre by activating a specific quality of presence (Grotowski 1968). There is a vast body of literature on the relationship between theatre and education (Mangham-Overington, 1987; Ackroyd, 2006; Garoian, 1999; Norris 2000) indeed, in a certain sense education was born of the more archaic forms of theatre, as reflected first in the latter's ritual origins and later in Aristotle's enshrining of the transformational and "pedagogical" value of Greek tragedy in the *Poetics*. It is less common to come across discourses framing theatre as a metaphor for education and training, as I do here by arguing that the elements making up theatre and those making up the educational situation are not identical but rather shed mutual light on one another, with the potential to enrich reflection and practice in both spheres (Denzin 2013). There is an essential but implicit side to educational practice that the metaphor of theatre can make explicit and accessible, leading educators in the first instance to develop an enhanced awareness of their own actions, and subsequently to acquire authentic competence. Theatre has its roots in ritual and sacredness, and through theatre, human beings have ritualized the moments in life that hold particular meaning for them at the social and individual levels. Education, like theatre, allows us to experience a liminal space (Turner 1982) that also acts as a double space, in which both our doing and our being is "duplicated". The metaphor of theatre in education does not only act as an instrument. Educational, training or teaching experiences and theatrical experience share a key part of their nature that has to do with how they are structured (Taylor, 1995; Taylor 1996). The theatre in education does not only act as an instrument. A strong analogy may be drawn between the experience offered by education and that offered by theatre (Massa 2001). A theatre workshop enables us to acquire a new familiarity, an art, a mindful presence and the ability to reflect competently about structure of educational experience. A group of academic students, guided by a researcher in adult education and a professional who is a dancer and a choreographer, produced a "pedagogical" interpretation of the story moving from a text from the historical tradition of western drama, re-writing it, composing a new text that emerged from the peculiar perspective of what that text communicate nowadays to their sensibility (Cappa 2016). Therefore, this 'polyphony of voices' constructs a dialogical Self (Bachtin 1981; Hermans 1996) that interprets the text and begins to reflect about the educational "resonances" that its peculiar collective re-writing produces at the intersection with the lives and the learning biographies (West, Merrill 2009) of the students (Csòrdas 1994). The theatre workshop becomes an experience of performative learning.

Method

Drama education, action learning, performative learning, reflective practices, biographical method in educational research

Outcomes (expected)

Capacities of critical reflection about experience, reflection-in-action, awareness of the body dimension and space dimension in educational processes, development of embodied knowledge

References

- Ackroyd, J. (2006). «Research methodologies for drama education». Stoke on Trent, UK: Trentham Books.
- Bachtin, M. (1981). «The Dialogic Imagination. Four Essays». Austin and London, US/UK: University of Texas Press.
- Cappa, F. (2016). «Formazione come teatro». Milano, IT: Raffaello Cortina Editore.
- Csòrdas, T. (1994). «Embodiment and Experience: The Essential Ground of Culture and Self». Cambridge, UK: Cambridge University Press.
- Denzin, N. K. (2013) 'Performing methodologies', *Qualitative Social Work*, Sage, 12(4): 389-394.
- Formenti, L. & West, L. & Horsdal, M. (Eds.)(2014). «Embodied Narratives. Connecting stories, bodies, cultures and ecologies». Odense, DK: University Press of Southern Denmark.

- Garoián, C. (1999). «Performing pedagogy: Toward an art of politics». Albany, NY: State University of New York Press.
- Grotowski J., (1968). «Towards a poor theatre». Jerzy Grotowski and Odrine Theatres Forlags.
- Hermans, H. (1996) «Voicing the Self», *Psychological Bulletin*, vol. 19, n. 1, pp. 36-58.
- Mangham, I. L. & Overington M. A. (1987). «Organizations as Theatre». Chichester, UK: Wiley.
- Massa, R., (2001) «La peste, il teatro, l'educazione» in F. Antonacci, F. Cappa (Eds.) (2001), Riccardo Massa. *Lezioni su La peste, il teatro, l'educazione*. Milano, IT: Franco Angeli.
- Norris, J. (2000) *Drama as research: Realizing the potential of drama in education as a research methodology*. *Youth Theatre Journal*, 14, 40-51.
- Taylor, P. (1995) «Our adventure of experiencing: Reflective practice and drama research», *Youth Theatre Journal*, 9, 31-44.
- Taylor, P. (1996). «Researching drama and arts education: Paradigms & possibilities». Washington, DC: The Falmer Press.
- Turner, V. (1982). «From Ritual to Theatre. The Human Seriousness of Play». New York, US: Performing Arts Journal Publications.
- West, L. & Merrill, B. (2009). «Using Biographical Methods in Social Research». London, Thousand Oaks, New Dehli and Singapore: Sage.

D.6. | Research and participatory teaching in university practices

85 The Keywords of accreditation, from Ministry to Universities

Andrea Lombardinilo |

Keywords: University, Reformism, Quality Assurance, Teaching, Evaluation

This proposal aims at defining several Keywords of university reformism by collecting the results of the Workshop of University Innovation performed at the Gabriele d'Annunzio University, Chieti-Pescara. The Workshop – within the course of Sociology of Education – suggested a double-analysis perspective, both ministerial and academic, developed thanks to work done previously by the author at the Ministry of Education, University and Research. The analysis of university legislation specifically dealt with the accreditation of degree courses started by the so-called «Pacchetto serietà» (2007) and strengthened by the Law no. 240/2010 introducing (art. 5) the AVA system (self-evaluation, evaluation and accreditation).

Method

The proposal will emphasize the programmatic priorities inspiring the process of teaching rationalization. This is why the study will focus on some Keywords disseminated not only in ministerial decrees no. 506/2007 and 544/2007, but also in the Law no. 240/2010 (art. no. 5) and ministerial decrees no. 47/2013 and 6/2019. The analysis of Keywords should highlight specific reformist tendencies and programmatic priorities. This study will be supported by the survey of the latest Eurostudent report concerning university students, so as to test the effects of Italian university innovation on higher education accessibility.

Outcomes

The purpose is to highlight the ratio between teaching engagement and study of university reformism, focusing on the analysis of legislation and its effects. The double perspective analysis (ministerial and academic) may help to better understand the normative path bringing our universities closer to European quality standards. The expected outcome is to understand how university reformism influences the process of inclusion, democratization and rationalization of the academic teaching required by the Sorbonne Declaration of 1998.

Keywords: university, reformism, quality assurance, teaching, evaluation

References

- Barnett R. (2013), *Imagining the University*, Routledge, London-New York.
- Biggs J., Tang C. (2011). *Teaching for Quality Learning at University: What the Student Does*, McGraw Hill, Maidenhead-New York.

Bowden J., Marton F. (1998), *The University of Learning: Beyond Quality and Competence*, Routledge, London-New York.

d'Alessandro L. (2016), *Università quarta dimensione*, Mimesis, Milano-Udine.

De Martin J. C. (2017), *Università futura. Tra democrazia e bit*, Codice, Torino.

Lombardinilo A. (2018), *The Delayed “Meta-Change” of the Italian University: the Way to Rationalization and the Challenge of Didactic Requirements*, «Italian Journal of Sociology of Education», 10(1), pp. 62-87.

Losh E. (2014), *The War of Learning. Gaining Ground in the Digital University*, The Mit Press, Cambridge (MA).

Morcellini M., Rossi P., Valentini E. (eds.) (2017), *Unibook. Per un database sull'Università*, FrancoAngeli, Milano.

Moscato R. (2012), *L'Università: modelli e processi*, Roma, Carocci.

Palomba D. (ed.) (2008), *Changing Universities in Europe and the “Bologna Process”*, Aracne, Roma.

Scanagatta S., Maccarini A. (2009), *L'educazione come capitale sociale. Culture civili e percorsi educativi in Italia*, FrancoAngeli, Milano.

Serpieri R., Tota A. L. (eds.) (2018), *Quali culture per altre educazioni possibili?*, FrancoAngeli, Milano.

Trivellato P., Triventi M. (eds.) (2015), *L'istruzione superiore. Caratteristiche, funzionamento e risultati*, Carocci, Roma.

D.6. | Research and participatory teaching in university practices

179 A new tool to teach Italian as a second language.

Valentina Dorato |

Keywords: Teaching Italian As A Second Language, Digital Education, American Universities In Rome, The City Of Rome, Language As Culture

The paper intends to present a new tool to teach Italian as a second language in American universities in Rome: RomanaMENTE. RomanaMENTE was created during a Phd program in Communication at Sapienza Università di Roma. It represents an attempt to use the virtual reality of a map of the city of Rome offered by google map as a “cover” of a hyper-text to teach the Italian language and culture in Rome. The different activities and paths are both virtual and real and they follow some tours around the city of Rome to discover Roman/Italian culture, people, art. The google map was pinched with links to different activities. RomanaMENTE's open structure makes the professor able to include researches and works of students and makes the tools particularly suited to develop collaborative and participatory learning. The idea of combining the virtual paths around the city of Rome with the real ones helps the students to make connections between what is seen and learned in class and what students see and experience in their free time in Rome and in their informal learning experiences. The use of the digital helped to create materials and paths that followed the needs of the specific learning context of American students in Rome. The type of activities and the connection with the city of Rome should help them to easily create bridges among different disciplines and to develop critical thinking while learning the Italian language in context.

The presentation intends to show RomanaMENTE and discuss its experimentation in class during two semesters.

D.6. | Research and participatory teaching in university practices

189 Shared planning of teaching materials between education and design

Beate Weyland |

Keywords: Learning, Teaching, Playing, Education, Design

Modern learning approaches (Gamelli 2001, Edwards, Gandini, Forman 2014, Weyland 2017) rely on all five senses by bringing the tangible aspect of the world back in learning processes and using the sensory qualities

and aesthetics of the objects around us to research the world sense with childs (Sternberg 2009). The importance of play for children's wellbeing has been acknowledged by the UN Convention on the Rights of the Child since 1989. Playing and learning are fundamental related to each other and research findings are presenting data about schools that are working very efficient on this relationship (Grey 2015, IPA 2013). The contribute will present some results of an interdisciplinary research which tries to define theoretical bases, fundamental criteria and practical aspects, through which artefacts for learning can be developed through a dialogue between the sciences of the education and the design sciences. It will also review the examples of such artefacts for learning: learning toys.

Method

The interdisciplinary research (www.eddes.unibz.it) was conducted by the University of Bolzano fitting researchers and students of the Faculty of Education together with researchers and students of the Faculty of Design and Arts. The collaboration has developed purposes to promote creative learning by designers and educators, and combine the best of the worlds of design and school education (Camuffo, Dalla Mura 2016, Weyland 2017). Such collaborative intersection of education and design allowed primary school students to develop "objects-for-learning" in dialogue with the findings of designers. The aim of the academic laboratory at the Faculty of Education was to envelope with students learning toys which can sustain open and diversified learning forms and stimulate exploration and creativity (Munari 1977, Craft 2005, De Bono 2015).

Outcomes (expected)

The presentation will involve a discussion on the interdisciplinary criteria that guided the laboratory and focus on the potential of planning objects-for-learning with the appropriate balance among various educational issues (Munari 1981, 1985, Preece, Rogers, Norman 2013).

References

- Camuffo G, Dalla Mura M. (2017), Design e apprendimento creativo: questioni ed esperienze, (EDDES/1), Guerini e Associati, Milano.
- Craft A.(2005), Creativity in Schools: Tensions and Dilemma, Routledge, London
- De Bono E. (2015), Creatività per tutti, BUR Rizzoli, Milano.
- Edwards C., Gandini L., Forman G. (2014), Lo stupore del conoscere. I cento linguaggi dei bambini, Reggio Children, Reggio Emilia.
- Gamelli I. (2001), Pedagogia del corpo: educare oltre le parole, Meltemi, Roma
- Grey P. (2015), Lasciateli giocare, Einaudi, Torino
- IPA. (2013). Promoting the Child's Right to Play (2013) Summary United Nations General Comment No. 17¹¹¹ on the right of the child to rest, leisure, play, recreational activities, cultural life and the arts (Article 31). Faringdon: IPA.
- Munari B. (1977), Fantasia, Laterza, Roma.
- Munari B. (1981), Da cosa nasce cosa, Laterza, Roma.
- Norman D. (2013), La caffettiera del masochista. Il design degli oggetti quotidiani, Giunti, Firenze.
- Preece J., Rogers V., Sharp H. (2004), Interaction Design, Apogeo, Milano.
- Sternberg R.J. (Ed.) (2009), Handbook of creativity, Cambridge University Press, Cambridge.
- Weyland B. (2017), Didattica sensoriale. Oggetti e materiali tra educazione e design, (EDDES/2), Guerini e Associati, Milano.

D.6. | Research and participatory teaching in university practices

482 University knowledge and democratic cultures: methods and practices of an innovative model

Fiorella Vinci |

Keywords: University, Democracy, Educational Experience, Innovation

Since the end of the twentieth century, democracy, meant both as political regime and political culture, shows the limits and contradictions of a model, frequently analysed more in its theoretical traits than in its multiple historical morphologies (Baechler 1997). Recently, the debate regarding the sickness of democracy has

intersected that of the crisis of the elites up to question the alliance between knowledge, freedom and political participation, which characterises, since its origins, western political thought (Rosanvallon 2009). The *leghein*, primary political activity founded on reflexion and critical capacity and historically distinctive trait of university knowledge, seems to have left its place to *tuchein*, the capacity to do and particularly to sell oneself, in a market without limits, based on instantaneity and emotivity of judgement (Magatti 2009). In a similar scenario, being the ascendant intergenerational social mobility blocked (Dubet 2014), universities are co-protagonists in the construction of a competitive knowledge oriented to the market (Charle and Soulié 2014; Viesti 2016). But what relationship exists between university knowledge and democratic cultures? In which institutional conditions and through what forms of learning can university paths contribute to the formation of democratic cultures? Proceeding from these questions, the paper explores the telematic university model in Italy and the relationship between the construction of a university model oriented to the market and the formation of democratic behaviour. In the tradition of the sociology of public action, the reflection presents and analyses the case of a specific didactic experience: the virtual intensive week in a Communication Studies course.

Specifically, through in-depth interviews of all the virtual intensive week's participants (teachers, students, online tutors, administrative staff), the case study investigates:

- a) the initial didactic planning of the week (identifying the interests of the different actors involved, the initial institutional and educational objectives);
 - b) the transformations of the initial objectives of the different actors performed by the didactic experience in the virtual classroom;
 - c) the teaching effectiveness and the unexpected consequences of e-learning techniques aimed at recognizing, promoting and regulating the competent participation of all the participants in the virtual classroom.
- The analysis proposes a reflection on the redefinitions of the institutional ends of a specific didactic activity emerging from the educational experience, it highlights the political meta function of didactic methods adopted and invites reflection upon institutional conditions and practices that can foster it.

References

- Baecheler J. (1997), *Précis de la Démocratie*, Paris, Calmann Lévy.
- Charle C., Soulié C. (2008), *Les ravages de la "modernisation" universitaire en Europe*, Paris, Editions Syllepse.
- Dubet F. (2010), *Les places et les chances: repenser la justice sociale*, Paris, Seuil.
- Magatti M. (2009), *Libertà immaginaria. Le illusioni del capitalismo tecno-nichilista*, Feltrinelli, Milano.
- Rosanvallon P. (2009), *La contre-démocratie: la politique à l'age de la défiance*, Paris, Seuil.
- Viesti G. (2016), *L'Università in declino. Un rapporto sugli atenei italiani da Nord a Sud*, Roma, Donzelli Editore.

D.6. | Research and participatory teaching in university practices

567 Teacher's skills. A case study on self-assessment

Florindo Palladino | Anna Paoletta | Luca Refrigeri |

Keywords: Self-Assessment, Teaching Skills, Primary Education Sciences, University Teaching Methods

Even though the training of a teacher is a complex process involving several factors, initial training plays a strategic role (Baldacci, 2013). The model proposed by the Italian Universities for the degree courses in Primary Education Sciences is oriented to the acquisition of skills and focused on integration between teaching, laboratories and internships (Dalle Fratte, 1998; Nigris, 2004). The objective of the training plan is the acquisition of skills including theoretical, practical and contextual knowledge for a professional practice oriented to the quality of teaching and enduring learning. In the related literature on this topic, providing a complex and inconclusive debate, there are no studies aimed at detecting the self-assessment of the skills acquired in the degree courses by the actors of the training path: the students in quality of future teachers and teachers as ex-students (Dochy, 1999; Snead, 2019). This paper presents an exploratory case study aimed at investigating the self-assessment of skills acquired in Primary Education Sciences graduate courses at the University of Molise, by students enrolled in the last year of Primary Education Sciences and by teachers graduated at the University of Molise as part of the single-cycle LM-85 (Corso magistrale a ciclo unico LM-85). The study attempts to relate

the individual characteristics of students and teachers with their self-assessment of skills, in order to investigate the relationship between: 1) self-assessment and individual characteristics of students; 2) self-assessment and individual characteristics of teachers; 3) self-assessment in training and in the workplace.

Method

Starting from the training objectives set out in the Single Annual Report (Scheda Unica Annuale) of the University of Molise Primary Education Sciences degree program, a questionnaire was set up to detect the self-assessment of the skills acquired in the degree course addressed, respectively, at the students enrolled in the fifth year of the degree course (academic year 2017-2018; academic year 2018-2019); to former students graduated within the LM-85 single-cycle master's degree (Corso magistrale a ciclo unico LM-85), currently employed in kindergartens and primary schools. The questionnaire is structured in multiple-answer questions on a Likert 4-value scale, investigating the areas of competence provided by the Single Annual Report (Scheda Unica Annuale), preceded by questions aimed at detecting the individual characteristics of the students/teachers.

The questionnaire addressed to current academic year's students and teachers are being administered. The expected response rate is 75% of the reference population, represented by about 200 students and about 100 teachers. The data collected will be analyzed using descriptive and multivariate statistics techniques.

Outcomes (expected)

Empirical research is not guided by research hypotheses but by explorative intentions based on empirical evidence. For this reason, the interpretative analysis will be carried out on the basis of the data collected, with the objective of starting consideration on the curriculum model in an attempt to suggest formative perspectives taking into account the self-evaluation process.

References

- Baldacci M. (2013), (a cura di), *La formazione dei docenti in Europa*, Milano, Mondadori.
- Dalle Fratte G. (1998), (a cura di), *La Scuola e l'Università nella formazione primaria degli insegnanti. Il Tirocinio e il Laboratorio*, Milano, Franco Angeli.
- Dochy F., Segers, M., Sluijsmans, D. (1999), The use of self-, peer and co-assessment in higher education: A review, in "Studies in Higher education", 24(3), 331-350.
- Nigris E. (2004), (a cura di), *La formazione degli insegnanti*, Roma, Carocci.
- Snead, L. O., & Freiberg, H. J. (2019), Rethinking student teacher feedback: Using a self-assessment resource with student teachers, in "Journal of Teacher Education", 70(2), 155-168.

D.6. | Research and participatory teaching in university practices

678 Migrant Journeys, Urban Encounters: Participatory Teaching of Anthropology in the Age of Post-Democracy

Francesco Vietti |

Keywords: Teaching, Anthropology, Migration, Heritage, Urban Transformation

My presentation aims to discuss an example of participatory teaching of social anthropology in the context of master's degree courses at the University of Turin and the University of Milan Bicocca. In particular, I will present a practice related to the exploration of the intercultural transformations in the urban context through the physical mobility of the students through some neighbourhoods and their encounter with the migrants. The example of these "multi-sited classes", experimented since 2013, can in my opinion be called into question to raise a wider discussion of the pedagogical perspectives and teaching practices of cultural anthropology in Italian university. Although anthropology has distinguished itself in the last decades, since its so-called "reflexive turn", for an in-depth self-criticism concerning the construction and restitution of its own knowledge, this analysis has mostly focused on writing practices of the research, rather than its conversion in teaching contents. While at the international level the most influential publications on the subject (volumes dating back to the 90s of the last century) have been updated by the current debate conducted mostly on the journal specifically dedicated by the Royal Anthropological Institute, "Teaching Anthropology", in Italy the discussion on innovative and participatory teaching practices has focused exclusively on the issue of teaching anthropology in the secondary schools. My

personal experience in this field stems from a decade of practice conducted within and outside the Academia. In particular, I worked extensively with the Intercultural Centre of Turin, the ACRA Foundation and the cooperative Viaggi Solidali to develop and coordinate the European project "Migrantour. Intercultural Urban Routes ", aimed at creating itineraries designed and accompanied by first and second-generation migrants to lead citizens and students in exploring multi-ethnic districts in various Italian and European cities. In my presentation I intend to critically analyse some ethical and methodological aspects of this project to highlight how and with what limits it has been translated into a participatory teaching practice in university.

References

- Kottak, C.P. (ed), 1997, *The Teaching of Anthropology: Problems, Issues, and Decisions*, Bloomington, Indiana University Press.
- Papa, C., 2016, L'antropologia a scuola nella formazione degli insegnanti. Le prospettive in Italia, *ANUAC*, 5, 3, pp. 41-46.
- Rice, P.C and al. (eds), 2000, *Strategies in Teaching Anthropology*, Upper Saddle River (NJ), Prentice Hall.
- Vietti, F., 2015, *Migrantour: The World within Cities*, Milano, Altreconomia.

D.8. | Convergence between formal and informal learning

116 Formal and informal at University: a cooperative learning project on valorization of mining Sardinian heritage

Emiliano Ilardi | Elisabetta Gola |

Keywords: Informal Learning, Cooperative Learning, Social Network, Mines, Cultural Heritage

The greatest challenge that schools and universities face today is to cope up with the interaction between formal and informal education systems. But to do this, both the systems have to learn to loosen up their filters and be more open to the world. The problem is that while the informal environment is hybrid, fluid, mashes competencies, media, narrative formats, the formal environment is caged in a rigid separation along knowledge, disciplines and obsolete educational tools. The schools, in recent years and with alternating results, have begun to move towards cooperative learning that is able to connect different knowledge fields and motivate the students' active and creative participation. The universities, on the other hand, stand still as the prisoner of bureaucracy that, instead of favouring interdisciplinarity and openness to the world, hinder it. Pending ministerial reforms that heal this discrepancy, the teachers, meanwhile, can try to imagine initiatives to develop forms of interaction between formal and informal.

Method

In this paper we will present the results of a didactic experimentation carried out in the academic year 2018-19 as part of the Master's Degree in Philosophy and Communication Theories. The aim of the project was to bring the specific educational target and assessment methods of three separate courses of the Master level (i.e. Digital Storytelling, Semiotics of Media and Web Design) and a university research project (Piano Sulcis) coordinated by the Department of Architecture together in a single educational project, which focused on the promotion of mining areas in southern Sardinia. After an initial phase of formal teaching, the students were encouraged to participate actively in research activities, intertwining formal paths with more open interactions with environment and territories. To facilitate the coordination between partners of the experiment and interaction and material exchange among students, a closed group was created on Facebook. The choice of social network allowed the communication itself to go from a formal register to a more informal (and effective) interaction.

Outcomes (expected)

As for the validation of this informal activity, the results, from both points of view, the teachers and the students (collected through a questionnaire), are the following:

- 1) Teachers have experimented that even extremely different educational targets and research fields can be successfully connected;
- 2) Workgroup activities lead to the acquisition of relevant soft skills at an individual level;
- 3) Informal knowledge of the students emerges precisely in bridging the different fields, in their ability to fill the gaps.
- 4) Assessment can be continuous: it is possible to change the student's perspective on evaluation, from the purpose to simply pass an exam to learn during a feedback process.
- 5) Teachers and students have co-constructed the knowledge necessary to achieve a common research target, having the opportunity to express their contribution despite differences in knowledge and roles.

References

C.Greenhow, C.Lewin (2016) "Social media and education: reconceptualizing the boundaries of formal and informal learning", *Learning, Media and Technology*, 41:1, 6-30,
F.Rosell-Aguilar, T.Beaven, F.Gutierrez eds. (2018). *Innovative Language Teaching And Learning At University: Integrating Informal Learning Into Formal Language Education*, Research-publishing.net

D.8. | Convergence between formal and informal learning

145 The Informal as an evolution of the Activism. Possible scenarios of convergence between formal and informal learning practices

Alessio Ceccherelli |

Keywords: Activism, Pragmatism, Didactic Practices

The current reflection on the relationship between formal and informal learning brings back to the centre of the discussion a centuries-old contrast between the pedagogical-didactic positions of a cognitive and transmissive structure, and those that come from the practical experiences of activism, which has always been more aware of the needs of the student and of the idea of learning as a discovery and (re)construction of knowledge. Active schools have always been opposed to the managerial forms of traditional methods, favouring the recovery of intrinsic motivations of school work, to the point of theorizing a didactic action that arises spontaneously, informally, from the desires and needs of the students. Think of the experience of Jasnaja Poljana, of the free work for groups of Cousinet, or of the position of Freinet that aims at the convergence of work (therefore specific objectives) and play (therefore absence of constraint). The comparison between formal and informal is already here. To resume this debate means to go beyond the mainly occupational perspective suggested by the Cedefop Guidelines. Although fundamental, this perspective limits the field of reflection to the objectives (validation of learning for the acquisition of formal qualifications or for access to work positions), diverting it from the processes, which are instead the most interesting to hypothesize future educational scenarios in which formal and informal can converge or dialogue. Even the practices of validation of activities must therefore be rethought from the point of view of processes, because what must be interesting is the role of the informal as an element of development of the learning process, not its (inert) acquisition. The rigid regulations and organization of the school perhaps make such a virtuous involvement impossible, but this is not the reason why we cannot hypothesize scenarios in which the two extremes, formal and informal, taking their cue from the experience of activism and pragmatism, meet to reduce the hiatus and increase the general effectiveness of the system. The role of the method is crucial to managing this convergence.

Method

Desk analysis of the methodological experiences of activism and comparison with the most recent didactic proposals of the convergence between formal and informal.

Outcomes (expected)

Possible scenarios of convergent teaching practice could be:

1. The formal gives shape to the informal. The formal is the guide of the process: the school re-enters the territory with project activities outside its traditional setting, regaining an experiential dimension that attenuates, at least in part, its being the place of the secundarization of knowledge.
2. The formal creates spaces for the informal. The school prepares spaces and times for personal expression, that is the formal perimeter within which informal skills move.
3. The informal becomes the form of the formal. It requires a rethinking of the organizational and disciplinary structure, as well as evaluation, through the opening of a dialogue and negotiation on the contents to be addressed in school time, necessarily no longer representable only according to the logic of the subjects.

D.8. | Convergence between formal and informal learning

212 From Practice to Learning: Computer Science the Other Way Round

Stefano Federici | Andrea Zuncheddu | Claudia Medas |

Keywords: Computer Science, Learning Strategies, Coding, Informal Teaching

Computer science (CS), considered in the past a very formal discipline, has changed today, since "computational thinking" has been introduced as an important skill in primary and secondary school. This change required a new style for teaching, simplified and playful. New tools for coding (Scratch [1], App Inventor,

etc.) have paved the way to a different way of learning CS that, in our view, could become a new way of learning all school topics, by letting students build by themselves the formal parts of their topics.

Teaching CS by teaching "instructions" to the "programmer" that -"abstracting" the sub-world they have to model as "data structures"- will have to create "types" and "functions" in order to build an abstract "algorithm" that behaves as desired, is a good-enough first step when students' self-motivation is very strong. But this is not effective when students are not strongly self-motivated. Drop-rate in CS courses is alarmingly high [2]. The problem is that, at the end of a long and complex process, students are not ready to program yet as they have to start the second step: learning how to model their sub-worlds. Passing from "types" and "functions" to smartphone apps and videogames is not straightforward.

Thanks to the new approaches to coding, mainly inspired by MIT's Scratch [1] that instead starts from videogames and smartphone apps, what previously was a formal way of learning, has now become a discovery- and play-driven approach. The new environments are "solve your problem" environments. Students see and manipulate visual objects (not abstract data), organize their behaviours by assembling drag-and-drop scripts (not syntax-based code), and see every step of their "program" visually updated in the programming environment. They don't just see an opaque "output", but a dynamic representation of their program's behaviour.

Students can learn by themselves the elements of the programming environment by drag-and-drop discovery processes. There is no "wrong" way of acting on the environment, so no frustration. Students need to discover the correct sequence of actions to get the desired result. They learn:

- that assembling the elements in different ways gives different outcomes ("sequence")
- to build their "program" by repeating the same sequences of actions so to quickly modify and correct the outcome ("cycle/loop")
- to build their "program" by modular sequences of actions so to quickly create new programs based on similar elements ("function/procedure")

This new informal approach, driven by need and self-discovery, can be used as a general-purpose tool to allow students and teachers to collaborate in describing the behaviour of the "objects" from their school topics. Examples of this cooperative learning process will be shown that show how, by building the behaviour of their objects by themselves, students build the formal part of each learning topic by themselves.

References

- [1] Maloney J. et al., 2010, The scratch programming language and environment, ACM ToCE. volume 10/4.
[2] Computing Research Association, 2011, Taulbee Survey.
<http://www.cra.org/uploads/documents/resources/taulbee/CRA-Taulbee-PR-2010-Final.pdf>
[3] Federici S. et al., 2015, Are educators ready for coding?, Proceedings of CSEDU 2015, Lisbon.

D.8. | Convergence between formal and informal learning

248 In search of experimental hybrid learning paths

Donatella Capaldi |

Keywords: Informal Education, Project-Based Learning, Open Learning Model, Out-Of-School Activities, Community Of Practice

In the digital era the boundaries between formal, non-formal and informal education have been increasingly blurring. Self-directed learning and out-of-school activities tend to mix with classroom learning through a complex learning path reconfiguration. How does this interrelation take place? How can informal education enter or be integrated in classroom activity? Ensuring process quality does not only mean building platforms which quantitatively record the various performances (such as Learning Analytics), or encourage the Open Educational Resources download. Rather, it is also necessary to identify possible interactive scenarios in order to develop a flexible integration model between school and out-of-school experiences. That should be based on the design of a comprehensive and grassroots learning environment involving the classroom learning community. Such environment must be translated and for some aspects hybridized in a project-based learning path, anchored on the territory and inserted into a formal system: a form of learning ecosystem particularly boosting a more effective development of transversal skills thanks to the extracurricular activities, as critical

thinking, creative contents reuse, problem solving, teamwork. Learning process and evaluation grids design is a part of a blended learning model, intended as a support to the community of practices engaged in life skills improvement.

Method

The policies expressed by international institutions (UNESCO, EU, OECD etc.) are introduced through a brief informal education historical overview. In addition, international best practices are presented in their different aspects: at one hand activities circumscribed to vocational skills, at the other hands social and artistic attitudes supporting assistance, volunteering, and creative interests. From this comparison useful elements may emerge for an experimental design of the model, programmatically open.

Outcomes (expected)

1) Discussion and dissemination of analysis methods regarding possible activity flows leading from formal experiences to a request to the classroom work group for informal practices; and vice versa occupations driving from out-of-school practices to the classroom, for example personal interests and individual / group works presentation which may be transformed into a class project and a cooperative learning according to specific criteria.

2) Discussion and diffusion of a first hybrid model (ecosystem) hypothesis, grounded on the mutual movement between formal and informal education. In this context the single / group experience may serve as a driving force for a project-based teaching and for a learning community strengthening (from the out-of-school to in-school); at the same time the formal paths may lead to an individual learning and open group, mediated by the learning community cooperation.

References

- Harring M., Witte M.D., Burger T./ Hrsg (2018), Handbuch informelles Lernen. Interdisziplinäre und internationale Perspektiven. Weinheim: Beltz-Juventa .
- Van Noy M., James H., Bedley C. et alii (2016), Reconceptualizing Learning: A Review of the Literature on Informal Learning. Piscataway, New Jersey: Rutgers.
- Cobo C., Moravec J.V. (2011), Aprendizaje invisible. Hacia una nueva ecología de la educación. Barcelona: Edicions de la Universitat de Barcelona.]

D.8. | Convergence between formal and informal learning

278 Up2University: a European Project to integrate formal and informal learning in secondary schools

Nadia Sansone | Gabriella Paolini |

Keywords: Technology Enhanced Learning, Higher Education, Collaborative Learning, Knowledge Building

Up to university (Up2U) is a 36 month collaborative project coordinated by GÉANT which gathers 18 partners from 12 countries across Europe. The Italian partners are Sapienza and GARR. The key objective of the project is to bridge the gap between secondary schools and higher education & research by better integrating formal and informal learning scenarios and adapting both the technology and the methodology that students will most likely be facing in universities. The Pilot phase of the project consisted of a specific teachers' training for the Up2U model and a subsequent direct experimentation with their students. To compensate for the many limitations that often characterize teachers' training, the learning path we propose is based on the Triological Learning Approach which integrates previous theoretical theories, such as collaborative learning and knowledge building. Moreover, it makes possible to actually refers to students informal learning, thanks to the claimed strong connection with the external and professional world. The contribution describes the exploratory study conducted on the Pilot phase of the Up2U project to which several schools participated from different part of Italy.

Method

The aim of the study here presented is twofold: on the one hand, to investigate the effectiveness of the teachers' training path; on the other hand, to explore the effectiveness of the integration of formal and informal learning

in the students' path. The research methodology is mixed and includes the use of semi-structured surveys and interviews (teachers), pre-post questionnaires and product analysis (students). In particular, during their experimentation students are requested to create a digital portfolio in which to describe their informal learning "lives" in the form of stories that will be later commented from the teachers and the peers, on the base of specific criteria previously provided and discussed within the class. The aim of this activity is to sustain students' awareness about skills and knowledge they acquire apart from the institutional educational world and to show teachers how to plan and conduct structures online activities in which to "formally guide and evaluate the informal experience".

Outcomes (expected)

We believe that the analyzes currently underway on the data collected may offer an in-depth look at the pros and cons of the training model adopted and, even more, on how to integrate informal learning effectively into students' official and structured learning paths, so as to adequately keep account of the online and offline life they lead, while stimulating their creative and reflective skills.

References

Brown, Ann L., Joseph C. Campione, «Communities of Learning and Thinking, or A Context by Any Other Name», 21:108–126, vol. xxi, Karger Publishers, 1990

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research.

Handbook of qualitative research, 2(163-194), 105.

Paavola, Sami, Kai Hakkarainen, «The Knowledge Creation Metaphor – An Emergent Epistemological Approach to Learning», Science & Education, vol. 14, fasc. 6, a2005, pp. 535–557

Scardamalia, Marlene, Carl Bereiter, «Knowledge Building: Theory, Pedagogy, and Technology», 2006, pp. 97–118. http://iikit.org/fulltext/2006_KBTheory.pdf

D.8. | Convergence between formal and informal learning

595 Atoms&Co International Project. Building a Device for the Alliance of Families-Schools-Local Community to Cope the Early School Leaving

Alessandro Tolomelli |

Keywords: Early School Leaving, Social Pedagogy, Family-School Alliance, Community Development, Education

Atoms&Co project (Erasmus+ Programme) aims to encourage the construction of a school learning community in which a plurality of actors can collaborate in the creation of a more welcoming climate. A 'culture of participation' it is fundamental for this goal.

Moreover, the decline in the presence of families in school life is one of the factors that increases the risks of dropping out. The Project want to develop a 'school learning community' (Epstein and Salinas, 2004) including educators, students, parents, and community partners, as protective factor for ESL and a 'device' to facilitate the alliance with school on this regards. The 'device' represent a way of testing strategies to encourage the construction of a culture and a climate of cooperation between school and family. Strategies can in fact be planned, and the recurring elements that foster success can be analysed and collected based on situational experience already gained, and can provide a valuable repository of techniques.

Method

The research aims to carry out qualitative elements as basis for the 'device'. It has been used a mixed method, with a survey aimed to analyse the parents perspectives and focus groups as well as world-café to put in dialogue teachers-educators-parents voices. Moreover, to build up the 'device' were been organized several meetings with experts and parents to experiment and to assess its effectiveness.

Outcomes (expected)

The Atoms & CO device for the construction of a positive school / family relationship and for the promotion of active participation in the life of the educational institutions, is a repertoire of concrete examples that have been collected to support experimentation in schools. Therefore, it is not proposed as a vademecum of practices to

be replicated but as a collection of actions and methodologies to address participatory activities in different local contexts.

References

- 1994 Ballen, J., Moles, Strong families; strong schools: Building community partnerships for learning. Washington, DC: U.S. Department of Education.
- 2001 Bernard C., Meirieu P., de Singly F., sous la direction de Dubet, François, Ecole, familles le malentendu, Collection Le Penser-Vivre. Textuel.
- 2009 Epstein, J. L. et al., School, Family and Community Partnerships: Your Handbook for Action, 3th. ed. Thousand Oaks: orwin.
- 2004 Epstein and Salinas, "Partnering with Families and Communities", in Educational Leadership, May 2004 | Volume 61, Number 8.
- 2017 Guerzoni and Tolomelli (edited by), Per non perdere la strada. Progetto AtOMS. Fare rete tra teorie ed esperienze nel contrasto alla dispersione scolastica e formativa, Bologna, Clueb.
- 2015 Harris, Donna M.; Kiyama, Judy Marquez, The Role of School and Community-Based Programs in Aiding Latina/o High School Persistence Education and Urban Society, v47 n2 p182-206 Mar 2015
- 1998, Wentzel, K., Social Relationships and motivation in middle school. The role of parents, teachers and peers, Journal of educational Psychology, 90, 2, pp. 202 -209.

D.8. | Convergence between formal and informal learning

662 BRP and school development - A new convergence between formal and non-formal learning in Luxemburg

Sandra Biewers Grimm |

Keywords: Non-Formal Learning, Youth Work In Schools, Experiential Learning, Participation, Project School Work

297

Luxemburg's young generation is growing into a world that offers an enormous variety of opportunities. However, the increasing demands of a knowledge and performance based society also poses challenges for the young generation. As the current Luxemburg education report states, social change is increasingly leading to unequally distributed opportunities for education and participation, which affect children and young people in particular in the long term (MENJE, 2015; Willems et al., 2015). For Luxembourg's education and youth policy, this implies the task of creating a favourable environment to support access to education and social and vocational integration for all young people.

One approach to countering these changes is to promote non-formal education - also in combination with formal teaching and learning arrangements. To this end, Luxemburg's youth policy has drawn up a "national framework plan for non-formal education (BRP)". The aim of this instrument is to successfully train individual, social, technical and societal competences, but also to promote independence, initiative and personal responsibility. The education framework plan is implemented in the area of youth work so far. With a view to the noticeable integration problems of the Luxembourg education system, discussions are also currently underway about its introduction into the school system (Thiersch, 2009; Biewers & Willems, 2018). This discussion brings the approaches of youth work in schools into play. Particularly in the use of participation approaches and school project work, opportunities are seen for the creation of teaching designs which are geared more strongly than before to experiential learning and the personality development of the pupils. With regard to the effects on everyday school and learning life, project work approaches promise for example, that pupils experience a concrete form of self-efficacy through interactive approaches, which can promote self-confidence and trust in their own abilities as well as in their own future. School project work also offers positive incentives for the school itself, because many curriculum topics can be incorporated into corresponding projects - even across subjects. Because participation has a relationship-building and community-building effect in this sense, participatory project approaches in schools offer the opportunity to improve the school climate and school quality in general and, not least, to promote aspects of social integration and empowerment. In this sense, Luxemburg passed a

new school law in August 2017, which provides, among other things, the introduction of a new school development plan and a stronger link between formal and non-formal learning settings. The aim of the law is for everyday school life to be geared more towards the acquisition of life skills. Using the example of this initial situation in school policy in Luxembourg, the lecture shows how the different systems of school and youth work, and formal and non-formal education, can flow together in a meaningful and coherent way. Taking into account current empirical studies and theoretical discussions, thereby it will be examined, how far typical approaches of youth work, such as relationship work and trust building, participation and project work can have an added value in school contexts.

References

Biewers, S. & Willems, H. (2018). Gesellschaftliche Integration und soziale Kohäsion in Luxemburg – zu den Herausforderungen in einer heterogenen Gesellschaft. In Caritas Luxembourg. Sozialalmanach 2018. Luxembourg.

MENJE & Universität Luxemburg (2015). Bildungsbericht Luxemburg. Analysen und Befunde. Luxembourg.

Thiersch, H. (2009). Bildung und Sozialpädagogik. In Henschel, A., Krüger, R. ; Schmitt, C.; Stange, W. Jugendhilfe und Schule. Handbuch für eine gelingende Kooperation. VS Verlag für Sozialwissenschaften | GWV Fachverlage GmbH, Wiesbaden.

Willems et. Al. (2015). Nationaler Bericht zur Situation der Jugend in Luxemburg 2015. Luxembourg.

D.9. | Transforming Schools between pedagogy and architecture: A democratic laboratory

176 Collaborative design in a democratic way: teachers and students design together their school according to Pestalozzi's pedagogical perspective

Mariagrazia Francesca Marcarini | Chiara Filios | Arnaldo Arnaldi |

Keywords: Democratic Collaborative Design, Flexible Learning Environments, Pedarchitecture=Pedagogy+Architecture, Old Schools' Reorganisation, Subject Legible Classrooms

Purpose

Through a collaborative design approach, at Don Milani High School (Montichiari-Brescia-Italy), 1800 students and 200 teachers, tried to re-design their own school replacing the spatial rigidity with subject classrooms, allocated to the teachers, having a more flexible setting and creating a Campus and a school community connecting three different school buildings. The project curators proposed a renovation and reorganisation plan leveraging the stakeholders' suggestions. The first phase was developed between May 2017 and April 2018 to aim the construction phase scheduled for summer 2018. The collaborative design would help teachers and students working better together and increasing the school identity according to Pestalozzi's pedagogical perspective: mind, heart, hand. The research is still ongoing.

Method

The action-research methodology has been used to lead this project. All teachers, students, parents and workers were involved through a questionnaire. All teachers attended two training meetings; afterwards, a group of teachers attended four training workshops and with a group of students attended three collaborative design workshops and focus-group, gathering desires and needs.

Outcomes (expected)

The idea of school that has emerged from all the questionnaires and the observations captured in the various meetings can be summarised in the sentence: they wish in a familiar, flexible, beautiful, inclusive and welcoming environment where students, teachers and all the staff feel at ease to carry out their work in serenity and in respect of others, where students can find a democratic school community as a campus and the teachers ready to listen and who transmit their passion for discovery and the pleasure of learning with a fruitful collaboration towards a shared goal both between colleagues and between teacher and student, an environment in which to exchange experiences, ideas and different visions of the world.

References

- Barrett, P., Zhang, Y., Davies, F., Barrett, L. (2015). *Clever Classrooms*. Manchester: University of Salford.
- Bertagna, G. (2006). *Pedagogia «dell'uomo» e pedagogia «della persona umana»: il senso di una differenza*. In G. Bertagna (Ed.), *Scienze della persona perché?* Soveria Mannelli: Rubettino.
- Dudek, M. (2000). *Architecture of School*. Oxford: Architectural Press.
- Heifetz, R., Grashow, A., & Linsky, M., (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston, MA: Harvard Business Press.
- Hertzberger H., *Space and learning. Lessons in Architecture*, 010 Publisher, Rotterdam 2008.
- Jonassen, D.H, Land, S.M. (Eds), (2012). *Theoretical Foundations of Learning Environment*. New York: Routledge,
- Kaplan, S. (1987). *Aesthetic, affect and cognition. Environmental preference from an evolutionary perspective*. In *Environmental Behavior*, 1, pp. 3-22.
- Lippman, P.C. (2010). *Evidence-Based Design of Elementary and Secondary schools. A Responsive Approach to creating Learning Environments*. Hoboken New Jersey: John Wiley & Sons, Inc.
- Marcarini, M. (2016), *Pedarchitettura. Linee storiche ed esempi attuali in Italia e in Europa*. Roma: Studium.
- Sandrone, G., (2013). *Competenza*. In G., Bertagna, P., Traini. *Dizionario di Didattica*. Brescia: Editrice La Scuola.
- Sergiovanni, T.J., (2000). *Costruire comunità nella scuola*. Roma: LAS.
- Weyland B., Attia S. (2015). *Progettare scuole tra pedagogia e architettura*. Milano: Guerini
- Woolner, P. (2015). *School design together*. New York: Routledge.

D.9. | Transforming Schools between pedagogy and architecture: A democratic laboratory

187 PAD-LAB: planning schools together between pedagogy, architecture and design

Beate Weyland | Kuno Prey |

Keywords: Space, Learning, Pedagogy, Architecture, Design

Pedagogy, architecture, and design are met to reply to the technological, cultural and cognitive changes that cause the contemporary school.

This phenomenon is not a coincidence but a natural fusion of fields, backgrounds, cultures and perspectives resulting from the demands that come with the challenges of cultural diversity. The need to define the teaching context in a more differentiated view and constructivist is accompanied with a heartfelt request to enjoy school, by children and families, teachers and school administrators, who are sometimes frustrated and overloaded with commitments and responsibilities. The contribute aims to present some results of a collaboration between the Faculty of Education and Faculty of Design started in 2014 and now ongoing. The aim of the project, named PAD (planning together between pedagogy, architecture and design) is to involve all school subjects (teachers, administrators and students) to highlight possible problems and identify possible strategies and models that facilitate good design and choice to bring more wellnes in the school spaces and to improve new learning and teaching forms .

Method

The interfaculty partnership between Beate Weyland from the Faculty of Education, director of the starting project "Between pedagogy and architecture" and Kuno Prey, Professor of Product Design at the Faculty of Design is focussing the importance of developpe a deep dialogue between users, designers, pedagogists and administration throw the long process of constructing schoolbuildings.

Basing on our last cooperations and a study case of counseling of a secondary School for desegners in Trento named "Artigianelli", the role of design has been analyzed within the design process with its possible implications, during the process leading to the creation of a school, to control the potential innovative contribution that it can offer to principals and teachers, architects and clients.

Outcomes (expected)

The first results of the collaboration between pedagogy, architecture and design, have been crystallized in a laboratory exhibition that aims to present a possible method to design schools together. The collaboration with the Artigianelli secondary school is leading to the selection and experimentation of new objects and tools to provide comfort and well-being to school spaces.

References

Weyland B., Attia S. (2015), Progettare scuole tra pedagogia e architettura, Guerini, Milano.

Weyland B., Watschinger J. (Hrsg.) (2017), Lernen und Raum entwickeln, Klinkhart, Monaco.

Weyland B., Prey K., Attia S. (2018), Progettare scuole insieme tra pedagogia, architettura e design, Guerini, Milano.

Weyland B. Stadler-Altmann U., Galletti A., Prey K, PAD - Scuole in movimento, tra pedagogia architettura e design, Francoangeli, Milano 2019.

D.9. | Transforming Schools between pedagogy and architecture: A democratic laboratory

252 All out of class: where, how, why

Terence Leone |

Keywords: Space Of Education, Italian Second Language, Motivations, Secondary School, Educational Strategies

The schools distributed throughout the Autonomous Province of Bolzano are welcoming, sustainable and suitable buildings, meeting design criteria that are functional to the organizational and educational needs of a school that is constantly changing. However, which spaces are playing an important role in promoting active learning?

The research project starts from a rethinking of the school spaces to understand how educational environment can sustain the interest and motivation of the students. Through an action-research process with teachers of “italiano L2” in two southtyrolean German-language secondary schools, we will explore possibilities of teaching and learning not only in the classroom, moreover in all the spaces of the school and also out of the school. Together we will decide the right place to work in and with, how to tackle the path with students and we will work on the reasons that justify the research of new learning spaces.

Method

The research will use quantitative data, especially in the initial exploratory phase, through questionnaires and structured interviews with teachers, students and school leaders, to understand the starting point. In the co-design and collaboration phase with the schools, qualitative data from workshops with teachers, direct observations during the activities, recordings and other supports of constant monitoring will be examined.

Outcomes (expected)

The quantitative data are intended to examine the educational potential of the spaces outside the classroom. Qualitative data are intended to provide material for new educational proposals and strategies.

References

- Balboni P., *Le sfide di Babele. Insegnare le lingue nelle società complesse*, Utet 2002;
Barret P., *Clever classrooms. Summary report of the HEAD Project (Holistic Evidence and Design)*, University of Salford 2015;
Frabboni F., Borghi B., Loris Malaguzzi e la scuola a nuovo indirizzo, Zeroseiup 2017;
Guasti L., *Didattica per competenze*, Erickson 2012;
Guerra M., *Fuori. Suggestioni nell'incontro tra educazione e natura*, Franco Angeli 2015;
Pallotti G., *La seconda lingua*, Bompiani, 1998;
Savia G. (a cura di), *Universal Design for Learning. La Progettazione Universale per l'Apprendimento per una didattica inclusiva*, Erickson 2016;
Weyland B., *Fare scuola. Un corpo da reinventare*, Guerini Scientifica 2014.

D.9. | Transforming Schools between pedagogy and architecture: A democratic laboratory

255 Professional Underpinning for Learning Space development: PULS + a strategic partnership for innovation and the exchange of good practices

Petra Regina Moog | Beate Weyland |

Keywords: Participation, Guiding Multi-Professional Teams, Innovative Learning Space, Pedagogical Architecture,

More and more experts emphasize the influential role of the physical, social and digital environment in modern education and pedagogics (e.g. Schönig & Schmidlein-Mauderer 2013). Nevertheless the role of space and architecture as “third teacher” neither show up in curricula of architectural faculties and teacher training nor within the professional upgrade training programmes for teachers, architects or government employees. Educational buildings of the 21st century need physical and digital learning environments, which are flexible in their use and can be co-designed and rearranged by its users, teaching staff as well as pupils and students (e.g. Weyland & Watschinger 2017). Therefore school stakeholders must participate within the development-, design-, and construction process to make sure the schools will to be built sustainable, pedagogical innovative and flexible (Montag Stiftung 2012). Unfortunately, the necessary know how and expertise for efficient cooperation and participatory processes is missing among the different experts involved. Europe-wide universities do not provide any kind of sustainable, transdisciplinary and application oriented master or postgraduate programmes to cover the demand. This gap is filled by PULS+, an ERASMUS+ Higher Education

program funded project. PULS+ offers an integral advanced training and qualification program addressing architectural and educational practice. Furthermore, Master students in architecture and pedagogics will participate in the program and will have the possibility to learn from professionals in the fields of school- and educational building development.

Methods

Offering an international learning and working environment, special business-, creative and participative skills and methods are trained and an intensive interaction between the different professions and disciplines takes place. Four modules – learning – space – developing – reflecting (academy) – form the centre of the course, accompanied by different workshops related to practice, internships or excursions. All events are held internationally and are interlinked. The PULS+ modules are set up in a way that students and experts of the involved professional guilds will learn from and with each other cross-functionally. An interactive internet platform, working as a digital learning-, communication and cooperation device is implemented and linked to an “Educational Building Compendium/WIKI”. It is offered to an interested public. In addition, international and interdisciplinary conferences, symposia and public events are held regularly.

Outcomes (expected)

Different expert levels from economy, public administration and education form a triangle of knowledge and experience. A community of professional practice and theory are continuously experienced multi-professionally, trans-disciplinarily, inter-regionally and cross-sectional and institutionalized by the yearly held “Academies” through discussions and reflexions. As integrated parts of the PULS+ higher education program the “academies” also serve as an exchange platform for the involved teaching staff from universities and other institutions for their personal and professional development. Thus, the PULS+ project works on the level of a professional higher education leading to the new profession of a “Learning environment-Developer”, by training horizontal and vertical participation processes with all stakeholders involved.

References

- Montag Stiftung (Hrsg.) (2012), *Schulen Planen und Bauen*, Jovis, Berlin.
Schönig, W. & Schmidlein-Mauderer, C. (Hrsg.) (2013), *Gestalten des Schulraumes*, Help, Bern.
Weyland B., Watschinger J. (Hrsg.) (2017), *Lernen und Raum entwickeln*, Klinkhart, Monaco.

D.9. | Transforming Schools between pedagogy and architecture: A democratic laboratory

329 A “do it yourself” school

Massimo Belardinelli |

Keywords: Education, Architecture, Didactics, Inclusion, Pro-Sociality

The story that we tell narrates how it is possible to create an architectural structure whose focus is on learning, overcoming not only limited resources but also increasing bureaucratic constraints.

The story is set at the San Filippo Educational Directorate in Città di Castello (6 Pre-primary-schools and 6 primary schools, located in 2 districts of the Umbrian Alto Tevere). Being artisans in innovation comes within our nature. When we are faced with obstacles we prefer to roll our sleeves up and face them because out of problematic issues, improvement and innovation can occur (“Life is too short to complain”). We must point out that such a radical change in perspective didn’t cost double the amount but just 20% more. It is not a question of resources but of vision.

Method

When a school is built, usually, the design aim of the building works at that time was only linked to engineering aspects. We start from our pedagogical needs and we built the schools around those. The principles of the new renovations were: to act with a systematic approach, to overcome physical space restrictions, to open and not to close, to create living rooms by making use of corridors and halls (previously hardly used) making them become the squares of our new buildings. Also, to concentrate on multipurpose spaces and arenas.

In our system communal squares replaced corridors and halls. The children can eat by serving themselves in self-service lines. In these same spaces for individual study or large group activities have appeared, relaxing

and informal spaces "soft spaces". The classroom space increases with technology that supports learning. The pupils and teachers desk are replaced with co-operative tables and an interactive multimedia screen is used to share experiences or to present study topics. Additionally, workshops are created out of specialized, expert and open spaces which don't have a door for entry as the restricting wall has been removed ("it is prohibited not to try"). Another goal is maintaining the quality and beauty of the public buildings to withstand time. This is carried out with a new approach which encourages active citizenship, ensuring the pupils adhere to taking care of the space. In the school, social spaces are created to have prosocial experiences, active and restorative citizenship Outcomes (expected)

A school made for learning, which would enable our children to feel better at school and consequently, to learn better.

Space teaches and creates communities of practice. Working on learning architectures changes the educational approach and are strengthened: learning by doing, cooperative learning and autonomous learning.

To open instead of close actually makes it easier to adhere to the overcrowding requirements set out by D. M. 26/08/1992 (Fire prevention regulations for school buildings) or to adhere to the overcrowding requirements of DM18/12/1975.

Pro-social experiences and restorative citizenship increase.

References

Stefania Chipa, Giuseppe Moscato (2017) Spazi e apprendimento: trasformare gli ambienti educativi fra pedagogia e architettura, Indire Firenze

Leonardo Tosi (2018) Fare didattica in spazi flessibili Giunti 2019]

D.9. | Transforming Schools between pedagogy and architecture: A democratic laboratory

352 Pedagogy and architecture of educational spaces

Francesca Astori |

Keywords: Pedagogy, Architecture, Education, Space, School

Educating between pedagogy and architecture means thinking about school transformation, about its buildings, its educational methodologies, comparing them with existing reality so to overcome the limits of architectural evolution. Transformation is the real innovation: a process that produces development and growth. In the school system, pedagogy and architecture together means taking action. During 2018 I conducted a research around the main themes of pedagogy and architecture inside educational spaces and their relationship. My research is based on doctor Beate Weyland's studies. I conducted a survey in the Veneto-Friuli area (more precisely the area that extends between Treviso and Pordenone) locating 7 schools that are conscious about the importance of space and the influence space has on the educational project, trying to deepen their knowledge about the relation between pedagogy and architecture, the importance of the space and the ambiance of a school, about the possibility of planning things together. The selection was based mostly on the pedagogical-structural features of the place: its educational pedagogy, the physical and architectural structure of the space, its spatial partitioning, the type of proposed activities that are different from the usual.

Method

I proposed a questionnaire subdivided in two parts: the first consists of 8 yes-and-no questions, the second of 4 open-ended questions. The questions are about known themes, some of them try to examine in depth what it's done on a daily basis.

Outcomes (expected) The goal is to develop, thanks to the survey data, an idea of a space that gives a feeling of well being to whom inhabitates it. How and if it is possibile to transform school and develop projects together. How an educator, partially distant from some school related issues, can become a mediator with a supporting role to help school transformation.

References

Aldi Gino, Belvedere Gaia C., Coccagna Antonella, Locatelli Lorenzo, Pavone Sabino. Un'altra scuola è possibile. Le grandi pedagogie olistiche di Rousseau, Froebel, Pestalozzi, Montessori, Steiner, Sai Baba,

Malaguzzi, Milani, Lodi, Krishnamurti, Gardner, Aldi. Edizioni Enea – 2013

Weyland Beate, Galletti Alessandra. Lo spazio che educa. Generare un'identità pedagogica negli ambienti per l'infanzia. Edizioni Junior – 2018

Edwards Carolyn, Gandini Lella, Forman George. I cento linguaggi dei bambini. L'approccio di Reggio Emilia all'educazione dell'infanzia. Edizioni Junior, Gruppo Spaggiari – 2017

D.9. | Transforming Schools between pedagogy and architecture: A democratic laboratory

415 From the pedagogical contents to the architectural project

Francesca Repetto | Andrea Gavosto |

Keywords: Learning Spaces, Educational Innovation, School Building, Public/Private Collaboration, Shared Design

Torino fa Scuola is a project promoted by the Compagnia di San Paolo and the Agnelli Foundation, in collaboration with the City of Turin and Fondazione per la Scuola. It originates from a cultural, pedagogical and architectural reflection on the new learning spaces needed in Italian schools. The project involves the redevelopment of two schools in Turin with the much wider ambition to carry out a process that can be an example for other interventions on the heritage of Italian school buildings. The aim of the initiative is to foster innovation within the school communities involved, through practical changes which are seen as achievable and coherent with everyday dynamics and teaching practices. The project, launched in 2014 and still ongoing, literally goes moves from pedagogy to the creation of new physical spaces. The presentation will focus in particular on the process followed for the Pascoli and Fermi school in Turin, that are challenging in terms of architectural constraints and also in terms of educational innovation.

Method

The first year was dedicated to working with the two school communities (headteacher, teachers, families, students, along with educationalists and architects) to collect their needs, expectations, and wishes for renewal. This participated process outlined the guidelines for the new schools, which in the second year oriented two architecture competitions, attended by almost 300 professionals, both Italian and foreign. In 2017 two winning projects were selected and the process continued with detailed planning and authorizations submitted to the competent institutions, until the construction sites were opened in summer 2018. At completion in 2019, the City of Turin will have two schools with safe and comfortable environments for children and staff to experiment new learning methods and where, in suitable spaces, cultural activities, sports, and artistic activities can be held in extra-school hours, open to the district.

Outcomes (expected)

The project is not limited to the renovation of two secondary schools, but has the ambition to offer nationwide ideas and process examples for the renovation of the school building asset in Italy. The careful planning and the development of every single phase, the involvement of the school community throughout the whole project, the combination of pedagogical and architectural perspectives, and timely and precise execution are the most important ingredients that can lead to the desired results.

References

Weyland B., Attia S. (2015): Progettare scuole tra pedagogia e architettura. Milano: Guerini

Biondi G., Borri S., Tosi L., INDIRE (a cura di - 2016): Dall'aula all'ambiente di apprendimento

D.9. | Transforming Schools between pedagogy and architecture: A democratic laboratory

480 Culture and regeneration of spaces. The role of policies

Luca Bizzarri |

Keywords: Urban Regeneration; Culture; Local Development; Public Policy; Citizenship

Culture has a major role, even more than other disciplines, in shaping and inspiring the development of territories and in regenerating abandoned and under-used spaces. It became more and more reliable as an instrument used by public policies and by civil society for inventing and planning interventions of resignification of these spaces. It can be described as a process of Creative Place Making (CPM) where a wide bunch of actors are involved: both public and private bodies, NGOs, citizens, different stake-holders and so on. CPM requires - as stated by OECD in its recent Culture and Local Development background document of the Conference 'Unleashing the Transformative Power of Culture and Creativity for Local Development' - Venice, 6 and 7th of December 2018) - local governments that understand concepts of art and culture that change from the silo vision of the art world to consider projects whose contours refer to interactions and sharing. And so making culture earns a crucial role in this process due to its both (1) intrinsic and (2) instrumental value: (1) intrinsic value relates to the ability of people to know themselves better and understand each other better and (2) instrumental value relates to its contribution to the quality of life in many of its components. In this sense culture loses its main function as to be only production of art pieces or erudite divulgation for becoming instrument of story-telling, identity building pattern for a place or for a given community, inspiration for the definition of new culture and creative job profiles or more ideally driver for creation of a spread well-being. In the public policies we witness the need to give credit to a cultural paradigm that has to do with a social but also economical sense of local development [Sacco e Teti, 2017]. Culture becomes in this context an instrument of the so called social cohesion and especially if it can be conceived as a way to enhance "creative atmospheres" apt to increase the level of trust of people, reciprocity and cooperation among them [Santagata, 2014]. For doing so we need more efficient and functional organizations, a more structured dialog between the public bodies and citizens as to be able to act together through management methods that can put in touch the different social layers in a more equal way.

Biography

Born in Bolzano, 1977. He got a degree in law at the University of Ferrara, where he achieved also his PhD in Law and juridical-historical comparison. From 2017 head of Youth policies Unit of the Autonomous Province of Bolzano, that focuses its intervention on the role of young people in fostering cultural innovation of the county. He co-director of the editorial series Newfabric of the Pacini Publisher, that deals with social innovation, urban regeneration and development policies and recently he enters in the Board of the European association AEIDL (Brussels), a EU Knowledge Hub of promotion and consultancy on SLD (Sustainable Local Development). He published articles on youth policies and local development (mainly on urban regeneration).

References

- P. L. Sacco, E. Teti, *Cultura 3.0: un nuovo paradigma di creazione di valore*, in E&Mplus (2017)
- W. Santagata, *Il governo della cultura*, il Mulino, Bologna, 2014
 - C. Andorlini, L. Bizzarri, M. Gagliardo, *Giovani che mettono mano allo sviluppo locale - Intrecciare la creatività giovanile con i segnali di reazione alla crisi dello sviluppo locale*, in *Animazione sociale* (287), 2014
 - L. Bizzarri, *Pubblico e privato in prove di convivenza. Vicende di una coppia aperta, quasi diffusa*, in *Fabric – Storie e visioni di contesti in cambiamento*, di L. Bizzarri/C. Andorlini (a cura di), *New Fabric 1*, Pacini ed., 2016
 - P. Cottino, P. Zeppetella, *Creatività, sfera pubblica e riuso sociale degli spazi*, *Cittalia - 4/2009*
 - *Immobili pubblici: strategie di rigenerazione a fini sociali*, *Avanzi e Make a Cube* (a cura di), 2017 • *I luoghi dell'innovazione aperta. Modelli di sviluppo territoriale e inclusione sociale*, di F. Montanari e L. Mizzau (a cura di), *i Quaderni della Fondazione Brodolini*, 55/2016.

D.9. | Transforming Schools between pedagogy and architecture: A democratic laboratory

508 The School as a Space for Teams – Architecture, Democracy and Multi-Body Sortition

Christian Kuehn |

Keywords: Architecture, Space, Multi-Body-Sortition

The floor plan of any educational facility may be read as a diagram of the social, political and economic forces that shaped it. Economy is a primary factor in formal education since the arrival of the industrial society in the 19th century. This society needed a work-force capable of fulfilling given tasks with precision and without too much critical thinking. Schools reflected these demands in the form of standardized hierarchical structures aimed at creating a workforce divided into classes of different qualification. Progressive education has challenged this approach at least since John Dewey's "Democracy and Education", published in 1916. The architecture of educational facilities followed suite, proposing community schools after WWI and open-plan schools after WWII, both built manifestos of an education for an open society. The school never became a genuinely democratic institution, but considered itself a breeding ground and testing field that should prepare students for democracy. The democracy in question was usually a meritocracy, electing excellent students as representatives of hierarchically structured bodies, representing a class of 25 students, a whole cohort or all of the school's students, thus creating a multilevel representational system analogous to the democratic system of a state. The crisis of democracy certainly has an impact on this sandbox democracy. As David van Reybrouck outlined in his book from 2016, "Against Elections", this crisis is a crisis of a specific form of democracy, the electoral-representational one. Obviously, more and more people do not feel represented by their elected representatives. Reybrouck points out that in ancient democracy like in Athens many positions were not elected but decided by lot. Based on a concept by Terrill Bouricius, van Reybroeck proposes multi-body sortition as strategy to invigorate democracy. Introducing this concept of democracy in schools would be comparatively easy, and it would fit to the concept of the school as a "space for teams" I have proposed as a design principle for 21st century schools. The paper will discuss how spaces of learning can serve new approaches to democracy.

References

- Bouricius, Terrill G. (2013) "Democracy Through Multi-Body Sortition: Athenian Lessons for the Modern Day," *Journal of Public Deliberation*: Vol. 9 : Iss. 1 , Article 11
- Kühn, Christian (2011), "Schools for the 21st Century: From Teacher's House to Space for Teams"; *World Architecture*, 256; S. 17 - 23.
- Van Reybrouck, David (2016), "Against Elections: The Case for Democracy." Bodley Head.

D.9. | Transforming Schools between pedagogy and architecture: A democratic laboratory

590 Designing democratic devices for learning

Massimo Faiferri | Samanta Bartocci | Fabrizio Pusceddu |

Keywords: Innovazione, Spazi Apprendimento, Spazi Della Quotidianità, Dispositive Democratici, Spazio Attivo

"City as classroom" the Canadian sociologist Mc Luhan wrote in 1977, twenty-five years after anticipating in his essay "The Mechanical Bride", the growing megalopolis as "electronic global village", where the traditional methods of communication face to face among individuals were replaced by the continuous information stream and the social representation. Social changes, technological innovation, an easier and faster access to information in a massive way, bring to conceive education spaces as familiar places with a stronger link with the outer world, according to models based on complex interactions.

In this way we can read the city as a wide, potential, urban learning space, a stimulating space for action and knowledge, where the project can collaborate for defining innovative learning tools able to organize interdisciplinary, multiscale and virtual strategies for the urban context. Nevertheless still today most of school buildings from the last century, symbolically recognizable as closed places of control, need to find a relationship between inner and outer space as guiding principle vs splitting scenarios.

METHODOLOGY

Within this framework, which conceives schools as institutions clearly recognizable (but not the only place where the learning process can happen), the experimentation of Ecourbanlab, interdisciplinary research laboratory of the Department of Architecture, Design and Urban planning of the University of Sassari, carries out for years this approach, linking together didactics and experimental tests, especially in the International Scientific Schools

ILS _ Innovative Learning Spaces, held since 2016 in the “Scientific and Technologic park of Porto Conte Ricerche of Alghero”, focused on innovative learning spaces, now in its 4th edition.

The workshops held over the years became an operating board able to involve more than hundreds of students and well known professionals from all over the world, mainly in the fields of architecture and urban design, product design, pedagogy, ITC, science of materials and those dealing with energy issues, involving the participants in a interdisciplinary and rich environment, to better understand the complexity of the project under the several “learning landscapes”.

EXPECTED RESULTS

The international context provided by the School aims to consider and analyse the local dimension, detecting all the possible ways of action which can be applied in the local context, according to the needs of the territory and the politic actions already planned.

Having a direct approach with the real context, starting from a theoretical background based on an interdisciplinary knowledge, represents for the students an important and non-competitive tool, of debate to reach a common goal, open to the possibilities of experiencing an “immersive experience” in the context of the project, by exploring the territory and having a direct dialogue with the local administrators, companies and communities within an informal and collaborative atmosphere.

In this way the alternative ways of teaching/learning bring breakdown principle of the traditional model School – Knowledge, imposing a new organization in space and in the learning process time, starting from the new relationships between “formal” spaces and “dedicated” spaces, daily spaces and relational spaces (physical and digital), organized on the principle interdisciplinarity and experientiality.

D.9. | Transforming Schools between pedagogy and architecture: A democratic laboratory

697 Wellbeing at school: Between research and action starting from the space

Monica Parricchi |

Keywords: Wellbeing, Space, School, Pedagogy, Architecture

The contribution aims to investigate how the term “wellbeing” is conceived today, both in the area of theoretical research and in the contexts of educational action. The analysis of the literature on the theme of “wellbeing at school” presents, primarily projects generally of health education, prevention of risk behaviors. (Petrillo G. Caso 2008). For primary school there are many references to the psycho-motoric development activities, to the body activity and nutrition (Dovigo 2009). In addition, research on “space and school”, have returned materials regarding the security of school buildings, logistical issues spaces and their destinations of use, furniture (Parricchi 2014). More exhaustive arguments are instead expressed on schools for the age group 0-6 years, for the management and organization of space, materials and activities. (Kramer 2009; Mainetti D., Cosmai 2010). Recent interdisciplinary studies at the crossroads pedagogical and design sciences are focusing on the school space as a place of wellbeing, understood as a living environment. Living the school means giving it a new task, an increasingly personal space to “breathe” and enhance, seeking harmony and links with everyday life (Parricchi, Weyland 2012).

Method

This paper aims to present a bibliographic analysis of studies on well-being at school and to demonstrate how the dimension of space has been studied with regard to the way it is used (aspects of architecture, furniture and design) and thought (cognitive aspects and representation in the child). The aim is to highlight the lack of precise pedagogical reflections on the way of living in spaces, in the logic of building wellbeing.

Outcomes (expected)

The new theoretical and practical thrusts of dialogue between pedagogy and architecture need to focus more on the aspect of wellbeing linked to the actions and experiences of children and teachers in school spaces. Some guidelines will offer the coordinates so that the theme of well-being acquires clearer pedagogical references and so that it can better interface with the architectural design perspectives.

Dovigo F. La salute s'impara: educazione al benessere e didattica attiva per la scuola primaria. Roma: Carocci, 2009.

Gennari M., Pedagogia degli ambienti educativi, Armando Editore, Roma 1997

Kramer S., Educational spaces, Braun Publishing, 2009.

Mainetti D., Cosmai L., Gli spazi e i materiali nei servizi e nelle scuole per l'infanzia- Edizioni Junior 2010

Parricchi M., Pensare lo spazio per star-bene nella scuola, in Falanga M. (a cura di), Dirigere scuole tra Pedagogia e Architettura, Ed. La Scuola, Brescia, 2014.

Parricchi M. - Weyland B., Pedagogia dello spazio: appunti sulla scuola e la sua architettura in ottica educativa, in A. Antonietti P. Triani, Pensare e innovare l'educazione Scritti in memoria di Cesare Scurati, Vita e Pensiero Milano 2012.

Petrillo G. Caso D. (eds.) 2008 Promuovere la salute nei contesti educativi: Milano: FrancoAngeli

Santojanni F., Lo spazio e la formazione del pensiero: la scuola come ambiente di apprendimento, RTH Research Trends in Humanities Vol 1/2017.

Weyland B., Galletti A., Lo Spazio che educa, Spaggiari, Bologna 2018.

Weyland B., Attia S., Progettare scuole Tra pedagogia e architettura Ed. Guerini, Milano 2015.

D. 10. | School spaces: Accountability, leadership and participation

211 Teachers and students voice in a participatory school design

Grèté Brukštutė |

Keywords: Participatory Design, School Environment, Physical Learning Spaces, Teaching/Learning Activities, Student Centered Learning

[One of the greatest goals in creating physical learning environment is the involvement of students and teachers in the design process. The physical education environment depends on the teacher's teaching activity and its organization. But it is often difficult not only for teachers but also for students to express their ideas in creating new educational spaces. As a result, architects often rely on their own knowledge and experience in designing schools, and the unique knowledge about the pedagogical activities in schools throughout the design process is lost. Participatory design is a design process that involves all stakeholders. This process is particularly favorable in the development of physical teaching / learning spaces aimed at student-centered education. However, these practices are often denied due to lack of time and information. The report aims to highlight the ways in which teachers and students can be involved in the creation of physical learning spaces, analyze teaching / learning activities that should be used to create modern educational spaces.

Method

To analyze the literature about teachers and students involvement in the creation of physical learning spaces was used a Systematic analysis of the literature.

Outcomes (expected)

It is expected that this presentation encourage teachers and students to take the initiative to transform school spaces according to their needs. It is also expected that all stakeholders will be involved in the design process of physical training. This would produce useful results that would respond to students achievements and pleasant life experiences at school.

References

- Can, E., Inalhan, G. 2017. Having a voice, having a choice: Children's Participation in Educational Space Design, *The Design Journal*, 20:sup1, S3238-S3251, DOI: 10.1080/14606925.2017.1352829.
- Janssen, Fred J. J. M.; Könings, Karen D.; van Merriënboer, Jeroen J. G. 2017. Participatory Educational Design: How to Improve Mutual Learning and the Quality and Usability of the Design?, *European Journal of Education*, 52(3):268-279.
- Nordquist, J., Watter, M. 2017. Participatory design beyond borders, Special Issue: Participatory Design of (Built) Learning Environments, 52(3):327-335.
- Said, I., Sahimi, N. N., Rahman, P. Z. M. A. 2015. Revealing Young Children and Teachers Behaviour through Active Participation in Deciding Classroom Layout, *Procedia - Social and Behavioral Sciences*, 168:22-29.
- Woodcock, A., Newman, M. 2010. Pupil Participation in School Design, Paper presented to the 2010 Design Research Society International Conference, Montreal, Canada, 7-9 July 2010.]

D.10. | School spaces: Accountability, leadership and participation

439 Enhancing the dialogue between theory and practice in inclusive education: processes of self-evaluation and self-improvement in schools

Silvia Dell'Anna | Dario Ianes | Heidrun Demo |

Keywords: Inclusion, Action-Research, Instruments, Self-Evaluation, Self-Improvement

Inclusion is defined as a process, involving schools and their communities as a whole, aimed to ensure quality and participation to all and to reduce any form of discrimination and exclusion (IBE-UNESCO, 2016). Actions for improvement should apply an ecological perspective to take into account different levels involved, such as for example school and class levels. In this regard, some indicators for self-evaluation and self-improvement at

different levels of practice have been developed in the last decade. For example, we could mention the well-known “Profile for inclusive teachers”, published by European Agency for Development in Special Needs Education (2012) or the “Index for Inclusion” (Booth & Ainscow, 2011).

Method

The project here presented, “IN-IN Instruments for inclusion”, focuses on four levels of self-evaluation and improvement: individual (teachers’ attitudes and beliefs), class (teaching strategies) school (culture, structure and organization) and community (relation between school and other institutions). It is addressed to the school institutions of all levels and all linguistic groups of South Tyrol (German, Italian and Ladin). It applies the methodology of action-research, with its four steps: planning, action, observation and reflections (Lewin, 1946). After an initial literature review, some instruments for self-evaluation and self-improvement at different levels of inclusion, such as the three above-mentioned, were selected. Moreover, two approaches consistent with the purposes of teacher professional development in inclusive education have been applied, those of “critical incidents” (Tripp, 2012) and of “lesson study” (Norwich & Jones, 2014).

The project has two main aims: to support some sample schools in the applications of these tools and to collect information regarding their effectiveness.

Outcomes (expected)

The realisation of this project required a high level of personalisation. The interventions were, in fact, tailored to the needs and objectives of each participating school, starting from the level of intervention (between individual, class, school and community) and the way the instruments had to be applied (e.g. number of people participating, type of processes, involvement of families or students, etc.).

Some difficulties had to be faced in selecting the sample of schools and in promoting an effective collaboration between university and schools. Although the implementation of the project was laborious because of the negotiation required, it showed the importance of enhancing a dialogue between theory, research and practice, both in favour of university and school institutions.

References

- Booth, T., & Ainscow, M. (2011). Index for inclusion developing learning and participation in schools. Bristol: Centre for Studies on Inclusive Education.
- European Agency for Development in Special Needs Education [EADSNE] (2012). Teacher Education for Inclusion. Profile of Inclusive Teachers. Odense, Denmark: EADSNE.
- International Bureau of Education-UNESCO (IBE-UNESCO) (2016). Training Tools for Curriculum Development – Reaching Out to All Learners: a Resource Pack for Supporting Inclusive Education. Geneva, Switzerland: IBE-UNESCO.
- Lewin, K. (1946). Action research and minority problems. *Journal of social Issues*, 2(4), 34-46.
- Norwich, B., & Jones, J. (Ed., 2014). *Lesson Study. Making a Difference to Teaching Pupils with Learning Difficulties*. London: Bloomsbury.
- Tripp, D. (2012). *Critical Incidents in Teaching. Developing professional judgement*. Abingdon, Oxon: Routledge.

D.10. | School spaces: Accountability, leadership and participation

668 The Misery and Splendour of the Reputational Evaluation - Teacher credibility between reputational evaluation and functional illiteracy of citizens

Rita Tegon |

Keywords: Teaching Effectiveness, Functional Illiteracy, Reputational Evaluation, Bias, Accountability

In order to assure a quality and fair educational service, the Italian school system established a system evaluation that involves all its actors (SNV: L 10/2011; DPR 80/2013). Afterwards, it was introduced a bonus for teachers (L. 107/2015). The school committees often (but there is not a study yet that allows a qualitative-quantitative analysis) tend to use instruments expected in the models of the reputational evaluation such as questionnaires of evaluation of the perceived quality administered to parents and students. Studies already

reveal limits such as bias. To these, it should be added as a critical issue the weakness of the functional understanding of school-age and adult citizens, documented by the most recent national and international researches. We do not want to deny the strength of the concept of reputation and reputational evaluation: in fact, its ethical impact is known in the realities of the civil economy in which it represents an asset capable of generating value. However, considering the importance of the teacher credibility to reach the learning outcomes (it is even more impactful than the student motivation according to the famous ranking of Hattie which places it at 12th place between 252) a broad reflection about it and a monitoring on the use of DIY tools that are likely to have negative effects on that learning they want to improve, undermining the teacher credibility just for not having available tools to understand his/hers choices and actions seem to be urgent and necessary. This in deference to a misunderstood sense of democratic participation for which the assumptions are lacking, such as, at least, the ability to analyze data, that could support an evidence based on criteria and/or standards.

Method

correlational method (with consequent limits) because of the exploratory stage on which the investigation is based and the complexity of the phenomenon

Outcomes (expected)

The proposal aims to be the first step to a more in-depth research

References

Duffy B., *The Perils of Perception – Why We’re Wrong About Nearly Everything*, Atlantic Books, 2018.

Hattie J., *Visible Learning. A synthesis of over 800 meta-analyses relating to achievement*. London & New York: Routledge (2009).

Paletta A., *Educational leadership e miglioramento scolastico. Evidenze dalla ricerca sul campo e implicazioni per la valutazione delle prestazioni di dirigenti e insegnanti*, (2017). <http://hdl.handle.net/11585/625688>

Rapporto sulla conoscenza in Italia

Scheerens J., *Efficacia e inefficacia educativa: esame critico della knowledge base*. Springer (2018). (2018

D.ID. | School spaces: Accountability, leadership and participation

311

557 Proximity and shared governance? : formal educational structures and the YG program in Portugal

Maria Manuel Vieira | Tatiana Ferreira | Lia Pappámikail |

Keywords: Education, Youth Experts, Cooperation, Collective Responsibility, Governance

Education is an increasingly comprehensive concept that goes far beyond school space and compulsory schooling. It involves a broad combination of learning modalities and platforms: lifelong learning, e-learning, educating cities, community education.... Closely related to this conceptual change is the expansion of education and training professionals. In particular, those who perform an educational work with the young population are in large number, thus forming a network of experts (1) that reflects the broadening of collective responsibility towards young people's rights and needs. This educational community is no longer composed only of teachers and school managers, but also includes other mediation experts (psychologists, community development professionals, youth workers...) who, inside or outside the school work with young people in activities leading to comprehensive training and contributing toward the development of a life project. However, the organizational structure of this network and its governance aspects is one of the critical dimensions of this shared responsibility, which questions the role of the formal educational structures in the training and schooling of young people, namely the vulnerable ones. Based on a research on the implementation of a public policy (the Portuguese National Youth Guarantee Plan) aimed at, among other objectives, increasing the qualifications of young people in NEET condition, this presentation examines the perspective of the YG mediation experts on the organizational factors that limit the scope and efficiency of this Plan.

Method

The data presented result from the activities of diagnosis, evaluation and monitoring of this Plan carried out by the authors: analysis of the YG database; documentary analysis of YG reports; and participant observation logs from nine workshops with Local YG Network Partners.

Outcomes (expected)

One of the innovative elements of the YG Plan aimed at “rescuing” young people in NEET condition was the creation of a Local Network of YG Partners that would allow a networked approach, acting in a logic of proximity to the various local actors (namely schools), to young people with low qualifications. However, this form of cooperative work has not produced the expected results. Two factors may explain this situation. The first refers to the size of the network and the number of participants that compose it. Often, public policies adopt a logic of resource maximization, assuming that its efficiency depends directly on the number of actors involved; at the same time, some key actors, like the formal schooling system, are almost missing from the daily life operational network (2). The second refers to the contrasting legal and statutory differences of the partner institutions, which nevertheless raises questions regarding the configuration, resources and governance conditions in which each one operates (3).

References

- (1) Boltanski, L. & Chiapello, E. (1999). *Le nouvel esprit du capitalisme*. Paris: Gallimard
- (2) Provan, K. G. & Kenis, P. (2007). Modes of Network Governance: Structure, Management, and Effectiveness. *Journal of Public Administration Research and Theory*, 18 (2), 229–252.
- (3) Tosun, J., Koos, S., & Shore, J. (2016). Co-governing common goods: interaction patterns of private and public actors. *Policy and Society*, 35 (1), 1–12.

D.II. | Teaching in other words

233 Paving the way for a successful Montessori schools in the public sector

Barbara Caprara |

Keywords: Montessori method, Public Sector, Check List, School Observation, Prepared Learning Environment

The contribution presents the first monitoring phase following the introduction of the Montessori Method in three primary school classes of the public sector in Trentino, Northern Italy. In this context, we are proposing a checklist developed to observe teachers and children actions into experimental classes, with the aim of monitoring the gap between implemented educational choices and the theoretical references proposed by Maria Montessori. The checklist points to offer a supportive self-evaluation tool for teachers in Montessori public school contexts. In a second stage, with the emphasis on the use of instruments for quantitative data gathering, two standardized and validated questionnaires will be used. The first is designed to ascertain the level of perceived self-efficacy on the part of the teacher, while the second investigates the level of wellbeing in school for children and parents.

Method

Qualitative instruments (such as discussions with teachers and classroom observation) have been used, initially to define methodological principles with the teachers and school heads and subsequently to produce a checklist for gathering data about certain teacher and child behaviours. The data collected during the school years is analysed on the basis of the existing scientific literature, in order to ascertain to what extent teacher action is in line with Montessori's thought and how much it is still influenced by other models or previous habits. The statistical analysis were made with the software R (R Core Team, 2016) in order to understand which item of the checklist showed a significant positive trend due to time. The produced checklist is organised in 4 parts: Learning environment, the children, Montessori materials and the teacher and was designed for observing teacher and child behaviour using the Likert scale, recording presence or absence or the number of instances.

Outcomes (expected)

The mixed models run on the checklist showed a significant positive trend due to time on the items: communication between teachers and parents/teachers and children; Montessori materials and their space in the learning environment, free choice and free work of the children, general structure of the learning environment.

References

- Bandura, A. (1995). *Self-efficacy: the exercise of control*. New York: W.H. Freeman.
- Honegger Fresco, G. (2008). *Maria Montessori: una storia attuale*. Napoli: L'Ancora del Mediterraneo]
- Lillard, A. (2005). *Montessori: The science behind the genius*. Oxford: Oxford University Press.
- Montessori, Her works.
- Tobia, V. & Marzocchi, G. M. (2015). *QBS 8-13. Questionari per la valutazione del benessere scolastico e identificazione dei fattori di rischio*. Trento: Erickson.
- Tornar, C. (2007). *La pedagogia di Maria Montessori fra teoria e azione*. Milano: Franco Angeli.
- Turco, R. (2016). *Alla ricerca dell'amoroso lavoro. Il docente montessoriano tra teoria e pratica educativa*. Roma: Armando Editore.
- Venuti, P. (2015). *L'osservazione del comportamento*. Roma: Carocci.

D.II. | Teaching in other words

253 Loud reading as a didactic tool to empower reading text comprehension

Marco Bartolucci | Federico Batini | Giulia Toti |

Keywords: Loud Reading; Didactic Tool; Invals; Text Comprehension; Cognitive Empowerment

Listening to stories and the brain processing of narrative material activates many areas in the brain, not just those of language processing. In this sense, it could be assumed that this activity, especially in the years of

development, if inserted with continuity within the school curricula, can bring benefits at the level of understanding of the text, but also of basic cognitive dimensions. In a series of studies with different age groups, we wanted to investigate the effects of intensive training of narrative listening, through different tools, such as standardized tests of comprehension of the text.

Method

A total of 98 students from different schools participated in 3 studies. Groups were created on the basis of age and the fact that they were in parallel classes, doing the same type of activity during the school year. The selected groups were homogeneous in terms of general cognitive skills, socio-economic extraction and no social psychological problem had been highlighted. The training consists of 60 sessions of reading aloud of the experimental group (duration from 15 minutes - up to an hour each, with daily frequency, five days a week). At the beginning, texts were used characterized not only for their general brevity, but also for the structure of the period, articulated in short sentences so that the comprehension was accessible. Progressively, texts characterized by longer semantic units and longer overall duration have been inserted. We proceeded in a similar way as regards the level of linguistic difficulty, so in the last part of the training we used texts that were not exhausted in a single day of reading, thus requiring children to remember the contents of the "previous episode". The tests used to verify the possible increases in performance in the comprehension of the text were the INVALSI tests, PIRLS tests and the AMOS battery study tests.

Outcomes (expected)

The results show, in each of the 3 studies, a significant increase in the performance of the subjects of the experimental groups at the administered tests. The results are encouraging, especially for the fact that the benefits of the same training that included pre-established reading materials and therefore with peculiar characteristics of style and syntax, have produced an improvement on tests of comprehension of texts that are fundamentally different from the one used, thus causing a generalization of benefits.

References

- Berns, G. S., Blaine, K., Prietula, M. J., & Pye, B. E. (2013). Short-and long-term effects of a novel on connectivity in the brain. *Brain connectivity*, 3(6), 590-600.
- Bartolucci, M., & Batini, F. (2018). The effect of a narrative intervention program for people living with dementia. *Psychology & Neuroscience*.
- Batini, F., Bartolucci, M., & Timpone, A. (2018). The effects of Reading Aloud in the Primary School. *Psychology and Education*, 55, 111-122.
- Duursma, E., Augustyn, M., & Zuckerman, B. (2008). Reading aloud to children: the evidence. *Archives of disease in childhood*.
- Mar, R. A. (2004). The neuropsychology of narrative: Story comprehension, story production and their interrelation. *Neuropsychologia*, 42(10), 1414-34.

D.II. | Teaching in other words

287 "Mathemart – teaching mathematics in the theatre workshop": the teachers training

Maurizio Bertolini |

Keywords: Teachers Training, Mathematics, Fear Of Mathematics, Social And Community Theatre, Relational Skills,

Competence in mathematics has been identified at EU level as one of the key competences for personal fulfilment, active citizenship, social inclusion and employability in the knowledge society of the 21st century¹. This paper shares the experience and the lessons learned regarding the teachers training born with the "Mathemart – Teaching mathematics in the theatre workshop" methodology. Mathemart is a new approach to mathematics created by Maurizio Bertolini in 2011: it consists in teaching mathematics in the theatre workshop through the Social Community Theatre (SCT) methodology. It has been applied in many situations, at Italian level in primary and secondary schools and at European level within three European projects (Grundtvig and Erasmus+) where teachers and educators have been trained to teach mathematics using Mathemart.

Mathemart was conceived as a new way of approaching mathematics with a strong focus on trying to bypass the fear of this subject and in the last 5 years it has been developed a Mathemart teachers' training that is in a continuous evolution.

Method

The paper briefly introduces Mathemart and the SCT methodology on which it is based.

The SCT methodology is used to get immersed in the game of mathematics by means of an overall approach involving mind and body, inborn creativity and involvement. The theatrical setting conveys a creative, playful and trusting atmosphere enabling students to freely explore without judging what they are doing. Then, the paper analyses the Mathemart teachers training whose aim is to teach teachers how to use Mathemart with their classes. The focus will be on how the teacher training has evolved since 2014 and its results. The teachers training can be divided into two steps:

1. Sharing with teachers some formats and games useful to teach mathematics
2. Train teachers to use the theatre workshop setting and invent new lessons according to their educational needs

The first step gives teachers a working base while the second step aims to give teachers tools to be more effective and able to widely use Mathemart. In particular they are taught:

- how to lead their classes in a workshop setting
 - how to foster and use our inborn creativity
- how to invent new lessons according to their classes' needs.

Outcomes (expected)

Aim of the paper is to highlight the lessons learned during the development of the teachers training and its results. In particular it answers to these questions:

- How can the methodology be transferred to teachers?
- What are the benefits for the teachers that are using Mathemart? (stress reduction, new tools for managing the classes, improvement of relational skills, etc...)
- What are the benefits for the classes? (decrease of the fear of mathematics, weak students improve their math skills, pleasure in playing with math, good cooperation, ...)

References

- 1 Mathematics in Education in Europe: Common Challenges and National Policies, Education, Audiovisual and Culture Executive Agency, 2011
- 2 Marcia Ascher, Etnomatematica - Esplorare i concetti in culture diverse, Bollati Boringhieri 2007
- 3 Alessandro Pontremoli, Teorie e tecniche del teatro educativo e sociale, Utet 2005
- 4 Alessandra Rossi Ghiglione e Alberto Pagliarino, Fare Teatro Sociale, Dino Audino 2007]

D.II. | Teaching in other words

317 Reproducing or reducing inequality: Educational decision making at the nexus of milieu and educational field

Maria Keil |

Keywords: Educational Inequalities, Second Generation Migrants, Educational And Pedagogical Field, Cultural Reproduction Approach (Bourdieu)

From a Cultural Reproduction perspective, the question arises how upward mobility is enabled between the poles of class-specific socialization and middle class-oriented educational institutions. By combining different theoretical approaches, the aim of the presented study is to open up the black box of educational and vocational choices as first relatively autonomous life choices. An eclectic heuristic of the Rational Choice Approach, the Reference Group Approach, the Social Identity Approach and the Concept of Self-Efficacy underpinned by findings of empirical education research aims to unravel decision making processes within Bourdieu's concept of habitus, social space and the educational field by studying different groups of students, their decision making and the school's guidance.

Method

The study follows a qualitative research design. The empirical data base consists of 15 interviews with secondary school students (10th grade) and 6 additional interviews with secondary upper school students (11th and 12th grade) conducted in 2013. The students are 15 to 19 years old, from a low socio-economic and non-academic background, mainly with a Turkish and Arabic migration background and in transition between school and vocational training or university. Since interviews with experts on the school's vocational preparation program were also conducted for the first sample, these aspects could be included in the analysis. The data has been analyzed along the Grounded Theory Methodology using coding and comparative procedures.

Outcomes

The analysis shows a general shift of values towards higher educational attainments in the lower and middle classes. Those relatively high aspirations expressed in the explicit wish to achieve a higher social status than the parents can be seen as a result of the upward mobility project initiated by the families' migration. In most cases, these aspirations mismatch the school achievement. A low-threshold approach to job preparation and the development of 'realistic' options (in terms of lowering the aspirations) offered by the school educators conflict with the ideas of self-expression and experiencing 'fun' within the targeted vocation – an ambiguous idea that is conveyed as well in order to secure that the young adults stay in the training programme. However, the available programmes and job opportunities do not offer 'fun' and personal fulfilment in the students' perspective and consequently drop-out rates are high.

For the secondary upper school students school orientation focusses on study programmes following the logic of personal fulfilment as well. However, school's orientation is perceived as insufficient by the students. The cost-benefit calculations undertaken by the young adults are primarily based on non-existing or wrong information. In general, information is more likely to be drawn from personal sources, such as family members and friends, than from experts or other valid sources of research. In neither group, the educators work is backed by the parents.

Transformation potentials within educational choices that enable upward mobility open up if appropriate role models are present and a shift of the reference group has occurred. Via social comparisons and learning from peers and siblings, a positive educational self-concept can be developed.

D.11. | Teaching in other words

456 Shadow education: a critical look at the Italian context

Anna Pross |

Keywords: Shadow Education, Supplementary Tutoring/Lessons, Private Lessons/Tutoring, After-School Education, Informal Education

In recent years, the educational data collected by international agencies has revealed a phenomenon that concerns education in the extracurricular context: private lessons, also termed shadow education. It was defined as private education outside school hours, which supports children and young people in their studies. His major scholar, Mark Bray, wrote that the word "shadow" explains the difficulty of doing research in this area, as it is often a hidden activity to the tax authorities and difficult to investigate due to the lack of data. This phenomenon is closely linked to neoliberalism, in which families rely on private arrangement in parallel with the public system, paying personally for private lessons. For this reason, it has been included among the most profitable industries in many countries, especially in Asia, where the phenomenon had the greatest expansion. Thus, it represents a new market related to education, emerging in the world economy - often as a black market. Shadow education has been closely examined in Asian countries, while there is scarce literature regarding Italy and other European countries. Given the relevance of this sort of education, it is important to understand its occurrence at the social level, and whether it may influence the mainstream school system. The goal of this paper consists of outlining the situation of shadow education in Italy among OECD (Organization for Economic Co-operation and Development) countries in order to frame the phenomenon in the Italian context.

Method

Based on the 2015 PISA (Program for International Student Assessment) document, data on the content of private lessons in mathematics in Italy were analyzed through a series of chi-squared comparisons with other OECD countries.

Outcomes (expected)

Results showed that the phenomenon needs to be examined more closely in the Italian context as gaps may be identified. Preliminary findings were discussed to outline common features and differences between the contexts taken into consideration. In particular, the results mirrored cultural and social-economical differences to the approach towards shadow education and could have implications for the management of both scholastic and extra scholastic activities.

References

Bray, M. (1999). *The shadow education system: Private tutoring and its implications for planners*. Parigi: IIEP-UNESCO.

Bray, M. (2009). *Confronting the shadow education System. What government policies for what private tutoring?* Parigi: IIEP-UNESCO.

Bray, M. (2011). *The challenge of shadow education: Private tutoring and its implication for policy makers in the European Union*. Brussels: European Commissions

Bray, M., Mazawi, A. E., & Sultana, R. G. (Eds.) (2013). *Private tutoring across the Mediterranean. Power dynamics and implication for learning and equity*. Rotterdam: Springer Science & Business Media.

Obeegadoo, S. (2007). *Remarks made during the IIEP Policy Forum on Confronting the shadow education system: what government policies for what private tutoring?* Parigi: IIEP- UNESCO.

D.11. | Teaching in other words

547 Initial training of primary school teachers. Experimentation of a new traineeship model

Anna Paoletta | Florindo Palladino | Luca Refrigeri |

Keywords: Situated Learning, Cognitive Apprenticeship, Research Actions

The teacher's competences are based on the combination of skills in situations and in action (Boterf, 1994), which contemplate the simultaneous presence of knowing how to act in new and problematic situations and knowing how to implement specific and adequate teaching interventions. This professional model is based on a solid initial training for teacher education.

Method

The University of Molise is experimenting a new organizational model of the training setting and of the teaching methodology as part of students' professional training. The research project involves a university students and primary schools. The schools have expressed their willingness to design and develop research actions and logistical revisions according to a situated learning model and cognitive apprenticeship. A professional coordination workgroup has been set up, consisting of tutors, school teachers and student trainees involved in the experimentation. The group has to identify and co-develop methodological and organizational paths related to new training practices and to the elaboration of innovative teaching strategies and methodologies. In line with the organizational approach of the CDP model (Bonometti 2013), particular relevance is given to the correlation between the development of human resources and prospects for improvement of the educational and organizational action of the school system.

Outcomes (expected)

The research path has the following dual purpose:

- a) to reflect on the organizational strategies and professional needs for initial teacher education, in relation to the acquisition of specific skills in terms of personal identity and transversal skills related to the teaching function and to the social identity of teachers;
- b) to promote methodological innovation in the paths of updating the professional profile of teachers through the construction of a new training facility that involves both schools and university in order to construct a joint path of training and professional development.

References

- Boterf, G. L. (1994). De la compétence. Essai sur un attracteur étrange. Paris: Eyrolles.
- E. Felisatti, C. M., & C. Mazzucco. (2013). Insegnanti in ricerca. Competenze, modelli e strumenti. Lecce: Pensa MultiMedia.
- S. Bonometti. (2013). Lavorando s'impara. Riflessioni didattiche sulla formazione esperienziale. Lecce: Pensa MultiMedia.
- Nigris E. (2004), (a cura di), La formazione degli insegnanti, Roma: Carocci.
- Annali dell'istruzione (2003), La formazione degli insegnanti nella scuola della riforma, Firenze: Le Monnier.

E.1. | Evidence informed policies in education: Opportunities and risks deriving from the wide-spreading of results coming from impact evaluation

289 New intermediate actors in the governance of education in Portugal: translating evidence for all

Catarina Gonçalves | Luís Miguel Carvalho | Sofia Viseu |

Keywords: Intermediary Actors, Education Governance, Knowledge For Policy

Following a European trend, in recent years in Portugal there has been an increase in the number of new actors entering the communication educational policy sphere with the purpose of producing knowledge about education and better enlighten Portuguese society, namely by making evidence available to all. Our interest in this type of actors stems from the research-tested perception that they have assumed a relevant role in the governing of education and in the political decision-making processes. More importantly, their agency is associated with the rise of new transnational and intra-national spaces of policy (Ball, 2016; Lawn & Lingard, 2002) and with an increasing mobilization of knowledge in policy. By analysing the products that materialize their intervention, we aim to contribute to the discussion about the emergence and expansion of this type of actors within the reconfiguration of the governing of education systems. We resort to the notion of intermediary actors (Nay & Smith, 2002) – those who engage in a set of cognitive and social operations for the construction and stabilization of interactions between ideas, individuals and technical devices – to analyse two actors that became public in 2015 in Portugal: aQeduto and EDULOG.

Method

Inspired by network ethnography, our study began with a document analysis of the massive online content published by aQeduto and EDULOG: websites, social media, conferences and calls for research funding. We later interviewed the heads of both organisations to collect self-representations on these actors' purposes and activities. We defined two dimensions of analysis: cognitive – self-representations and reasons for their intervention; social – activities and modes of intervention.

Outcomes (expected)

The study shows common characteristics between aQeduto and EDULOG: they present themselves as mediators and experts; they aim to enlighten the public and the decision making at policy level; they incorporate and disseminate a certain view of education systems and of how these should be governed; they embrace activities close to those characterising the role of 'third-communities' (Lindquist, 2000), but also a fourth type of activities that takes a step forward in the search for 'interactive and intuitive' ways of knowledge dissemination. Moreover, these actors add complexity to the political process; activate explicit and implicit frameworks for both the reading of and the thinking about the situation of Portuguese education; and promote new modalities of education regulation, in which knowledge and the cyclical monitoring of data and information take centre stage.

References

- Ball, SJ (2016). Following policy: Networks, network ethnography and education policy mobilities. *Journal of Education Policy*, 31(5), 549–566.
- Lawn, M. & Lingard, B. (2002). Constructing a European policy space in educational governance: The role of transnational policy actors. *European Educational Research Journal*, 1(2), 290–307.
- Lindquist, EA (2000). Think tanks and the ecology of policy inquiry. D. Stone (ed.) *Banking on Knowledge: The Genesis of the Global Development Network* (221-237). London: Routledge.
- Nay, O. & Smith, A. (2002). Les intermédiaires en politique: médiation et jeux d'institutions. O. Nay & A. Smith (eds.) *Le Gouvernement du Compromis: courtiers et généralistes dans l'action politique* (1–21). Paris: Economica.

E.1. | Evidence informed policies in education: Opportunities and risks deriving from the wide-spreading of results coming from impact evaluation

322 Evidence-based reform in education: international policies, practices and challenges

Marta Pellegrini | Antonella Marchetti |

Keywords: Evidence-Based Reform, Educational Policy, Decision-Making, Review Of Research, Effectiveness Of Instructional Methods

It has been approximately twenty years since some researchers started to think that education should be more evidence-based (Davies, 1999; Hargreaves, 1996). Later, the need for evaluating the teaching methods and their effectiveness by applying rigorous standards has increased. The aim is to provide to policy makers and educators valid and reliable information about the efficacy of educational programs for helping them to make decisions (Slavin, 2002; 2008). Many centers concentrate their effort to conduct experimental studies and reviews of research using meta-analysis approach. Some examples are: (i) the Institute of Educational Sciences in United States that evaluates the effectiveness of educational programs and at the same time conducts meta-analysis for the integration of primary study results through the What Works Clearinghouse; (ii) the Best Evidence Encyclopedia (BEE) that apply rigorous standards for carrying out quantitative review of research; (iii) the Education Endowment Foundation that have invested on randomized research designs, expanding the number of studies using them. Recently researchers (Gueron & Rolston, 2013; Slavin, 2008) started to use the expression “Evidence-based reform” referring to “policies and practices that are explicitly based on evidence of ‘what works’ in education” (Slavin, 2008, p.5). The idea of a contribution of social sciences in policy decision-making is not new and recently in some areas, such as economics, a collaboration between researchers and policy-makers was developed. However in education research, policy and practice are three communities which often work separately (Weiss et al., 2008). Slavin (2008) argues that three are the conditions for an effective evidence-based reform: broad range of proven programs evaluated through experimental research; educator-friendly reviews of research; policies to promote use of proven programs. This paper presents educational policies and practices based on evidence already in use in USA. It also discusses the challenges for linking policy changes with decision-making at school and classroom levels. Knowing innovations of other countries could be useful for Italy in order to give to evidence a positive role in policies and practices. United States are the first country to promote the use of evidence through the law “Every Student Succeeds Act” (ESSA). The law requires to low-achieving schools to choose proven programs based on evidence and defines three level of evidence according to the research method and design. Many are the actions that inform teachers on proven programs as required by the law, such as the WWC and the Evidence for ESSA.

References

- Davies, P. (1999). What is evidence-based education?. *British Journal of Educational Studies*, 47(2), 108-121.
- Gueron, J. M., & Rolston, H. (2013). *Fighting for reliable evidence*. New York: Russell Sage.
- Hargreaves, D. (1996). *Teaching as a research-based profession: possibilities and prospects*. London: Teacher Training Agency.
- Slavin, R. E. (2002). Evidence-based education policies: transforming educational practice and research. *Educational Researcher*, 31(7), 15-21.
- Slavin, R. E. (2008). What works? Issues in synthesizing educational program evaluations. *Educational Researcher*, 37(1), 5-14.
- Weiss, C. H., et al. (2008). The fairy godmother – and her warts making the dream of evidence-based policy come true. *American Journal of Evaluation*, 29(1), 29-47.

E.1. | Evidence informed policies in education: Opportunities and risks deriving from the wide-spreading of results coming from impact evaluation

336 Evidence informed policies in education: opportunities and risks deriving from the wide-spreading of results coming from impact evaluation

Vergolini Loris | Alberto Martini | Barbara Romano |

Keywords: Educational Policies, Financial Aid, Targeting, Cost-Effectiveness, Asset Building

In a period of constrained budgets, targeting becomes critical in social program design. It is not only important to rigorously assess if a social program works or not, but it is equally important to make sure that the subjects

who benefit more from the program are reached. A successful targeting could significantly increase both the effectiveness and the cost-effectiveness of social programs. Programs entailing a conditionality in the use of the social transfers (e.g., conditional cash transfers) need to be targeted not only to the most-in-need but also those households that would not take up the incentivized behaviour in the absence of the program. This paper illustrates the application of a sequential targeting mechanisms in the context of ACHAB, an RCT aimed at assessing the impact of a matched savings program on college participation among children of low-income households in Italy. The paper describes the rationale, the design and the implementation of the proposed targeting mechanism. It tests its performance by comparing effectiveness and cost-effectiveness estimates against alternative targeting scenarios. The paper also discusses how to correctly define and identify target beneficiaries when designing financial aid interventions; how to test the performance of the adopted targeting strategy in an experimental setting; and how to design targeting procedures that can be practically implemented by policy makers.

Method

Similar to conditional cash transfer programs, matched-saving programs entail two main goals: alleviate poverty by raising households' purchasing power and break the intergenerational transmission of poverty by increasing children's human capital. Simple targeting mechanism could not meet both goals. In ACHAB, the identification of the target students is achieved through a sequential targeting mechanism based on: (1) household income and; (2) a predictive model of applicants' probability of enrolling at the university. Both applicants with a very high and very low university enrolment predicted probability were considered not eligible and hence excluded from the study, because the impact of the program on them would have been nil by definition.

Outcomes (expected)

The paper demonstrates that the sequential multidimensional targeting increased the impact of the program compared to alternative no targeting model. First, it compares the actual post-treatment outcomes of the control group and the excluded students, observing that the latter have an average enrolment rate of 93% (vs 66%). Second, it compares real experimental findings with simulated impact estimates, obtained including non-target students. Real effects range from +8.7 for enrolment, while the simulated impacts range from +5.3 to +8.2. It also considers cost-effectiveness and concludes that a targeting procedure will surely help in saving economic resources. The paper finally concludes that a simplified and more easily implementable targeting schedule could reach satisfying results. The implication for financial aid programs and the conditions for scaling up the targeting mechanism streamlining it into standard financial policy are discussed.

E.1. | Evidence informed policies in education: Opportunities and risks deriving from the wide-spreading of results coming from impact evaluation

393 Digital well-being: Validation of a digital media education model in high schools

Tiziano Gerosa | Marco Gui |

Keywords: Media Education, Digital Competence, Randomized Controlled Trial

The introduction of information and communication technologies (ICT) in education has been a priority of the European political agenda for about twenty years. Starting in 2000 with the Lisbon Strategy, investments in ICT for schools and digital competence have become a central part of the European strategy for a dynamic and competitive knowledge society. In line with this approach, Italy has chosen to invest in ICTs and media education through national initiatives and European regional funds. Despite this renewed attention on media education has contributed to give a new impulse to the research on ICTs as a learning object, the development of such initiatives continue to be slowed by the lack of a univocal and shared theoretical framework on the concept of digital competence, of previous consolidated research experiences, and, above all, of robust empirical evidence from which to draw effective intervention strategies. On these grounds, the "Digital Well-being - Schools" project aimed to develop and delivery an innovative media education training package for teachers, evaluating its impact through a randomized controlled trial methodology. A steering group made up of experts in the field of media education developed a training course for teachers to be delivered as blended learning (a mix of in-

person and online training). The training course comprised four modules covering the main areas of the European Digital Competence Framework for Citizens (DigComp 2.0). After each training module, the course required teachers to carry out a media awareness experience in the classroom. At the end of each experience, the class was invited to work together to select a good digital habit to be performed inside and outside of school for the rest of the year.

Method

The efficacy of this training initiative was then tested in a randomised controlled trial during the 2017-2018 academic year, involving teachers of all the 10th grade classes of 18 high schools located in the Lombardy Region. In total, 3,659 students in 171 classes were randomly divided into a treatment and a control group. The training course was then given to teachers of the treatment group only, while students in all classes were involved in two waves of data collection: one before (November 2017), and one after the training (May 2018). The impact of the teachers training initiative has been evaluated on three sets of outcomes measured at the student level: media usage habits, digital competence, and subjective well-being.

Outcomes (expected)

Results of the analysis showed that students in the treatment classes significantly improved in the three areas of interest. Moreover, female students appeared to be more sensitive to the course contents, reducing their initial disadvantage in terms of digital overconsumption and improving their digital competence more than males. Finally, policy implications of these results are discussed.

E.I. | Evidence informed policies in education: Opportunities and risks deriving from the wide-spreading of results coming from impact evaluation

474 Are teachers' relational skills a key leverage for their effectiveness? Results from a large scale randomized controlled trial

Gianluca Argentin | Giulia Assirelli | Tiziano Gerosa |

Keywords: Teacher Effectiveness, Relational Skills, Teacher Professional Development, Light Training, Randomized Controlled Trial

Educational research showed that a crucial role in determining student achievement and school effectiveness is played by teachers (Goddard et al, 2007, Vescio et al, 2007). However, teachers differ widely in their impact on student performances and previous studies has not been able to identify the sources of this variation. As a consequence, teacher quality remains mainly a black box, making it hard to design policies in order to increase it. In this study we test whether relational skills actively contribute in defining teachers' effectiveness and whether it is possible to foster these skills through large scale training interventions. This kind of approaches have not been developed and rigorously tested before mainly because of disciplinary boundaries existing among economics, sociology and pedagogy. Our final goal is to pull together these three disciplinary perspectives, trying to obtain a measurable improvement in teacher quality - as measured by educational economists - manipulating it from a sociological/pedagogical perspective. To do so, we developed our training program using an innovative methodological approach that combine the potential benefits of a bottom-up developmental framework with those deriving from the reduced training intensity and implementation costs of a light touch intervention. It was based on a Delphi recursive deliberative process that directly involved teachers in the definition of the training contents since the early stages of development, and is part of a wider ongoing research project aimed at delivering and assessing a large-scale training intervention in Italian low secondary schools. The intervention took the form of a brief booklet and short online videos dealing with several relational issues that teachers are called to face every day at school. In particular, it provides a set of practical tips to better manage the on-job relationships with colleagues, students and parents.

Method

The adoption of an experimental setting allowed us to estimate the impact of the intervention on teachers and students in a particularly robust way. We designed a cluster randomized controlled trial involving 198 lower

secondary schools located in eleven Italian provinces. The training materials have been delivered to the teachers of the treated schools during the s.y. 2016/2017, while the control group received the intervention one year later. To assess the impact of the intervention we relied on three data sources: data collected among all the involved teachers (N = 2,300) before and after the first year of intervention; data collected among their 7th grade students (N=23,000) after the intervention; students' performances measured through the INVALSI standardized test scores and administrative data of the Italian Ministry of Education.

Outcomes (expected)

Results of the analysis show that the intervention was effective in producing a statistically significant impact on teachers' self-efficacy, which is indeed a relevant predictor of students' achievement (Marjolein and Koomen, 2016). Moreover, we found that our treatment improved also students' interest and learning in Italian language and mathematics measured one year after the intervention. Overall, these evidences suggest that teachers' relational skills are a relevant leverage for teachers' motivation, producing also positive effects on students' performances.

References

Goddard et al. (2007), A Theoretical and Empirical Investigation of Teacher Collaboration for School Improvement and Student Achievement in Public Elementary Schools

Vescio et al (2007), A review of research on the impact of professional learning communities on teaching practice and student learning, *Teaching and Teacher Education* 24 (2008) 80–9

Marjolein Z. and Helma M.(2016) , Teacher Self-Efficacy and Its Effects on Classroom Processes, Student Academic Adjustment, and Teacher Well-Being: A Synthesis of 40 Years of Research, *Review of Educational Research*, Vol. 86, No. 4, pp. 981 –1015.

E.1. | Evidence informed policies in education: Opportunities and risks deriving from the wide-spreading of results coming from impact evaluation

323

509 Innovating school-family dialogue: challenges and opportunities from an RCT in Italian lower secondary schools

Lisa Zaquini | Gianpaolo Barbetta | Francesca Maci | Gianluca Argentin |

Keywords: Experimental Design, Implementation Analysis, Student Well-Being, Family Involvement, Drop Out Prevention

Is the school system able to adopt innovative interventions in order to face scarcity of welfare resources in a time of increasing welfare needs? Are teachers willing to increase their at risk students' parental involvement? Under which conditions are schools willing and able to participate in a research project with an experimental setting? Family Star project aimed at preventing social exclusion by reducing school difficulties and dropping out risk for vulnerable students at lower secondary level. The project tested an operative, light and early intervention: Family Group Conferences (FGC) are a structured meeting between the members of the "extended family", one or more teachers and significant others. Facilitators and advocates work with the specific purpose of empowering disadvantaged students and their families with the goal of producing a personalized educational plan. During the meeting, the involved actors discuss the concerns, needs and available resources, in order to identify concrete actions to deal with the student's difficulties and to facilitate the resolution of detected problems. The project was implemented in different sites, both urban and rural, in the North and in the South of Italy. Randomization of referred student (540 cases) occurred at individual level through a blocked randomizations. Pre and post- intervention questionnaires measured both on treated and control student wellbeing at school and in the family. In addition to the RCT, the project envisaged an implementation analysis that focused on several aspects: i) school adaptability to innovations; ii) different strategies developed at local level; iii) sustainability of the model. The analysis was also guided by the desire to evaluate the challenges faced in conducting a randomized controlled trial of an innovative intervention in the school context. Different data collection tools have been developed: online logbooks, satisfaction questionnaires for all participants and two

separate questionnaires for teachers. In addition, interviews and focus groups were conducted with all involved actors. Both analysis were conducted during two school years (2016-2017 and 2017-2018). Impact analysis showed that the intervention was effective in improving parental support perceived by students and in reducing their conflicts with teachers. Despite these positive effects, FGCs did not improve students' self-efficacy and did not made them more optimistic about their future education pathways. The effects seem more positive when considering students coming from families with higher cultural capital and when the relation among parents and teachers is not conflictual. Lights and shadows of the implementation process were highlighted by the analysis: there are significant obstacles to achieve a full school involvement in the project, due mostly to lack of resources and sceptic attitudes towards innovative models; however, under specific circumstances, evidence shows a general appreciation for participatory and child-centred models. The analysis showed that schools are complex organizations and need to be included in all implementation steps in order to get more efficient results, stronger enrolment and to build-up a positive communication of FGC opportunities since the beginning of implementation. Overall, what emerges is that targeting at school/teachers/family levels is crucial to make FGCs effective.

E.1. | Evidence informed policies in education: Opportunities and risks deriving from the wide-spreading of results coming from impact evaluation

548 The Labour Market Returns to Higher Education in Italy. Evidence from a natural experiment

Joan Madia |

Keywords: Higher Education; Returns To Education, Labour Market; Gender; Natural Experiment

As a long line of research on Human Capital (Becker, 1975; Card, 2001; Heckman, Carneiro and Vytlačil, 2011) and educational inequality (Breen et al, 2009; Barone and Ruggera, 2018) has shown, education is one of the key determinants of individuals' occupational careers and well-being. Much of this work stems from the idea of treating investment in education as a capital investment that is consequently rewarded in the labour market by firms. Indeed, Governments and families invest a lot of money in education to improve social and individuals' outcomes. Therefore, understanding the returns to this type of investment is crucial for both sides. The contribution of this paper is threefold. First, I provide new estimates of the rate of HE returns to labour market outcomes that go beyond income: the probability of being employed, being inactive, type of contract, hours worked and chances of accessing to managerial/professional positions. Second, I analyse these for the youth workers (people at age 25-33) which is a highly competitive age-period. Third, by exploiting an exogenous increase in the supply of university graduates in Italy, induced by the Bologna Process, I overcome endogeneity problems using a novel technique that exploits jump and kink estimators (Dong, 2016; Mazzarella, 2016) in a setting of Regression Discontinuity Design (Thistlethwaite and Campbell, 1960)

Method

The identification strategy relies on a fuzzy RDD in which the intersection between the birth cohort membership and the age of 19, the moment when mostly all the Italian students achieve an upper secondary degree identify the year when students become eligible to participate in HE. More precisely, this study exploits new advancement in the RDD literature (Card et al, 2012; Dong, 2016; Mazzarella, 2016) and provides a different technique based on a 2SLS estimator (Hahn, Todd and van der Klaauw, 2001) that combines jump and kink information around the threshold in order to identify more accurate estimates of the return to HE. This technique is particularly useful for identifying causal effects when the jump is not strong enough or kinks in data contains much more information than standard discontinuities. The appendix section describes the conditions and assumptions for identification as well as the estimation method.

Outcomes (expected)

Overall, results show that university graduate students already obtain better outcomes at age 25-33 than their counterparts with a high school degree, especially in terms of employment probability, access to managerial and professional occupation, and reduced risks of inactivity. However, we do not observe substantial differences between university graduates and high school students in the probability of having a permanent contract and

working full-time. However, A consistent gender gap is also observed for university graduates across all the outcome evaluated. Men tend to have better employment outcomes than women especially when we look at the chances of accessing high class positions in the occupational structure. This denotes important frictions in the Italian labour market: women accumulate higher levels of human capital but, unfortunately, are not finding the same opportunities in terms of employment outcomes and career prospects.

References

- Becker, G. S. (1975). *Human Capital. A Theoretical and Empirical Analysis, with Special Reference to Education*, Chicago: The University of Chicago Press. Second edition.
- Breen R. Nonpersistent Inequality in Educational Attainment: Evidence from Eight European Countries. *American Journal of Sociology*. Vol. 114 (5): 1475–1521.
- Card, D. (2001). Estimating the return to schooling: progress on some persistent econometric problem. *Econometrica* 69 (5). pp. 1127–60.
- Dong, Y. (2014). Jump or kink? Identification of binary Treatment Regression Discontinuity Design without the Discontinuity. Unpublished manuscript.
- Hahn, J., Todd, P., and Van der Klaauw, W. (2001). Identification and estimation of treatment effects with a regression-discontinuity design. *Econometrica*. Vol. 69(1). pp. 201–209.
- Heckman, J. J., Carneiro, P. and Vytlacil, E. (2011). Estimating Marginal Returns to Education. *American Economic Review*, Vol. 101 (6). pp. 2754-81.
- Mazzarella, G. (2016). Combining Jump and Kink ratio estimators in Regression Discontinuity Designs, with an application to the causal effect of retirement on well-being. PhD Dissertation. University of Padova.
- Thistlewaite, D. L. and Campbell D. T. (1960). Regression-Discontinuity Analysis: An Alternative to the Ex Post Facto Experiment. *Journal of Educational Psychology* Vol. 51. pp. 309–17.

E.2. | Inclusive education: What challenges for the evaluation of educational systems?

348 Quality inclusive education according to Embodied Cognitive Science. Multidimensional analysis to creation/integration of indicators for the evaluation of educational system

Filippo | Gomez Paloma | Cristiana D'Anna | Paola Damiani |

Keywords: Evaluation, Inclusion, Embodied Cognitive Science, Indicators, Didactics

The quality of inclusive education is rather complex and requires a profound cultural analysis before being subjected to evaluation (Booth & Ainscow, 2009). The different aspects are multiple and are suitable to be set according to different perspectives; the scientific explanations, on which to reflect in order to study the evaluation criteria of inclusive processes, do not necessarily appear automatically coherent and oriented towards the same goals. Are the evaluation outputs really useful for improving inclusive processes? What are priority between outputs and processes? Can the innovation of didactic contents and methodologies really produce a change in teaching-learning processes or do they need to be implemented by a new paradigm that emphasizes relationship, empathy and sharing? Clearly a different paradigm involves different objectives and teaching strategies to adopt in the planning and implementation of interventions; consequently to evaluate the inclusive quality of the educational system it is necessary to adopt appropriate indicators according to the chosen approach. A transmission-based teaching approach is mostly oriented towards achieving a performance, a result of the teaching-learning process, which can be evaluated mainly by the quantitative point of view. An innovative and participatory teaching approach, in addition to the previous orientation, is oriented towards skills development and construction and co-construction processes of knowledge and implies a completely different docimological perspective.

Method

The paradigm of the Embodied Cognitive Science (ECS) (Gomez Paloma, 2013), whose foundations have been recognized for years in many scientific fields, involves a new multi-perspectives vision also in the educational field. Regarding the inclusion, the ECS paradigm allows to interpret and understand the complexity of the school context, enhancing differences and promoting the success of all learners (Gomez Paloma, Damiani, 2015), that implicates a re-thinking of some key elements of teaching. It follows that the simple categorization of problematic situations, according to a reductionist view of needs, hinders the real understanding of the phenomenon and its correct qualitative analysis (Giacconi, 2018); therefore, it is necessary the real application of the bio-psycho-social approach (ICF 2001) to face an effective reading of the differences according to a dynamic, holistic and multidimensional perspective.

Outcomes (expected)

The integrated and inclusive curriculum, according to the ECS paradigm, identifies the ethical dimension as the "core", the value-based nucleus that promotes inclusive educational action. It is a very different perspective compared to the search for performance improvement in quantitative terms. It is an approach that studies the subject according to the perspective of the Embodiment, focusing more attention on the processes of competences development that completely involve the individual, the environment that surrounds him and his interpersonal relationships (lanes, Cramerotti, 2013). This article aims to encourage a reflection on the different dimensions of education inclusion according to the ECS perspective, aimed to promoting the creation / integration of new indicators for the evaluation of the quality of inclusive education, which is also able to re-orientate educational actions and to provide a truly equitable and inclusive education.

References

- Booth T., Ainscow M. (2009), *L'index per l'inclusione*, Trento: Erickson.
- Giacconi C. (2018), *For an inclusive approach: differences, disability and Quality of Life*, Inclusive Education, Edizioni Accademiche Italiane.
- Gomez Paloma F., (2013), *Embodied Cognitive Science. Atti incarnati della didattica*, Roma: Edizioni Nuova Cultura.
- Gomez Paloma F., Damiani P. (2013), *Cognizione Corporea, competenze integrate e formazione dei docenti. I tre volti dell'Embodied Cognitive Science per una scuola inclusiva*, Trento: Erickson.

Ianes D., Cramerotti S., (2013), *Alunni con BES. Bisogni Educativi Speciali. Indicazioni operative per promuovere l'inclusione scolastica sulla base della D.M. 27/12/2012 e della C.M. n.8 del 06/03/2013*, Trento: Erickson.

OMS – Organizzazione Mondiale della Sanità (2002), *ICF Classificazione Internazionale del Funzionamento, della Disabilità e della Salute*, Trento: Erickson.

E.2. | Inclusive education: What challenges for the evaluation of educational systems?

438 Evaluation of Inclusive School Systems: critical issues and challenges in research

Dario Ianes | Silvia Dell'Anna |

Keywords: Inclusive Education, Research, Evaluation, Methods, Instruments

Evaluating inclusive school systems means facing many challenges, both conceptual and methodological. Besides the difficulty of finding a common definition (e.g. D'Alessio & Watkins, 2009), research does not provide enough information regarding the quality and effectiveness of inclusive school systems, or about the impacts on students (e.g. Begeny & Martens, 2007; Ruijs & Peetsma, 2009). Therefore, it is difficult to compare and identify effective approaches to implementation. Two “categories” of evaluation could be distinguished, one about the main output of education, students' achievement, the other regarding school and class processes (Demo, 2016). In this respect, Italian legislation foresees for example INVALSI for achievement and, for other aspects, the “Self-evaluation Report” (RAV). Although, some attempts have been recently made, as for example with the “Scale for assessing Italian schools and classes inclusiveness” (Cottini et al., 2016), there is a need to develop instruments able to collect reliable information both on processes and outcomes and to promote the participation of all actors throughout research processes, especially vulnerable groups.

Method

In order to obtain information regarding the existing methods for evaluation and their results, we conducted systematic reviews and literature reviews about inclusion in Italy and abroad. Similarly to the work Van Mieghem et al. (2018), the review is used as a tool to reflect on research in the field, the levels considered (e.g. policies, school organization, teaching strategies, etc.), the topics investigated, the research methodologies applied, etc., to identify issues and challenges and to deduct implications for future research.

Outcomes (expected)

The analysis underlines the tendency of literature in the field to focus on specific topics (e.g. teachers' attitudes and beliefs) while others seem to be neglected, as for example learning outcomes of students with Special Educational Needs. Moreover, some research methodologies, such as surveys, are more often applied than others (e.g. experimental studies) and show some methodological weaknesses, as for example the absence of accordance between different informants (e.g. teachers vs. classmates). Current issues in relation to the evaluation of processes and outputs of inclusion are discussed, suggesting criteria for future research.

References

- Begeny, J.C., & Martens, B.K. (2007). Inclusionary Education in Italy: A Little Literature Review and Call for more Empirical Research. *Remedial and Special Education*, 28(2), 80-94. Doi: 10.1177/0741932507280020701
- Cottini, L., Fedeli, D., Morganti, A., Pascoletti, S., Signorelli, A., Zanon, F., & Zoletto, D. (2016). Una scala per valutare l'inclusività delle scuole e delle classi italiane. *Form@re. Open Journal per la formazione in rete*. 2(16), pp. 65-87. DOI: <http://dx.doi.org/10.13128/formare-18512>
- D'Alessio, S., & Watkins, A. (2009). International Comparisons of Inclusive Policy and Practice. Are we talking about the same thing? *Research in Comparative and International Education*, 4(3), 233-249. Doi: 10.2304/rcie.2009.4.3.233
- Ruijs, N. M., and Peetsma, T. T. D. (2009). Effects of Inclusion on Students with and Without Special Educational Needs Reviewed. *Educational Research Review* 4 (2), 69–79. <https://doi.org/10.1016/j.edurev.2009.02.002>

Van Mieghem, A., Verschueren, K., Petry, K., & Struyf, E. (2018). An analysis of research on inclusive education: a systematic search and meta review. *International Journal of Inclusive Education*. <https://doi.org/10.1080/13603116.2018.1482012>.

E.2. | Inclusive education: What challenges for the evaluation of educational systems?

446 Inclusive Education and Core Capabilities: School Evaluation's Challenges to Overcome Educational Inequalities

Mattia Baglieri | Valeria Pandolfini |

Keywords: Capabilities, Inclusion, Education, Evaluation, Justice

In the wake of contemporary political philosophy, the Theory of Justice (1971) elaborated by John Rawls argues on the importance of social justice as fairness in order to realize least advantaged individuals' life prospects. Conceived in an original position, Rawlsian human beings are characterized by a veil of ignorance regarding their socio-economic status. It follows a choice – made by each individual – to safeguard the most disadvantaged positions of the social horizon: this choice is a consequence of the attempt to maximize individual resources. Amartya Sen and Martha Nussbaum recognize in Rawls one of the major architects of contemporary contractualism and individualistic liberalism on which they have rooted their Capabilities Approach: the two scholars dedicated two books to the critique of Rawlsian thought, *The Idea of Justice* (2009) and *The Frontiers of Justice* (2006). Sen and Nussbaum themselves devoted many years to the practical application of this liberal theoretical approach, assuming education as the main arena of empirical verification of proactive-institutional support for the development of individual capabilities both in the field of basic education, as well as in the context of inclusive education. According to the Capabilities Approach, education is to be conceived a "basic capability" on a par with being fed (Terzi 2008), even if the same approach's theorists disagree on the need to produce a list of fundamental capabilities that institutions must promote: whereas, for example, Nussbaum elaborates a list of ten Core Capabilities aimed at promoting the proper quality of life, according to Sen the idea of a core capabilities' closed list results "hyper-deterministic" as every individual should be left free to decide which life they have reason to value. Nussbaum proposes inclusive education as a special place of verification of the Core Capabilities' she had proposed flourishing (among which health, bodily integrity, emotions, affiliation and play): focusing on the American Law No Child Left Behind (2001), Nussbaum urges for the full development of Individualized Educational Programs for Special Educational Needs's students.

Method

Literature review, analysis of already existing case-studies (especially applied in Italy, US and UK), analysis of similarities and stackable precincts between the Capabilities Approach and the Italian legislation on inclusive education (especially in relation to the Italian D. Lgs. 66/2017); proposal of analysis of a Delphi Group Questionnaire's draft to be submitted to Inclusive Education's and Evaluation's Experts about the relation between Capabilities Approach and Inclusive Education Policies.

Outcomes (expected)

In addition to a theoretical examining of these aspects, this proposal intends to contribute to the debate on the relationship between school, school evaluation (both self as well as external evaluation), equity and inequality in the perspective of the Capabilities Approach, with particular attention paid to inclusive education; reflecting on methods, tools and practices to evaluate potential Core Capabilities' role in overcoming educational inequalities.

References

Nussbaum M. (2006). *The Frontiers of Justice. Disability, Nationality, and Species Membership*, Harvard: Belknap.

Sen A. (2009) *The Idea of Justice*. London: Penguin.

Terzi L. (2008). *Justice and Equality in Education. A Capability Perspective on Education and Special Educational Needs*. London: Continuum.

E.2. | Inclusive education: What challenges for the evaluation of educational systems?

568 School canteen as a place of inclusive education: an inclusion indicator for school self-evaluation?

Michela Freddano | Beba Molinari |

Keywords: School Canteen, Food Inequality, Inclusive Education, Inclusion Indicator, School Self-Evaluation

Having lunch at a school canteen is a moment of socialization that a large number of students and teachers live within their own school experience. Having lunch during curricular time is often associated with full-time courses at school. As Save The Children (2018) shows, to access a quality school catering service and to enjoy school full-time are important aspects of social inclusion for children. At the same time, they are tools to improve practices of inclusive education and to avoid educational poverty and phenomenon of micro-exclusions. In Italy, the school catering service is managed at municipal level; the most recent report on the status of school catering service in primary schools in municipalities, provincial capitals, with more of 100.000 inhabitants (Save The Children, 2018), shows that there is a great heterogeneity. Into the 2030 Agenda for Sustainable Development, established by the United Nations and adopted by world leaders in September 2015, the second sustainable development goal “Zero Hunger” suggests “to rethink how we grow, share and consume our food”, towards the achievement of food security, the improvement of nutrition and the promotion of sustainable agriculture. Moreover, according to the Index for inclusion (Booth and Ainscow, 2011), school canteen can signify an organisational resource useful to plan inclusive answers such as other school services (sport group, library and so on), as a part of the dimensions of creating inclusive culture and producing inclusive policies. Starting from this assumptions, the present paper shows the main results of an empirical research focused on food inequality at school, with the aims to know in which Italian schools are there school canteens, what kind of associations are there between the presence of school canteen and the offer of full-time courses at school, and how these associations change when school or individual characteristics (e.g. socio-economic and cultural background) change.

Method

Secondary data analysis had been done on microdata on Italian students and schools of the school year 2015/2016, updated to the 31st august 2016, published by the Italian Ministry of Education, Universities and Research, and available on the website “Portale Unico della Scuola”. These data had been merged with data from the Self-Assessment Reports (Rapporto di Autovalutazione), that schools did for the school year 2015/2016. The frame is the national evaluation system “Sistema Nazionale di Valutazione”, regulated by the Presidential Decree 80/2013 that, since 2015, requires all the Italian schools to do a data-driven school self-evaluation, following a specific format (INVALSI, 2017).

Outcomes (expected)

The main results underline social and territorial differences with respect to the presence of the school catering service and with respect to the use of school time. Particular attention was paid to issues related not only to the implications that a possible disparity in the quality of service can contribute to the health of the child, but also to possible consumption dynamics in ecological public health, highlighting any inequality of access (Freddano and Molinari, 2018). The paper also shows the power of secondary data analysis by using data from different source and the strong informative power on school status that the National Evaluation System implies with its development.

References

- Booth T., Ainscow, M. (2011), *Index of inclusion: Developing Learning and Participation in Schools*, Bristol, CSIE.
- Freddano, M., Molinari, B. (2018), “Alimentazione a scuola: un problema di disuguaglianze?”, in C. Cipolla, C. Corposanto (a cura di), *Le culture del cibo. Elementi di sociologia della condivisione alimentare*, GUSTO E SOCIETÀ, Franco Angeli, Milano, pp. 117-138.

INVALSI (2017), Rapporto di Autovalutazione. Guida all'autovalutazione, disponibile al sito http://www.istruzione.it/snv/allegati/2017/RAV_guida_autovalutazione_03_2017.pdf (accesso 25 febbraio 2019).

Save The Children (2018), (Non) Tutti a mensa! Il Servizio di ristorazione scolastica per le scuole primarie in Italia, disponibile al sito <https://s3.savethechildren.it/public/files/uploads/pubblicazioni/non-tutti-mensa-2018.pdf>

E.2. | Inclusive education: What challenges for the evaluation of educational systems?

602 Re-thinking evaluation of the educational system through a critical analysis of the model of PEI – Piano Educativo Individualizzato

Veronica Berni |

Keywords: Inclusive Education, Disability Studies, Symptomatic Reading, Progetto Educativo Individualizzato

Despite the declared intention of considering inclusion in its systemic approach - in practice Italian schools continue to reproduce practices that guide educational action in the direction of an intervention centered on the subject and on the compensation of his/her deficits. What are the reasons for this difference between the declared and the acted, between the model and the practices? In order to answer the question "How 'systemic' approach to inclusion and the social model with which disability is interpreted in Disability Studies can allow shifting the focus of attention from an emphasis on students' classification to a deeper reflection on educational contents and methodologies opening possibilities for a change in the functioning and goals of the entire educational system?" the hypothesis is that one should start from the empirical analysis of the same methodologies currently used at school. Starting from the analysis of the methodologies and the tools that guide the practice allows to identify the problematic levels that make this translation complex, and to open up the possibility of setting up tools that respond to the inclusive model in a coherent way. In this framework, the contribution will focus on proposing a reflection on the Piano Educativo Individualizzato (P.E.I.) because it is the main formal tool that sets and frames the educational practice in an inclusive perspective. The reflection comes from the results of a documental analysis of the artefact-PEI carried out through the methodology of the symptomatic reading of Althusser.

Method

Symptomatic reading is an interpretative strategy which aims at separating the latent content from the manifest or surface content of a text. This methodology of reading makes it possible to highlight the absences, the lacks, the gaps in texts' surface starting from the assumption that only by tracing such gaps it's possible to open new ways of looking at the phenomenon and to redefine the problem.

Outcomes (expected)

The analysis of the document aims to demonstrate, on the one hand, how the Individual Educational Plan is mirror of a classificatory approach of dealing with the phenomenon of "diversity", in explicit and sharp contrast with the social model of disability. On the other hand, it will be highlighted that the analysis of the categories in which the model of the PEI is structured reveals an absolute lack of reference to the materiality of the context and of the educational processes in which the phenomenon occurs and is configured as problematic. In the educational plan there are no references to the scholastic material context in which "diversity" manifests itself as an element that creates a problem. The hypothesis is therefore that one should start from the material context to overturn the perspective with which the same issue of 'inclusion' is set. This type of rollover can be useful not only for building new tools, but also for assessing the "level of inclusion" of schools.

References

- Althusser L. (2006), *Leggere il Capitale*, Mimesis Edizioni, Milano
- Barone P. (2013), "‘Disturbi scolastici’ e interventi educativi: per una decostruzione pedagogica del problema", in Mannucci A., Collacchioni L. (a cura di), *Didattica e pedagogia dell'inclusione*, Aracne, Roma
- D'Alessio S. (2014), "Decostruire l'integrazione scolastica e costruire l'inclusione in Italia. Prospettive di cambiamento per la scuola inclusiva del XXI secolo", in Fornasa W., Medeghini R. (a cura di) *L'educazione*

inclusiva. Culture e pratiche nei contesti educativi e scolastici: una prospettiva psicopedagogica, FrancoAngeli, Milano

D'Alessio S. (2013), "Researching disability in inclusive education: applying the social model of disability to policy analysis in Italy" in Symeonidou S., Beauchamp-Pryor K., Slee R. (a cura di) Purpose, Process and Future Direction of Disability Research. 89-106, SensePublishers, Rotterdam

Massa R. (1997), Cambiare la scuola. Educare o istruire?, Laterza, Bari

Palmieri C., Prada G. (a cura di) (2005), La diagnosi educativa. La questione della conoscenza del soggetto nelle pratiche pedagogiche. FrancoAngeli, Milano.

E.2. | Inclusive education: What challenges for the evaluation of educational systems?

638 Inclusive education: a theoretical framework to evaluate the quality of inclusion

Letizia Giampietro | Sara Romiti | Donatella Poliandri |

Keywords: Inclusive Education, School Self-Evaluation, Inclusion Quality Indicators, Rapporto Di Autovalutazione (Rav), School Improvement

School evaluation can be an important opportunity to promote school-inclusive change. Through evaluation, schools can increase their capability to provide an equitable, high-quality education for all and become more skilled at responding to the differences of individual learners (EASNIE, 2017). In order to support schools in using data to inform decisions, INVALSI has developed a framework focused on three dimensions: context, processes and outcomes (INVALSI, 2014) and a set of indicators that support the schools. According to the latest INVALSI studies (Freddano et al., 2018; Poliandri et al., 2019) the framework developed (RAV) is not completely exhaustive to evaluate the processes of school inclusion. Furthermore, the Italian law (d.lgs 66/2017) requires INVALSI to develop new indicators to evaluate quality of school inclusion. This contribution presents a proposal for a theoretical framework and related indicators that could support schools to evaluate the quality of inclusion.

Method

We adopted a desk research method. The first part of the study has deepened the meaning of inclusion in education. We examine some approaches and epistemologies related to inclusion – e.g. psycho medical, curricular, sociological, inclusive school, capabilities, disabilities studies - and their assumptions and implications (Zanazzi, 2018; D'Alessio et al. 2014; Terzi, 2013; Ainscow et al, 2006; UNESCO, 2009 ecc.). According to different interpretations of inclusion, there are different evaluating frameworks of inclusion. The second phase of our study is represented by a wide document review and an in-depth analysis of the existing tools to evaluate the quality of inclusion. We classified the documents in four categories: 1) thematic data-bases collecting data and indicators related to inclusion (e.g. EASNIE, UNESCO, OECD, Save the Children, Mipex ecc.); 2) evaluation tools of school inclusion (e.g. Loreman et al., 2014; Booth e Ainscow, 2011; Alberta Education, 2013; USR Lombardia, 2016 ecc.); 3) the literature on school effectiveness and improvement (Scheerens, 2018) and classroom instructional strategies to promote inclusion (van de Grif, 2014; Poliandri, 2019); 4) Italian laws and guidelines issued to support school inclusion processes (MIUR). In this paper, we also describe the criteria adopted to classify documents in our review, including theoretical relevance and the results of empirical research related to it.

Outcomes (expected)

The expected result is to define the construct of inclusion and the underlying dimensions for the Italian school system. Furthermore, this study tries to define a set of indicators that we intend to test, in order to evaluate the inclusion processes. The indicators aim to cover dimensions such as teacher's characteristics and training, school services and resources, classroom environment, educational technologies, instructional strategies, parental involvement, school networks ecc. According to our preliminary findings, inclusion could become a general criterion that guides the reflection on the various content areas of RAV, along with the criteria of equity, participation, quality and differentiation (INVALSI, 2014). Inclusion may no longer represent a specific process

area of the RAV, but rather a declination of each area of the different framework dimensions (context, results and processes) to interpret the strengths and weaknesses of the Italian school.

References

- Alberta Education (2013), Indicators for inclusive schools: continuing conversation. Edmonton, AB.
- Ainscow, M., Booth T. e Dyson, A. (2006), Improving schools, developing inclusion, Routledge, London.
- Booth T., and Ainscow M. (2011), Index of inclusion: Developing Learning and Participation in Schools, Bristol, CSIE.
- D'Alessio, S., Grima-Farrell, C., e Cologon, K. (2018), "Inclusive Education in Italy and in Australia". In Who's In? Who's Out?. Leiden, The Netherlands: Brill | Sense.
- European Agency for Special Needs and Inclusive Education (2017), Raising the Achievement of All Learners in Inclusive Education: Final Summary Report, (V.J. Donnelly and A. Kefallinou, eds.). Odense, Denmark.
- Freddano, M., Giampietro, L., Poliandri, D. (2018), Le scuole alle prese con il contrasto alla dispersione scolastica e all'esclusione sociale: quali indicatori per l'autovalutazione? Paper presentato alla XI Conferenza ESPANET Italia 2018 "Oltre la continuità – Le sfide del welfare in un mondo globale", Università degli Studi di Firenze, 13-15 settembre 2018.
- INVALSI (2014), I percorsi valutativi delle scuole. Inquadramento teorico del RAV, on http://www.invalsi.it/snv/docs/271114/Inquadramento_teorico_RAV.pdf
- Poliandri, D. (a cura) (2019), Uno sguardo nelle classi. Una ricerca sulle modalità di insegnamento. Milano: Franco Angeli
- Poliandri, D., Freddano, M. e Molinari, B. (a cura di) (2019), RAV e dintorni: verso il consolidamento del Sistema Nazionale di Valutazione. Sintesi dei risultati dell'Azione 1 - Valutare la valutazione. Progetto PON Valu.E. Roma: INVALSI.
- Loerman, T., Forlin, C., Sharma, U. (2014), Measuring Indicators of Inclusive Education: A Systematic Review of the Literature, in (ed.) Measuring Inclusive Education (International Perspectives on Inclusive Education, Volume 3 Emerald Group Publishing Limited, pp.165 – 187.
- Scheerens, J. (2018), Efficacia e Inefficacia Educativa. Esame Critico della Knowledge Base, Springer.
- Terzi, L. (2013), Disability and Civic Equality: a Capability Perspective, Italian Journal of Disability Studies – Settembre 2013 – Vol. 1, N. 1.
- IBE-UNESCO 2016, Training Tools for Curriculum Development – Reaching Out to All Learners: a Resource Pack for Supporting Inclusive Education, disponibile al sito http://www.ibe.unesco.org/sites/default/files/resources/ibe-crp-inclusiveeducation-2016_eng.pdf (novembre 2018).
- Ufficio Scolastico Regionale per la Lombardia. Ufficio XI Ambito Territoriale Brescia (2013), Progetto QUADIS. <http://www.quadis.it/jm/> (ver. 27.02.2019).
- van de Grift, W. J. C. M. (2014). Measuring teaching quality in several European countries. School Effectiveness and School Improvement, 25, 295–311.
- Zanazzi, S. (2018), Inclusive education. A critical view on Italian policies. Roma: Nuova Cultura.

E.3. | [Special session] For a up to date evaluation notion

334 What does self-evaluation mean for Italian schools? A comparison between principals and evaluation team members

Graziana Epifani | Stefania Sette | Elisabetta Pranterà |

Keywords: School Evaluation, Self-Evaluation, Principals, Evaluation Team Members

[In many European countries, self-evaluation has arisen as a practice to evaluate the quality of the educational system as a consequence of the autonomy of schools (OECD, 1998; Vanhoof & Van Petegem, 2011). The school evaluation models developed in Europe are different. In Italy, for instance, the National Evaluation System (SNV) was introduced by the DPR 80/2013. Self-evaluation is the first step of the evaluation process of the schools, which includes four steps: the self-evaluation, external evaluation, implementation of school improvement plan, and social accountability. All school evaluation models are based on the idea that evaluation process has a positive effect in terms of improvement for schools. Some researchers (Janssens & van Amelsvoort, 2008; Scheerens, 2004; Schildkamp, 2007) show that two different meaning are attributed to the evaluation process. In particular, self-evaluation determines a greater awareness and understanding of schools functioning. Instead, the external evaluation is linked to greater social accountability.

Method

The present study aims at examining how self-evaluation is perceived by principals and evaluation team members. The study is focused on the meaning attributed to self-evaluation.

In the study, 680 Italian schools were involved (455 primary schools and 225 secondary schools) in the compilation of an online questionnaire. In particular, principals (N=532) and evaluation team members (N=2625) took part at the study. Participants were asked to fill out a Likert scale of 14 items about the perception of the meanings and functions attributed to self-evaluation.

Outcomes (expected)

The exploratory factor analysis (EFA) and confirmatory analysis (CFA) show the presence of two factors in each group (i.e., principals, evaluation team members). The first factor, saturated by 7 items, is related to the "awareness/understanding of school functioning " while the second one, composed of 7 items, is related to "social accountability" function. Overall, mean scores are higher for the first factor rather than the second one in each group. Principals and evaluation team members attributed two meanings to self-evaluation: awareness/understanding of schools functioning and social accountability. For both groups, self-evaluation is perceived as a process that primarily helps schools to understand better the internal functioning. The study provides evidence of the importance to spread a culture on school evaluation. Helping schools (through information campaigns, training, etc.) to understand the meaning of the evaluation could be an important prerequisite for making the evaluation process as effective as possible. It would be interesting to investigate with future studies how the awareness/understanding of school functioning affects the improvement actions implemented by schools.

References

- Janssens, F.J.G., & van Almelsvoort, H. W. C. H. (2008). School self-evaluations and school inspections in Europe: an exploratory study. *Studies in educational evaluation*, 34, 15-23.
- OECD (1998). *Education at a glance*. Paris: OECD.
- Scheerens, J. (2004). The evaluation culture. *Studies in Educational Evaluation*, 30, 105-124.
- Schildkamp, K. (2007). The utilization of a self-evaluation instrument for primary education. Enschede: PrintPartners Ipskamp.
- Vanhoof, J. & Petegem, P.V. (2011). Designing and evaluating the process of school self-evaluations. *Improving Schools*, 14, 200-212.]

E.3. | [Special session] For a up to date evaluation notion

416 Evaluating the Italian school system: challenges between learning and accountability purposes

Valeria Pandolfini | Mauro Palumbo |

Keywords: School Evaluation, Educational System'S Governance, Learning, Accountability

The paper aims to contribute to the debate on the school system evaluation, focusing on the National Evaluation System (SNV) in Italy. First, it discusses the learning purpose of evaluation in educational contexts. According to the integrated multilevel and multi-stakeholder model (Scheerens, 2018), it questions which actors learn, for which aims, and how to foster evaluation processes with learning purposes. The Global Testing Culture (Smith, 2016) and the evidence-based policy as the leading discourse in education are critically discussed. Then, the accountability purpose of evaluation set by SNV is analyzed assuming the Hierarchy, Markets and Networks educational systems governance models (Greany and Higham, 2018). Second, the focus is on the shift from knowledge to competences and skills, underlying the need to go beyond the standardized assessment of the learning outcome to capture also qualitative aspects of the educational processes that cannot be adequately evaluated by measurements. Third, the contribution of social and evaluative research is discussed, focusing on the participative techniques fostering stakeholders' involvement, aiming to a reflexive and proactive use of evaluation (Palumbo and Torrigiani, 2009).

Method

Literature review on school system evaluation and discussion of the main evidence of an action-research involving a sample of schools of the Italian VALeS project.

Outcomes (expected)

1. The need to improve the school self-evaluation is underlined: the actual set of evaluative indicators implies a definition of what is a 'good school', creating a selective focus on certain objectives, restricted to the 'measurable' dimensions. The evaluation of practical and not just symbolic skills (Bernstein, 1971) is discussed as an opportunity to reduce youth' social inequalities.
2. The logic of linear causality underlying the SNV is criticized. According to a logic of generative causality, micro causal chains have to be analyzed by linking the mechanism to the context (Pawson and Tilley, 1997). The challenge is to discover the explicative mechanisms of the schools' achieved outcome, going beyond the 'what works' approach, to capture 'why' it works; the conceptual use of the evaluation is discussed vs the instrumental one (Weiss, 1980).
3. Assuming a concept of evaluation in negotiating terms (Ajello, 2012) is the key to foster a cooperative learning processes with schools' stakeholders. The added value of the Networks governance model is discussed.

References

- Ajello A.M. (2012). La valutazione tra controllo e accountability: una sperimentazione a Trento, «*Scuola Democratica*», 6, pp. 117-127.
- Bernstein B. (1971). *Class, Codes and Control*. Volume I. Theoretical Studies towards a Sociology of Language. London: Routledge.
- Greany T., Higham R. (2018). *Hierarchy, Markets and Networks*. Analysing of 'self-improving school-led system' in England and implications for schools. London: Institute of Education Press.
- Palumbo M., Torrigiani C. (eds.) (2009). *La partecipazione fra ricerca e valutazione*. Milano: FrancoAngeli.
- Pawson R., Tilley N. (1997). *Realistic evaluation*. London: Sage.
- Scheerens J. (2018). *Efficacia e inefficacia educativa*. Esame critico della knowledge base. London: Springer.
- Smith W.C. (ed.) (2016). *The Global Testing Culture*. Shaping education policy, perceptions, and practice. Oxford: Symposium Books.
- Weiss C.H. (1980). Knowledge creep and decision accretion. *Knowledge, Creation, Diffusion, Utilization*, 1(3).

E.3. | [Special session] For a up to date evaluation notion

540 Re-defining learning and accountability through Evaluation. The case of Italian Higher Education System.

Rosaria Lumino | Emiliano Grimaldi | Dora Gambardella |

Keywords: Learning, Accountability Practices, Performance, Evaluation Technologies

Much recent debate has acknowledged that the overlap and the intertwine of the Bologna Process as well as the European “modernization agenda” have contributed to shape Higher Education (HE) as an inherently productive activity and to produce an ongoing displacement of new models of accountability (Ranson, 2003) where managerial forms of regulation, mainly based on performance, integrate with wider audit and quality assurance practices. A profound change affecting the nature of accountability within this field is a shift from a primary focus on process to a focus on results, along with a misplaced emphasis on control and compliance-based approaches (Bemelmans-Videc et al. 2017). This has contributed to shape evaluation for accountability and evaluation for learning as separate domains. This article investigates the apparent tensions between accountability and learning in order to explore ways to reconcile the two (Ebrahim 2005; Perrin 2002; Stame 2016; Regeer et al. 2006). A case study on higher education reform in Italy, assuming the institutionalisation of a new evaluation system as its basic driver, is used to investigate how the interaction between dynamics of evaluation and competition results play within the fundamental redesigning of the developing forms of accountability.

Method

The paper aims at challenging the “self-evident truths” and the dominant conventional wisdom that embrace the National Evaluation System of Italian universities by analysing the vast array of technologies, techniques and procedures constituting the new evaluative techne of the Italian HE system, showing its relations with different, and sometimes chaotic, accountability regimes. In order to disambiguate the several accountability components, we revise the typology of accountability regimes proposed by Ranson (2003), showing the emergence of hybrid forms of accountability practices based on different (and often overlapped) accountability relationships. Likewise, the contribution offers a revised conceptualization of learning that values the “practice” and the process of the evaluation that leads to change, even when change could not be classified as positive in itself.

Outcomes (expected)

Our objective is to develop an interpretative framework that brings together accountability and learning through evaluation. This framework helps to structure the description of how different forms of accountability intersect different forms of learning, by clarifying who, what learns, and with which implications for subjects under evaluation.

References

- Bemelmans-Videc, M.L., Lonsdale, J. and Perrin, B. (2017). *Making Accountability Work. Dilemmas for Evaluation and Audit*. Routledge: Abingdon.
- Ebrahim, A. (2005). Accountability myopia: Losing sight of organizational learning. *Nonprofit and Voluntary Sector Quarterly*, 34(1), pp. 56–87.
- Perrin, B. (2002). Towards a new view of accountability. In: *Symposium on Promoting Organisation Learning via Evaluation: the New Accountability?*, Seville, Spain, 10–12 October.
- Ranson, S. (2003). Public accountability in the age of neo-liberal governance. *Journal of Education Policy*, 18(5), 459 – 480, 2003
- Regeer, B. J., de Wildt-Liesveld, R., van Mierlo, B., & Bunders, J. F. (2016). Exploring ways to reconcile accountability and learning in the evaluation of niche experiments. *Evaluation*, 22(1), pp. 6-28.
- Stame, N. (2016). *Valutazione pluralista*. Milano: Franco Angeli.

E.3. | [Special session] For a up to date evaluation notion

570 Regenerating the concept of assessment for learning at university

Loredana La Vecchia |

Keywords: Assessment For Learning, Feedback, Participation.

The aim of the paper is to discuss the assessment practices applied in our universities, in order both to demonstrate the urgency of promoting forms that regenerate the nature of assessment and to present the practical experience carried out in the Experimental pedagogy course through the activity of feedback among peers. For this purpose, it is essential to make reference to Scriven (1967), Guba and Lincoln (1989). In fact, the former is credited with having focused on the subjects being assessed; the latter, as a continuation, of having recognised and clarified the negotiation-based, pluralist and open nature of assessment. Starting from these considerations, it appears reasonable to think that the jump towards a new method of assessment has already been made, but this is not the case in relation to Italy. Relevant studies show that the approach to assessment in Italian universities is substantially traditional (Grion, 2016; Pastore 2012; Coggi, 2005). The summing and certification of results are still the preferred methods; the lecturer and the discipline continue to be the main features; the involvement of the students and the quality of their learning are still elements that are ignored. And yet, in European and extra-European contexts, assessment has been considered among the fundamental elements of every action that aims to improve education and training. Therefore, the ability of the new generations to face and handle the world thanks to their knowledge and acquaintance is a function above all of assessment for learning. From this perspective, assessment promotes the active participation of the students, collaboration and independence. Students are given the opportunity to direct the development of their own learning becoming fully responsible for it. A key role in assessment for learning is played by the feedback provided both by the lecturer and by peers and the latter are the most effective in triggering critical reflection of their own work, in identifying strengths and weaknesses and stimulating improvement (Swaffield, 2009). In the Experimental pedagogy course, run during the first semester of the 2018/19 academic year, the writer based her didactic activity on this line of thought. The experience focused on feedback among peers and the intention was to verify the strength of this. For this purpose, the 12 students attending the lessons were split into 4 groups and each group was assigned the task of writing an essay on a particular theme relating to educational research. The assessment criteria for the work, and then the delivery deadlines, were established through comparison and discussion in the classroom. Then the Peergrade platform was used for the publication of the essays, for assessment among peers and for the sending of the related feedback. Everyone judged the work from groups other than their own anonymously, using the established criteria. The results achieved were in line with literature. The students succeeded in distinguishing the parts that were well done from those that were not, they gave valid suggestions for correcting their peers and the three judgements assigned to each product were coherent with each other.

References

- Coggi, C. (2005). Valutare gli student. Problemi teorici e prassi e prassi nelle facoltà. In C. Coggi (a cura di), Per migliorare la didattica universitaria. Lecce: Pensa Multimedia.
- Grion, V. (2016).
Assessment for Learning all'università: uno strumento per modernizzare la formazione. In M. Fedeli, V. Grion, D. Frison, Coinvolgere per apprendere. Metodi e tecniche partecipative per la formazione. Lecce: Pensa MultiMedia.
- Guba, G., Lincoln, Y. S. (1989). Fourth Generation Evaluation. Newbury Park, California: Sage Publications
- Pastore S. (2012). Silent assessment? Cosa pensano della valutazione gli studenti universitari. *Giornale Italiano della Ricerca Educativa*, V, 62-73.
- Scriven, M. (1967). The methodology of evaluation. In R. W. Tyler, R. M. Gagné, & M. Scriven (Eds.), *Perspectives of curriculum evaluation*. Chicago, IL: Rand McNally.

E.3. | [Special session] For a up to date evaluation notion

679 The contribution analysis to the impact evaluation of the school evaluation

Donatella Poliandri | Michela Freddano | Beba Molinari |

Keywords: Contribution Analysis, Impact Evaluation, Actor Agency, Sistema Nazionale Di Valutazione, Rapporto Di Autovalutazione

The Italian National Evaluation System (Italian Presidential Decree 80/2013) defined the school improvement as the purpose of the evaluation when launched. The evidence in the literature on the impact of the evaluation for school improvement shows controversial results (Klerks, 2013; Ehren & Visscher, 2008). Evaluating the evaluation is a prerequisite for ensuring the quality of the Italian National Evaluation System, understood as a complex programme, according to Patton (2011) a nonlinear programme, where behaviours and strategic interactions (even unintentional) emerge through the involved actors, adaptable, dynamic, and in continuous co-evolution with respect to the external system. In particular, the school Self-Evaluation Report (Rapporto di Autovalutazione), compiled by schools during the internal evaluation, allows the systematic collection of data, useful in guiding the educational institutions through a data-driven self-assessment process, and provides a support for the external evaluation. It represents thus a 'border' tool, an opportunity to reflect collectively, and a liminal place of encounter between various cultures in dialogue (Patton, 1998). Starting from this premise, we focus on the study of the school Self-Evaluation Report from several fronts: the internal and external validity, the expected and unexpected effects produced, the elements of strength and those in critical need of improvement.

Method

The evaluation research design consists of a monumental meta-evaluation process of the school evaluation system that involves more than ten thousand schools. Two macro-objectives were defined: a) the validation of the indicators and the overall fit of the theoretical framework with respect to its function and its use in the context of internal and external school evaluation; b) a closer look at the internal and external evaluation processes and the use of the evaluation tools. With these objectives in mind, we conducted secondary data analyses and ad hoc researches (Poliandri et al., 2019). In line with the contribution analysis to impact evaluation (Stern, 2012), this evaluation research design takes into account the stakeholders for combining multiple perspectives. The aim is to capture the expected, unexpected and unintentional effects that might pose constraints for the programme, but also an opportunity for its revision. This approach is considered as a whole as participatory (Stern, 2016), in that participants validate the fact that their actions and the effects they have experienced are related to the programme (Actor agency).

Outcomes (expected)

A careful analysis was conducted of the adequacy of the evaluation tools and procedures for internal and external evaluation, the support provided at central and local levels, and of the indicators recognised centrally and offered to schools to aid in their self-evaluation processes. This approach may contribute to the support and adoption of the programme through its personalisation when this responsibility is assumed by the participant, favouring - it is hoped - a change that can not be top down (Weiss, 1998).

References

- Ehren, M.C.M., Visscher, A.J. (2008), The relationships between school inspections, school characteristics and school improvement, *British journal of educational studies*, Vol. 56, no. 2, 205-227.
- Klerks, M.C.J.L. (2013), The effect of school inspections: a systematic review, *School Improvement*, 2-32
- Patton, M. Q. (1998). *Discovering process use*. *Evaluation*, 4(2), 225-233.
- Patton, M.Q. (2011), *Essentials of utilization-focused evaluation*, Sage, Thousand Oaks (California).
- Poliandri, D., Freddano, M., Molinari, B. (a cura di) (2019). *RAV e dintorni: verso il consolidamento del sistema nazionale di valutazione. Progetto PON Valu.E. INVALSI*.
- Stern, E., Stame, N., Mayne, J., Forss, K., Davies, R., Befani, B. (2012). *Broadening the range of designs and methods for impact evaluations: Report of a study commissioned by the Department for International Development*. DFID: Department for International Development, London.
- Stern, E. (2016), *La valutazione di impatto. Una guida per committenti e manager preparata per Bond*
- Weiss, C. H. (1998). Have we learned anything new about the use of evaluation? *American journal of evaluation*, 19(1), 21-33.

E.4. | Large scale assessment surveys between research uses and policy evaluation

165 Italian's National School Data in the "Big Data" revolution: an analysis on the use of this tool in education and beyond

Rita Marzoli | Veronica Riccardi |

Keywords: Big Data, School Data, Bibliographic Databases, Information Dissemination, Data Collection

In the last 20 years we have witnessed an exponential increase in data from the school world. The increase in the quantity was accompanied by greater availability which allowed the use by researchers coming from various disciplinary fields. INVALSI, with national surveys and self-assessment report (RAV), has produced and made available an unprecedented amount of data. The data are collected and organized into complex datasets accessible to all those who request them.

Method

Our goal, in this contribution, is to examine the major bibliographic international databases (e.g. Scopus, Eric) and to reveal how many contributions use the INVALSI data and in which research field they are located. To this end, we will try to classify the contributions by highlighting their main characteristics (i.e. publishing historical trend, number of publications by language, number of publications by subject).

Outcomes (expected)

We expect that the number of scientific publications based on INVALSI data has increased in recent years. Despite the amount of data and their availability, we expect also that these researches have been published more in econometric, psychometric, statistical and sociological journals, rather than in the pedagogical and educational sciences.

References

- Carmichael I. & Marron J. S. (2018), "Data science vs. statistics: Two cultures?", *Japanese Journal of Statistics and Data Science*, 1(1), 117-138.
- Giancola O. (2016), "Piccoli e grandi numeri nel mondo dell'education. Il voto scolastico e il testing su larga scala come oggetti sociomateriali", *Scuola democratica*, 1, gennaio-aprile, 227-236.
- Gibson D. C. & Ifenthaler D. (2017), "Preparing the next generation of education researchers for big data in higher education", *Big Data and Learning Analytics in Higher Education*, 29-42.
- National Academy of Education (2017), *Big data in Education. Balancing the Benefits of Educational Research, & Student Privacy*.
- Pugh K. & Foster G. (2014), "Australia's national school data and the 'Big data' revolution in education economics", *Australian Economic Review*, 47(2), 258-268.
- Serpieri R., Grimaldi E. & Vatrella S. (2015), "School evaluation and consultancy in Italy. Sliding doors towards privatisation?", *Journal of Educational Administration and History*, 47(3), 294-314.

E.4. | Large scale assessment surveys between research uses and policy evaluation

204 The complex chains of education inequalities in Italy. Understanding interplays between ascriptive and school tracks factors

Drazio Giancola | Luca Salmieri |

Keywords: Large Scale Assessments, Inequalities, Social Origins, School Tracks, Italian Upper Secondary Students

The issue of stability and change in educational inequalities over time is a classic topic in sociology of education and a substantial issue of the long tradition of sociological studies on stratification and social mobility. In addition to the now classical statistical exercises estimating the effects of ascriptive social variables such as class, socio-cultural and economic inherited capitals on educational attainment (i.e. the highest education level attained by individuals (Shavit, Blossfeld, 1993; Breen, Jonsson, 2005), the availability of data from test based large-scale international assessments (OECD PISA and PIAAC, IEA TIMMS etc.) opens up new research opportunities to

estimate and compare the effects of social ascriptions on more detailed robust and measurable learning outcomes, i.e. educational achievements, understood as a set of learning skills measured via standardized items, ordered via numerical scores and ranked along a scale of quantified values (Barone, 2006; Martins, Veiga, 2010; Oppedisano, Turati, 2015). In this paper, we comment results from multiple estimations and correlations statistically obtained in order to extrapolate the effects of ascriptive variables on inequalities among Italian students' achievements measured via OECD PISA scores in school skills and educational expectations. Additionally, we split the effects deriving from ascriptive variables and those deriving from the student's track choice of one among the three upper secondary tracks available in Italy (lyceum, technical track and professional track). In other words, we aim at finding out social and educational mechanisms producing differentials in skills outcomes, intercepting and estimating the influence of ascriptive variables on track choices and separately of both type of variables (social origins and track choices) on skills scores. Several surveys (conducted on data from PISA or INVALSI) already prove that the variation in test scores by Italian upper secondary students depends more on school track and lesser on social origin (generally measured by the ESCS index). Nevertheless, what available studies do not tell so far is if and at what extent the influence of social origin on school track choices and on test scores has changed over time, according to generations (i.e. to year of skills assessment). Previous studies do not state whether social origin and educational choice generating separate as well as joint effects have increased, decreased or stabilized over time. Our paper answers to these questions for the period 2000-2015. Using data from the Italian national sample of the 5 last OECD-PISA waves of assessment, we report: 1) changes occurred in the distribution of students among Italian upper secondary tracks (a robust statistical probe based on national data on enrolment rates in first and second year of upper secondary education is shown too); 2) changes in the distribution ratio of students among school tracks and consequential inequalities slightly affected by a reform occurred in 2010 to upper secondary tracks; 3) correlations between social origin, gender, geographical macro-areas native or foreign background and school choices (methodology relying on multinomial logistic regression models used on individual databases by wave). Once these three estimations completed and ran for each wave, a diachronic analysis of the effects of both the same independent variables and school track attended on students' scores at standardized tests follows. OLS regressions by wave allow to evaluate whether and at what extent variations in the distribution of students among school tracks correlate to the steady structuring of reproduction of inequalities in educational achievements or rather significative shifts are observed. The combined impacts of all the observed variables on students' careers configure the prospects of early drop-outs, successful attainments (diplomas), enrolments in tertiary education. The weight of each of the following variables is shown: ascriptive variables, school choices, and students' proficiency.

References

- Barone, C. (2006). Cultural Capital, Ambition and the Explanation of Inequalities in Learning Outcomes: A Comparative Analysis. *Sociology*, 40(6), 1039–1058
- Breen, R., Jonsson, J. O. (2005). Inequality of opportunity in comparative perspective: Recent research on educational attainment and social mobility. *Annu. Rev. Sociol.*, 31, 223-243.
- Martins, L., Veiga, P. (2010). Do inequalities in parents' education play an important role in PISA students' mathematics achievement test score disparities? *Economics of Education Review*, 29(6), 1016-1033.
- Oppedisano, V., Turati, G. (2015). What are the causes of educational inequality and of its evolution over time in Europe? Evidence from PISA. *Education Economics*, 23(1), 3-24.
- Shavit, Y., Blossfeld, H. P. (1993). *Persistent Inequality: Changing Educational Attainment in Thirteen Countries*. Westview Press

E.4. | Large scale assessment surveys between research uses and policy evaluation

471 Benchmarking Italian school system using archetypal histograms for INVALSI test

Francesco Santelli | Francesco Palumbo | Clelia Cascella |

Keywords: Massive Testing, Invalsi, Assessment, Archetypal Histograms, Benchmarking

Several institutions, all across the world, are involved in scholastic assessment. One of the main goals of such assessment procedures consists in performing a benchmarking among the schools, or higher level units, figuring out lacks and strengths of the system. In this perspective, the Program for International Students Assessment (OECD-PISA) analyses, in a comparative fashion, pupil's skills in many countries. In Italy, an analogue role is played by the INVALSI institution. It creates standardized tests to evaluate school system as a whole, assessing students' skills and performances for what concerns two main domains: language and mathematics. Furthermore, collecting additional variables related to the students, classrooms and schools, it promotes official reports based on such proficiencies evaluations. Given this massive testing, nowadays such institutions are affected by the onset of the Big Data radical shift in education (West, 2012). This yields new methodological challenges to deal properly with complex and big data (Hui et al., 2017). To partially solve this problem, data are usually aggregate at school level by averaging the individual scores.

Method

In this context, the present contribution proposes an innovative method to analyze and compare schools preserving their distribution of scores, merging together students' scores in histogram object for each school, rather than simplify such scores using their mean value. The idea is that it is worth to keep as much information as possible of the original distribution; histogram are more complex than a mean value, but also way more informative considering the original distributions. To analyze this kind of data in a benchmarking perspective we propose a generalization of archetypal analysis to the case of histogram-valued data. Archetypal analysis (Cutler, Breiman, 1994) has been already exploited in literature as unsupervised technique useful for quantitative benchmarking tool (Porzio, Ragozini, Vistocco, 2006). The histogram-valued archetypes has allowed to describe and analyze schools, defined as bivariate histograms related to their students' proficiencies, in a space spanned by such archetypes.

Outcomes (expected)

Data refers to INVALSI test of scholastic year 2015-16, for the two domains (language and mathematics). Students under analysis, at that time, were attending the second year of the upper secondary school. The proposed method allow us to typify and compare schools in terms of score distributions and allow the researchers to exploit the additional information to analyze the geographical differences, some gender issues, different behaviours linked to different types of school and a potential effect of the school size. In a further step of the analysis the distribution of the so-called net scores, i.e. score obtained considering the effects of socio-economic variables, will be considered in the analysis.

References

- http://www.invalsi.it/invalsi/doc_evidenza/2016/07_Rapporto_Prove_INVALSI_2016.pdf
- Corsaro, Stefania and Marino, Marina (2010). "Archetypal Analysis of Interval Data." In: *Reliable Computing* 14.1, pp. 105-116.
- Cutler A, Breiman L (1994). "Archetypal Analysis." *Technometrics*, 36(4), 338–347.
- D'Esposito, M. R., Palumbo, F., & Ragozini, G. (2012). Interval archetypes: a new tool for interval data analysis. *Statistical Analysis and Data Mining: The ASA Data Science Journal*, 5(4), 322-335.
- Hui, S. K. F., Brown, G. T., & Chan, S. W. M. (2017). Assessment for learning and for accountability in classrooms: The experience of four Hong Kong primary school curriculum leaders. *Asia Pacific Education Review*, 18(1), 41-51.
- Irpino, Antonio, Verde, Rosanna, and De Carvalho, Francisco de AT (2014). "Dynamic clustering of histogram data based on adaptive squared Wasserstein distances". In: *Expert Systems with Applications* 41.7, pp. 3351--3366.
- Irpino, A. and Verde, R. (2015). "Basic statistics for distributional symbolic variables: a new metric-based approach". In: *Advances in Data Analysis and Classification* 9.2, pp. 143--175. doi: 10.1007/s11634-014-0176-4.
- Porzio, G. C., Ragozini, G., & Vistocco, D. (2008). On the use of archetypes as benchmarks. *Applied Stochastic Models in Business and Industry*, 24(5), 419-437.
- Sani, C., & Grilli, L. (2011). Differential Variability of Test Scores among Schools: A Multilevel Analysis of the Fifth-Grade INVALSI Test Using Heteroscedastic Random Effects. *Journal of applied quantitative methods*, 6(4), 88-99.

West, D. M. (2012). Big data for education: Data mining, data analytics, and web dashboards. *Governance studies at Brookings*, 4(1).

E.4. | Large scale assessment surveys between research uses and policy evaluation

489 Low Skills among Young Adults in Spain and Italy?

Ruggero Cefalo | Rosario Scandurra |

Keywords: Skills, Educational Attainment, Youth, PIAAC, Italy

This paper contributes to the literature of education, competences and skills by analyzing the relationship between education and skills achievement among young adults. We employ direct measures of adult skills assessed in Programme for International Assessment of Adult Competencies (PIAAC). We consider adult skills formation as a cumulative process, which is conditioned by education attainment as a key variable in explaining skills acquisition. Additionally, other factors after completion of education (e.g. the type of occupation) affect the acquisition and maintenance of skills. The main idea is that the relationship between educational attainment and adult skills is a cumulative and multi-stage process conditioned by a plurality of social factors which precede education. Our ultimate goal is to disentangle the effects of various social factors and to estimate the extent to which each of them contributes to the development of the competencies of young adults who have achieved their highest educational attainment and are the younger group to enter the labour force. We focus on the cases of Spain and Italy, as they are both countries of late education expansion and low wage-low qualification labour markets, but with quite different higher education participation.

Method

This paper analyses through statistical modelling how the distribution of post-compulsory education between individuals and social groups affects inequality of skills among young adults (aged 25-34) comparing Italy and Spain with OECD countries. The paper is based on data collected by the Survey of Adult Skills 2012, launched by the OECD that measures adults' skills internationally. We employ fixed effects regression and compare Spanish and Italian young adult skills to the OECD average. To gain understanding of the relationship between potentially explanatory factors of literacy in PIAAC, separate sequential models were analyzed for socioeconomic background, education and training, labour market.

Outcomes (expected)

The results show that even after accounting for all factors education remains the most important predictor of literacy among young adults. The total effect of education on skills is partially explained by the unequal distribution of education among individuals from different socioeconomic backgrounds.

References

- Abrassart, A., 2013. Cognitive skills matter: The employment disadvantage of low-educated workers in comparative perspective. *European Sociological Review*, 29(4), pp.707-719.
- Braga, M., Checchi, D. & Meschi, E., 2013. Educational policies in a long-run perspective. *Economic Policy*, 28(73), pp.45–100.
- Bukodi, E., & Goldthorpe, J. H. (2013). Decomposing “social origins”: The effects of parents' class, status, and education on the educational attainment of their children. *European Sociological Review*, 29(5), 1024–1039.
- Chevalier, A. et al., 2013. The impact of parental income and education on the schooling of their children. *IZA Journal of Labor Economics*, 2(1), p.8.
- Heisig, J. P., & Solga, H. (2015). Secondary Education Systems and the General Skills of Less- and Intermediate-educated Adults: A Comparison of 18 Countries. *Sociology of Education*, 88(3), 202–225.
- Oesch, D. & Rodriguez-Menes, J., 2011. Upgrading or polarization? Occupational change in Britain, Germany, Spain and Switzerland, 1990-2008. *Socio-Economic Review*, 9(3), pp.503-531.
- Solga, H. (2014). Education, economic inequality, and the promises of the social investment state. *Socio-Economic Review*, 12(March), 269–297.

E.4. | Large scale assessment surveys between research uses and policy evaluation

626 Large scale assessment surveys between research uses and policy evaluation

Stefania Capecchi | Rita Cimmino | Milos Kankaras |

Keywords: Non-Cognitive Skills, Self-Efficacy, Item Analysis

Aim of the paper is to present results on the methodological discussion about the use of Likert scales developed in the second cycle of Programme for the International Assessment of Adult Competencies (PIAAC). In 2016 an online survey was designed and carried out by OECD to test measurement properties of nine personality scales, designed to measure Big Five dimensions, Traditionalism, Self-Control, Self-Efficacy, Honesty/Integrity, Socio-Emotional skills, Intellectual Curiosity, Job Orientation Preferences and Vocational Interests. Specifically, according to the research design, different forms of the scales have been tested, the main objectives being to investigate whether the use of 5 or 4-point Likert categories affected the measurement properties. Our research focuses on the self-efficacy dimension of non-cognitive and personality skills.

Method

Basic item statistics, including ranges, frequencies, means, and standard deviations to identify problematic item distributions. Comparison of these statistics across the different scaling approaches. Basic classical test theory psychometrics, including internal consistency estimates and factor analyses of the respective measures. Comparison of these statistics across the different scaling approaches. Tests of measurement invariance across various groups and conditions

Outcomes (expected)

The study shows that the number of categories does have substantive effects on the reliability and validity of results, identifying in which case it may improve the quality of data obtained. In particular, our findings allow to analyze how the conditions vary when the items were answered with or without a neutral option. We also compare the results between and within subjects to investigate the case when the same respondents choose different conditions, concluding that 5-point scales are used in a proper way and provide the best results.

References

In general literature, there are different points of view about the use of middle point category in Likert scales. Survey researchers are often obliged to develop short-scale instruments (Rammstedt & Beierlein, 2014) Short-scale measures are frequently criticized for lacking psychometric quality (e.g., Krueger, Emons, & Sijtsma, 2013). Short scales have even been criticized for their potential psychometric shortcomings with regard to reliability and validity. However, little empirical evidence exists with respect to the appropriate number of response options.

E.4. | Large scale assessment surveys between research uses and policy evaluation

644 Teachers' well-being at work. Evidence from large scale assessment surveys.

Barbara Barbieri | Isabella Sulis | Mariano Porcu |

Keywords: Well-Being, Teachers, Pisa, Measurement Models, Multilevel

This paper aims to investigate the relationship between Italian teachers' well-being, job-satisfaction, socio-demographic characteristics and professional background. Using PISA 2015 data provided by the teachers' questionnaire, we analyzed the Italian teacher sample working in high school (n. 6491 subjects). Moving from existing literature on teachers' well-being, the paper investigated several aspects related to teacher working environment, career motivation and investment, job satisfaction, assessing the variability in the observed outcomes ascribable to school factors, heterogeneity between disciplines and to geographical divergences.

Method

Measurement models are combined to a multilevel approach in order to define teachers' well-being on a broader perspective and to take into account the multiple sources of heterogeneity due to several components (e.g.

geographical, related to disciplines, to teacher professional background and individual differences, etc.) which act at different levels of the data structure.

Outcomes (expected)

In general, results show that the perception of working in a co-operative environment, the availability of adequate human and physical resources, and of professional development opportunities, provide a substantial state of well-being at work, and are related to teachers' satisfaction. Findings and implications are discussed.

References

Aelterman, A., Engels, N., Van Petegem, K., & Pierre Verhaeghe, J. (2007). The well-being of teachers in Flanders: the importance of a supportive school culture. *Educational studies*, 33(3), 285-297.

Hulpia, H., Devos, G., & Rosseel, Y. (2009). The relationship between the perception of distributed leadership in secondary schools and teachers' and teacher leaders' job satisfaction and organizational commitment. *School Effectiveness and School Improvement*, 20(3), 291-317.

Mäkinen, M. (2013). Becoming engaged in inclusive practices: Narrative reflections on teaching as descriptors of teachers' work engagement. *Teaching and Teacher Education*, 35, 51-61.

Mehdinezhad, V. (2012). Relationship between High School teachers' wellbeing and teachers' efficacy. *Acta Scientiarum. Education*, 34(2), 233-241.

Mostafa, T. (2018), "What do science teachers find most satisfying about their work?", *PISA in Focus*, No. 81, OECD Publishing, Paris, <https://doi.org/10.1787/3e711a23-en>.

Rijmen, F. (2010). Formal relations and an empirical comparison among the bi-factor, the testlet, and a second-order multidimensional IRT model. *Journal of Educational Measurement*, 47, 361–372. doi:10.1111/j.1745-3984.2010.00118.x

Samejima, F. (1969). Estimation of latent ability using a response pattern of graded scores. *Psychometric Monograph Supplement*, 34(4, Pt. 2).

F.1. | Formal, informal and social legitimation: Innovative capacity of educational agencies in the digital era

197 "Peer" subjectivation and the formation of digital competences.

Roberto Serpieri | Simona Tirocchi |

Keywords: Digital Competence, Informal Education, Peer Collaboration, Transliteracy, Subjectivation

This paper discusses a project of social innovation which crosses the fields of formal and informal education and explores how individuals, in this case teens students, are subjectified and at the same time subjectivated themselves developing their knowledges, competences and identities in their digital social life. Recalling Foucault's (1983) emphasis on the vanishing of the care of the self in contemporary western societies, this project shows how such ways of governing themselves reappear when individuals are made subjects by the overwhelming diffusion of digital social dispositifs. Thus we could see operate the governmentalities of control society (Deleuze 1999) which on the one side bio-politically regulate populations, in this case the publics or the multitude of social media; and on the other side provisional, unstable, messy but also creative and sometimes 'schizo' subjectivities ethically governing themselves and the others.

Method

The project we will present and discuss shows how 'peer' relations through social media and platform unfold a deep and somewhat unexplored and stratified set of skills performed by 'teens' where they do not behave as 'formal' students. The focus of the project (<https://transmedialiteracy.org>), is on *Transmedia Literacy*, "understood as a set of skills, practices, values, sensitivities and learning and exchange strategies developed and applied in the context of the new collaborative cultures" (Scolari, 2018). Thus social innovation has been investigated (through surveys, participatory workshops, in-depth interviews and netographies) and promoted mobilizing collective intelligence, peer collegiality, creativity 'labour'.

Outcomes (expected)

By this way we consider this project very interesting and illustrative of the two sides of the control society governmentality. Firstly, mapping, unveiling and mobilizing transliteracy skills, we could recall the more and more sophisticated way of designing the ideal competences-set (from the 'big fives' and 'character' skills to meta-cognition) of the self-entrepreneurial and responsible neoliberal subject depicted by the Human Capital truth. Secondly and by the other way, it is possible to recognize how potentials for a public pedagogy to be put in motion in a democratic and knowledge-socialist direction, if transmedia skills could be conceived as also witnessing hopes and promises for a good model of civil society based on free exchange and the "radical openness" of knowledge.

344

F.1. | Formal, informal and social legitimation: Innovative capacity of educational agencies in the digital era

265 (Ri)discover non-formal education. The contribution of European Youth Policy

Nadia Crescenzo |

Keywords: Non Formal Education, European Youth Policy, Life Chances, Youth Mobility

The concept of "education" has been progressively understood for its potential for emancipation, both personal and social. In this respect, following Chisholm's approach (2008), we need to pay specific attention to the interexchange between the formal, informal and non-formal dimension of educational processes. It should be emphasized that whereas there is a wide literature that helps to identify the field of formal education and there is a sharing of the peculiarities of the informal dimension (Jefferies&Ord, 2017), there is still a controversial debate about the non-formal education (ENF). This is a concept characterized by an intrinsic plurality of times, actors and occasions of learning and training, capable of giving to the subject autonomous spaces for constructing the self in a complex horizon of life chances (Besozzi, 2017). ENF practices are only apparently "new". Rather, they fit within a wide set of "traditions" (Jefferies&Ord, 2017) and based on the distinctive traits of some historical

experiences (Ord et al., 2018). As it will be argued, ENF's peculiarities are interaction, dialogue, practice and experimentation (Chisholm et al., 2006): elements that, in the last decades, found specific attention in European Youth Policy, thus giving rise to a "(re)discovery" of ENF. In this scenario, this concept has become a fundamental asset of the policies adopted by the EU and the CoE, including most of the Actions developed in the "Youth" Programmes, up to Erasmus + /Youth in Action. ENF seems to offer to young beneficiaries opportunities to (re)model their life chances and (re)defining their educative and identity trajectories, which are now declined within an international horizon (Fennes et al., 2017). After having outlined the theoretical scenario and reconstructed, starting from national and international literature, the different perspectives of ENF, the paper will focus on the contribution of European youth policy to its "(re)discovery". This will allow to recognize the aspects of continuity and differentiation with respect to the different "traditions", grasping not only the innovative aspects, but also the reductions that the European perspective has entailed, both in terms of sensitivity and reference models. Moreover, the analysis will allow to identify the (sociological) characteristics of ENF in the European context, paying attention to the plurality of actors, practices, methodologies and contexts. The attempt is to critically reflect on the (re)discovery of ENF, in order to outline the challenges and contradictions that are associated to the adoption of the European perspective in the national context, both in terms of (re)definition of educational processes as in terms of (re)structuring educational (and life) trajectories of young Italians.

References

- Besozzi, E. (2017), Società, cultura, educazione. Carocci, Roma.
- Chisholm, L. et al. (2006), Trading up: potential and performance in non-formal learning, CoE Publishing, Strasburgo.
- Fennes, H. et al. (2017), Exploring Erasmus+: Youth in Action, GENESIS, Vienna.
- Jeffer, T., Ord, J. (2017), Rethinking Outdoor, Experiential and Informal Education: Beyond the Confines, Routledge, Londra.
- Ord, J. et al. (2017), The impact of Youth Work in Europe: a study of five European Countries, HUAS Publications, Helsinki.

F.1. | Formal, informal and social legitimation: Innovative capacity of educational agencies in the digital era

282 Which model of digital well-being is possible for Italian families? Virtuous examples of parenting support in Canada and Switzerland

Rosanna Labalestra |

Keywords: Families, Media, Preadolescents, I. Digital Education

According to the latest European DigComp 2.1 model promoted by the European Commission in 2017, possessing digital skills means knowing how to use the media knowingly and responsibly, knowing how to evaluate the information produced by the network in a critical way, knowing how to use personal data with care, being able to respect network social behavioral rules and be able to take breaks from digital distractions. But how do young people learn digital skills? Certainly children and young people acquire technical skills, mostly using the principle of learning by doing and peer-to-peer, that is, learning by doing and comparing peers. But to make the leap towards the acquisition of real digital skills, young people need adult references that can be found in particular in the family or in the school. Even families are living in the midst of what Rainie and Wellman have defined the three revolutions (the spread of the Internet, the development of personal and mobile devices and the advent of social media) but with the advantage of being a physical community even before that virtual. In other words, they preserve intact those typical conditions of traditional and premodern territorial communities which, as Griswold argues, develop by sharing the same physical place (the house, the neighborhood, the town, the city) and within which relations take place. interpersonal. One of the constitutive characters of the family therefore remains cohabitation, that is, sharing the same place where, however, and this is the element of novelty, the mediated and almost mediated interaction conceptualized by Thompson has been added to the face-to-face interaction

Method

For this study proposal it is hypothesized to use a research method that will make use of both qualitative techniques (focus group and evaluative brainstorming with subsequent text semantic coding), and quantitative (possible statistical analysis of the data emerged inserted a matrix; submit to group members before the focus group)

Outcomes (expected)

What is the current condition of families in the digital age? Is there a model of shared digital well-being? While it is true that many initiatives have been launched at the institutional level to support digital competence training in schools, there are not as many resources to support families. A lack that becomes more important if it is compared with international realities (Switzerland, Germany, Great Britain, Canada for example) where the joint effort of university research and government agencies supports and supports the educational path of families for some years

References

AGCOM (a cura di), Libro Bianco Media e Minori, Roma, 2017.

Bezzi Claudio, Il Brainstorming. Pratica e teoria. FrancoAngeli, Milano, 2006.

Campelli Enzo, Metodi qualitativi e teoria sociale, in Cipolla C. e De Lillo A. (a cura di) Il sociologo e le sirene. La sfida dei metodi qualitativi, cit. pagg. 17-39, 1996.

Castells Manuel, Comunicazione e potere, Università Bocconi Editore, Milano, 2009.

CISF (a cura di), Le relazioni familiari nell'era delle reti digitali, San Paolo, Milano, 2017.

Corrao Sabrina, Il focus group, FrancoAngeli, Milano, 2000.

Lancini Matteo, Adolescenti navigati, Erickson, Trento, 2015.

F.1. | Formal, informal and social legitimation: Innovative capacity of educational agencies in the digital era

403 Incivility and bullying: a "complicated" relationship. Models and trajectories of research.

Rossella Rega | Alessandro Lovari |

Keywords: Education Agencies, Social Media, Cyber Bullying, Incivility, Civic Cultures

The study addresses a number of issues in response to growing concern about the widespread of incivility in public debate and its consequences for citizens, especially for young people. In particular, it aims at investigating the relationships between bullying and incivility behaviors on social media. Scholars underlined how the use of a fair and civil language in public debate eases social harmony and dialogue between citizens with reciprocal respect, generating a sense of inclusion and involvement. On the contrary, incivility fuels antagonism and hostility, jeopardizing the democratic potential of discussion and citizens' engagement. Concerns about this phenomenon have recently grown considerably (US election campaigns, UK Brexit referendum) and Italy is not exempt from this trend, as showed by the 2018 electoral campaign. Indeed, from one hand Italian politicians variously used offensive language and incivility on social media; from the other, these messages triggered uncivilized reactions and comments by online users, thus creating a vicious cycle between top-down and bottom-up incivility. At this level, social media, with the immediate uncensored contact they offer, are playing a central role. Thanks to these tools politicians have further scope to directly interact with citizens and young people, voicing for them their malaise and their growing dissatisfaction with politics. Alongside with these processes social media are intensively inhabited by adolescents to communicate with peers and to search for information: within these spaces young people meet with different types of messages and actors, including public institutions and politicians, simply scrolling their timelines. Digital platforms are also environments where cyberbullying behaviors are on rise, due to different factors, such as the weakness of civic cultures, the increased access to mobile devices by adolescents and to the less online supervision by educational agencies that largely lack of digital literacy. Spending a large amount of time on social media, adolescents could effortlessly encounter fake news, uncivil messages, hate speech behaviors, and vulgarities. Thus, we wonder: Could (cyber)bullying and incivility nurture on social media? Could politicians' uncivil digital behaviors influence young people's approach to social web? Could politicians' aggressive tones be imitated in peer-to-peer relationships among adolescents? In this scenario, the study aims at 1) investigating at theoretical and operative

level incivility and bullying, comparing different studies on these topics to identify common traits, but also specific factors, outcomes, and consequences; 2) defining a model to explain and study bullying in the framework of incivility; 3) mapping the role of educational agencies (schools, institutions, etc.) and identifying tools to counter these phenomena in Italy.

Method

Systematic literature review

Case studies analysis

Outcomes (expected)

Understanding (cyber)bullyism within the framework of (political) incivility

Identifying the role of educational agencies to counter aggressive behaviors on social media

References

Boyd, R. (2006). The Value of Civility?. *Urban Studies*, 43(5–6),863–878.

Ranieri, M., Manca S. (2013). *I social network nell'educazione*. Erickson, Milano

Rega, R., Marchetti R (2019). L'Incivility nelle Politiche 2018. Fine del dibattito pubblico?, *Comunicazione Politica*, 2/2019.

Whittaker, E., Kowalski, R.M. (2015). Cyberbullying Via Social Media, *Journal of School Violence*, 14:1,11-29

F.I. | Formal, informal and social legitimation: Innovative capacity of educational agencies in the digital era

492 CAPABILITY APPROACH AND CRITICAL THINKING TO FACE A DIGITAL ORIENTED FUTURE

Giuditta Alessandrini | Maria Caterina De Blasis |

Keywords: Capability Approach, Critical Thinking, Agency, Digital Natives

The theme of the possible “negative” effects of the digital environments’ massive use, both in the adult and evolutionary age, is one of the great issues that currently invest the sociological and pedagogical debate. The risk of a “consumption” of critical thinking – and of its connection with the identity processes (both real and “virtual”) – can also produce negative effects in the democracies’ stability in Western countries (Fukuyama, 2019). Some international surveys identify “digital natives” as a “connected generation”, but with potential “aphasias” of attention, which is often decreased and discontinuous. The phenomenon of “uncritical use” of online information has been also pointed out with the possibility, especially for young people, to become “victims” of the so called “post-truth”. Alternative maps to orient themselves in the “infosphere” (Floridi, 2016), then, should find their foundation in the rediscovery and in the emphasis on the values of rationality, dialogical relationship, reciprocity on the ethical level, critical discussion. These are part of an educational processes’ idea oriented towards the value of humanitas, as the Stoicism – recently reworked in her thought by M. Nussbaum – has been emphasizing since the origins of Western civilization. Related to these issues there is the promotion of the young generations agency (Sen, 2000), so that they could be ready for the future within a responsible participation perspective (OECD, 2018). At the pedagogical level, the capability approach is an essential reference point as a theoretical framework that emphasises the need, by society, to let bloom the potential of a subject. Critical thinking is in fact considered one of the skills more necessary for a guidance in tomorrow’s digital disruption scenarios (ILO, WEF).

Method and Outcomes

A desk analysis and research has been carried out to: a) consider the main aspects of critical thinking in the younger generations, in the context of both national and international literature and research; b) understand how digital natives move in their digital spaces, and what are their fundamental problems, then analysed also in an empirical research. These themes are examined within a PhD project, developed by De Blasis, through a qualitative and quantitative analysis of critical skills in a (non-significant) sample of “digital natives” with the correspondence of these skills to a series of a taxonomy’s organized indicators elaborated ad hoc. The intermediate results of the empirical research are interpreted in light of the capability approach theoretical framework and of the literature indicated above.

References

- Alessandrini, G. (a cura di) (2014), *La "pedagogia" di Martha Nussbaum. Approccio alle capacità e sfide educative*, Milano, FrancoAngeli.
- Eurispes (2019), *I giovani e la loro idea di futuro*.
- Floridi, L. (2017), *La quarta rivoluzione. Come l'infosfera sta trasformando il mondo*, Milano, Raffaello Cortina.
- Fukuyama, F. (2019), *Identità. La ricerca della dignità e i nuovi populismi*, Milano, Utet.
- ILO (2017), *Global employment trends for youth 2017*.
- Nussbaum, M.C. (2011), *Non per profitto. Perché le democrazie hanno bisogno della cultura umanistica*, Bologna, Il Mulino.
- OECD (2018), *The future of education and skills. Education 2030*.
- Sen, A. (2000), *Lo sviluppo è libertà. Perché non c'è crescita senza democrazia*, Milano, Mondadori.
- WEF (2019), *Towards a Reskilling Revolution. Industry-Led Action for the Future of Work*.

F.I. | Formal, informal and social legitimation: Innovative capacity of educational agencies in the digital era

560 MEDIA EDUCATION FROM YOUTH'S POINT OF VIEW: EXPECTATION, STEREOTYPES, NEEDS

Cosimo Marco Scarcelli |

Keywords: Media Education; Digital Media; Young People;

A great portion of the adult world usually takes a simplistic approach to the relationship between adolescents and digital media. This approach frequently trivialises a world that, on the contrary, is important to analyse, considering the different shades that colour it (boyd, 2014; Ito et al.2009). Media education goes beyond this oversimplification in trying to help adolescents to improve their digital and media literacy. Many debates have taken place around media education but only a small number of them take into consideration what adolescents think about their experiences with ME and what they expect from it. This article aims to problematize the relationship between adolescents and digital media in relation to the media-educative activities addressed to young people during their school career. The goal is to give teachers, educators and adults in general useful ideas in order to create with young people (and not just for young people) discourses and practices able to position the uses of digital technologies within everyday activity, as more recent approaches to ME (Gonnet, 2001; Rivoltella, 2001; Tirocchi 2013) suggest.

Method

The research focuses on students in the first three years of upper secondary school and aims to understand what they think about their past media-education experience; what are their expectations about media-educative activity and, so, what are the topics connected to digital media that they care about most; how they expect a media educator to be and what kind of competence he/she must have to work with them; what kind of stereotypes surround the adolescent's use of technology in everyday life. The research seeks to start from youths' voices in order to better disentangle what adults are offering at the moment (usually starting from their preoccupations more than from adolescents' requests) and what young people need. The data used for this article comes from interviews dedicated to media education experiences and expectations. The research involved twenty adolescents, both boys and girls, between the ages of sixteen and eighteen, selected by a theoretical sampling.

Outcomes (expected)

The research shows a critical position of adolescents in relation to media-educative activities and in relation to people that usually worked with them about media and technology. Adolescents need someone close to them who is able to listen and to speak with them using their language and recognizing that digital media are part of their culture. Because of this, during the interviews they ask for someone young who can help them to construct awareness. Then adolescents perceive media-educative activity as something that stands alone. It is necessary to better connect such activities to the rest of the school's syllabus.

References

boyd, d. (2014). *It's Complicated*. New Haven: Yale University Press.

Buckingham, D. (2008). *Youth, identity and digital media*. Cambridge: MIT Press.
Gonnet, J. (2001). *Education aux medias*. Paris: CNDP, Hachette.
Ito, M. et al. (2009). *Hanging out, messing around, and geeking out: Kids living and learning with new media*. Cambridge: MIT press.
Rivoltella P.C. (2001). *Media Education*. Roma: Carocci.
Tirocchi, S. (2013). *Sociologie della media education*. Milano: FrancoAngeli.

F.1. | Formal, informal and social legitimation: Innovative capacity of educational agencies in the digital era

589 Please review me! informal learning strategies developed by teenagers in their connected lives

Gabriella Taddeo | Lisa Zaquini |

Keywords: Informal Learning, Teenagers, Digital Practices, Participatory Culture, Wattpad

Online participation is a central issue in the social and cultural debate related to youngsters and their daily practices. In recent years, the same concept of “participation” was deeply and analytically explored, in some case also questioned: a main critical observation is that it can be applied to practices, levels and also ideologies of participation very different and in some cases even divergent (Jenkins and Carpentier 2013; van Deursen and van Dijk 2014). In the contribute, the use of Wattpad, a social network used by teens for sharing both reading and writing experiences, will be analyzed, since it is one of the most popular digital environments used by teens to perform informal learning practices.

Method

The paper is based on the results of the Italian research “Transmedia Literacy. Exploiting transmedia skills and informal learning strategies to improve formal education” project.

The research, ended in April 2018, used a mixed-method approach, including:

- 97 questionnaires;
- 16 “participatory” workshops, involving an overall number of 80 teens;
- 39 in depth interviews;
- an ethnographic online observation. The netgraphy was focused on the interactions in the Wattpad platform, because it resulted, together with Instagram and Youtube, one of the most used digital environments to create online.

Outcomes (expected)

The findings show how new forms of authorship and readerships are emerging, as social practices through which youngsters perform agency and participation both as individual, both, in some cases, as public voices and “little stars” in a broader context.

Wattpad is used to respond to several, individual and social purposes: in some cases quite far from those traditionally related to the publishing industry. In fact, teenagers are able to differentiate their interaction, contribution and communicative style in relation to different aims, using reading and writing as communicative and relational acts.

References

- Jenkins, H., & Carpentier, N. (2013). Theorizing participatory intensities: A conversation about participation and politics. *Convergence*, 19(3), 265–286.
van Deursen, A. J., & van Dijk, J. A. (2014). The digital divide shifts to differences in usage. *New Media & Society*, 16(3), 507–526.

F.1. | Formal, informal and social legitimation: Innovative capacity of educational agencies in the digital era

628 Robotics and Audio-visual Media: a technological dialog of languages

Lorenzo Denicolai | Renato Grimaldi | Sivia Palmieri |

Keywords: Educational Robotics; Audio-Visual Language; Storytelling; Computational Thinking; Soft Skills

The paper aims to present an exploratory activity in Media Education and Educational Robotics, based on the integration of the audiovisual language (video), the Robotics language (LOGO) and the ancient theatrical language of marionettes (puppets of the Italian Dynasty of the Lupi Family). This case study is part of a wide research about the role of the multimedia language and innovation in Education, Research Methodology and Anthropology of Media. Our research group works following two experimental directions: first, we consider Media Education as a method to teach the grammar and syntax of the multimedia language, to help students not only to read with media but also to write (they can participate in the collective creation of materials for the increase of the cognitive surplus). Of course, we want to educate them to communicate and produce meanings. They should acquire technological skills and digital competences, and overcome some learning difficulties. Secondly, we use educational robotics to increase some basic notions about the visual and spatial skills (above all, in primary schools) and to help students acquire some processes of reasoning, such as the logic of problem solving and creative problem solving. At the same time, we want to help students develop a comparative awareness between the ancient and traditional language of the theatrical puppets and the modern video language and the robot language.

Method

Starting from these aspects and from previous technological and media laboratories (with primary and secondary school students), we experiment with an innovative methodological approach to realize storytelling videos with robots and puppets. In this activity, students create some short films, starting from their imagination and working on the storytelling process; robots (Bee-bot and Pro-bot) and marionettes are the protagonists of these videos. Students must ideate the tale (which is about a comparison between the traditional age and the postmodern-technological age), build the scenography, programme the robots and realize the video, thinking about how robots can move and interact with others and with space, according to the script. In this way, students must consider the skills to realize a communicative video and, at the same time, the code requirements to move a robot as well as how it is possible to create a meaningful product with these technologies.

Outcomes (expected)

Thus, we want to highlight how it is possible to help students to work in group, to develop relational and communicative skills (both in peer-to-peer approach and between teachers and classwork) through the use of multimedia languages and Robotics. At the same time, we think Robotics allows to give a critical awareness about media, digital and technological objects, also to promote a watchful use of these innovative – but daily – tools.

References

- Denicolai, L., Grimaldi, R., Palmieri, S. (2017). Dal Logo alla robotica educativa e al video: esperienze di pensiero computazionale. In R. Trincherò, A. Parola, (Eds), *Educare ai processi e ai linguaggi dell'apprendimento*, pp. 128-145. Milano: Franco Angeli.
- Denicolai, L., Grimaldi, R., Palmieri, S. (2017). Videos, Educational Robotics and Puppets: An Experimental Integration of Languages. In *END Proceedings*, pp. 590-594, Lisbona
- Gallese, V., Guerra, M. (2015). *Lo schermo empatico. Cinema e neuroscienze*. Milano: Raffaello Cortina.
- Grimaldi, R. (Ed.) (2015). *A scuola con i robot. Innovazione didattica, sviluppo delle competenze e inclusione sociale*. Bologna: Il Mulino.
- Hasson, U., Landesman, O., Knappmeyer, B., Heeger, D.J. (2008). Neurocinematics: The Neuroscience of Film. In *Projections*, 2, 1, pp. 1-26.
- Ito M., Horst, H., Bittanti, M., Boyd, d., Herr-Stephenson, B., Lange, P., Pascoe, C.J., Robinson, L. (2009). *Living and Learning with New Media. Summary of Findings from the Digital Youth Project*. Cambridge-London: MIT-Press.
- Wing, J.M. (2008). Computational Thinking and thinking about computing. In *Philosophical Transactions of a Royal Society A*, 366, pp. 3727-3725.

664 Training and Education with Robots in Healthcare and Moral Issues

Maurizio Balistreri |

Keywords: Robots, Education, Healthcare, Bioethics, Roboethics

New technology, then, should not be perceived as a threat; on the contrary, it is a resource: it is our job to use it in the most appropriate way. Moreover, new technology can make a significant contribution to nurse training: for example, immersion into virtual reality with a visor and a simple application does not only allow one to experience fantastic adventures, but also to enjoy a relationship with the patient through simulation. Also, virtual reality can promote patient / teacher interaction: both, for example, can be projected (or immersed) in virtual reality, or the teacher can project his 'virtual' imagine into a real scenario. However, robots too could contribute to training nursing staff: health operator training courses today widely use dummies which are appropriately planned for standard training. The models' physical and anatomical features are increasingly true-to-life, favouring empathy with the clinical situation simulated each time and allowing the student to exercise not only technical abilities, but also critical thinking, the ability to work in a team, and communication. One can imagine that increasingly intelligent and interactive robots could make training even more useful for refining clinical skills. Further, it could be much easier for teachers to check the student's level, in that the automaton could be connected to a computer. Also, according to didactic needs, the robots could be programmed to interpret people of different ages and different character profile: in this way, the student could face up to different situations and practice where the patient's compliance is absent. However, especially in basic training paths, robots could also be used to improve health operators' readiness for care and empathy skills. We are now used to 'mechanisms' which present themselves with sentiments and needs: which do not want to play with riddles, but say if they are hungry or sad and must be nourished, entertained and cleaned because otherwise they would die or not grow. It does not seem difficult to project a robot able to simulate the behaviour of a patient and with different reactions according to the way in which it is treated: for example, if the operator's care is adequate, it could smile or say thank you, but if it is neglected, it could cry or get angry and sad. Inter-reacting with robots, health operators can learn to calibrate their behaviour then modify it in the face of negative responses: one their robot starts to seem content (it is no longer agitated or crying), then we have reached the adequate care level. Interaction with the robot and humanoids will probably never be enough to prepare a student for the health profession; the robot is not a human being but just a machine: however, it may serve to train its disposition towards care and maybe empathy too. The contribution intends to discuss the main moral issues of this new scenarios.

F.1. | Formal, informal and social legitimation: Innovative capacity of educational agencies in the digital era

671 The role of family and school in the digital media socialization: an empirical research about teenagers.

Rosanna Marino | Rossella Garuti |

Keywords: Family, School, Teenagers, Digital Media, Media Socialization

The debate on the relationship between new generations, digital media and the internet has outlined in recent years a wide range of positions, approaches, themes and methods of research. In the field of media studies one of the most discussed topics concerns the existence of a "digital generation", made up of those born at the turn of the third millennium and live immersed in the technologies and spaces of the Net. The expression "digital natives" (Prensky, 2001), used to indicate the natural skills possessed by younger people in mastering digital technologies and the Internet with respect to previous generations (digital immigrants), has generated numerous criticisms, which have led to reformulate its original concept in "digital wisdom" (Prensky, 2009). The notion of digital native, although it functions as an explicative label, has been rejected for its deterministic implications (Buckingham, 2003; Buckingham & Willet, 2006) and the main critical observations have emphasized the many variables involved in the processes of appropriation of the digital technologies by the youngest, starting from the inequalities deriving from pre-existing conditions, of an economic, social, cultural, ethnic, linguistic type, but which also depend on the different levels of digital literacy (Palfrey & Gasser, 2008; Livingstone, 2009; boyd 2014). Starting from these premises, the contribution explores the role of the family and the school in the

processes of media socialization, with the aim of describing how they affect the transfer of knowledge and skills that may affect the quality of the use of digital media and online experiences of adolescents.

Method

The paper proposes the results of an empirical mixed methods research, realized through the use of a “sequential explanatory design” (Tashakkori and Teddlie, 2008), which foresees three phases. In the first quantitative phase an exploratory survey was conducted on a sample of 503 Internet users aged between 11 and 18, residing in Campania (Italy). In the second qualitative phase, ten focus groups were held in ten schools in Campania (Italy), involving a total of 84 adolescents aged between 15 and 18. In the third phase the mix between quantity and quality was achieved through the joint interpretation of the results of the survey and the focus groups.

Outcomes (expected)

The research highlights that the family and the school constitute useful resources for the mediation of the online experience of adolescents and a support for coping strategies in the case of risky experiences experienced online. The family and peer group are the main interlocutors of the adolescents, while the school is a less important point of reference.

References

- BUCKINGHAM D., (2003), *Media education: Literacy, learning and contemporary culture*, John Wiley & Sons
- Buckingham D., Willet R. (2006), *Digital generation. Children, Young People and New Media*, Erlbaum, Mahwah NJ.
- Boyd D., (2014), *It's complicated. The Social Lives of Networked Teens*, Yale University Press, New Haven e London
- Livingstone S., (2009), *Children and the Internet. Great Expectations, Challenging Realities*, Polity Press, Oxford
- Palfrey J., Gasser U. (2008), *Born digital. Understanding the first generation of digital natives*, Basic Books, New York
- Prensky M., (2001), “Digital Natives, Digital Immigrants”, in «On the Horizon», NBC University Press, Vol. 9, n. 5, October.
- Prensky M., (2009), “Sapiens digital: From digital immigrants and digital natives to digital wisdom”, in «Innovate – Journal of Online Education», <http://www.innovateonline.info/index.php?view=person&id=98>.
- Tashakkori A., Teddlie C., (2008), “Quality of Inference in Mixed Methods Research: Calling for an Integrative Framework”, in Bergman M. (2008), *Advances in Mixed Methods Research: Theories and Applications*, Sage Publications, London, 101-119.

F.02. | Science and Technology in Post-Democratic Societies

464 The Integrating ICT process in the Teaching-Learning contexts: a comparative perspective

Emanuela Proietti | Stefania Capogna | Maria Chiara De Angelis |

Keywords: School Organisation, Education Policies, Socio-Materiality, 'Translation In Practice', Ict

The paper presents the main results of a research, in the framework of an Erasmus+ KA2 Project: DECODE DEvelop COmpetences in Digital Era. Expertise, best practices and teaching in the XXI century (2016-2019). The objective of the research is to understand the "translation in practice" (Callon, 1975; 1984; Latour, 1987; 1999), at national level, of the digital innovation process, so supported by European policies (OECD, 2013). The incipit of the work starts from the refusal of all sorts of technological determinism to recognize the centrality of the human factor and the complexity of dynamics, which accompany every process of "translation in practice" in the encounter between subjects and objects. This last one animates the space of "socio-material interactions" (Landri, Viteritti, 2010; Pinch, Bijker, 2003; Sørensen, 2009), characterizing every organizational learning and innovation process. With a blended approach, qualitative and quantitative, the research has tried to retrace the complex techno-social dynamics, which characterize this transformation process. The aim is to offer a system vision of the effective use of digital for didactic purpose and a contribution to the reflection about transformations these technologies impose to teachers' professionalism and to school organisation. Results dwell on the analysis of the national education policies; training models and successful methodologies to develop school staff (teachers, headmasters, administrators, etc.); digital, methodological and socio-relational skills requested by digital era. The intent is to understand how innovative policies are implemented; significant experiences spread in the project countries (Italy, England, Finland, Romania and Spain); classification of profiles and skills of educational professionals in the ICT field; good practices and educational successful methodologies, spread in the participating countries. The essay presents the emerging key elements of the national contexts and the main and the most relevant results of the national researches, with particular attention to emerging strengths, weaknesses, risks, threats and opportunities. Some recommendations emerges from a first phase of the research: the need of a national vision for education development, in line with European recommendations; the need of a legislative framework, as a general national education law, about education system; the need to foster a development in a lifelong and lifewide learning perspective, with a specific focus on the integration of ICTs; the requirement of economic investment, which can guarantee equal opportunities in ICTs access, in training, for students and teachers; the financing of Continuing Professional Development to spread innovative practices. All these issues required to be designed and managed in the long term, in a European perspective and at national level, of course with a great freedom for local initiatives.

Method. Starting from the elaboration of a common theoretical framework, a template and field research tools, the same research has been realized in each country partner. This paper shows the main results of national researches which has been gathered through a combination of analysis of key national documents and interviews with key actors (policy makers, decision makers, institutional representatives).

Outcomes. Results of these researches were used to develop guidelines for practitioners, to support schools to maximise the potential that digital technology offers to add value to the teaching-learning process.

F.02. | Science and Technology in Post-Democratic Societies

693 Nimbo: «Not In My BOdy»

Giuseppe Tiplado |

Keywords: Fake News, New Media Mediatization Of Politics, Politization Of Science, Pseudoscience

Nimbo is an expression I coined to identify the most recent and dangerous (for the health of contemporary democracies) mutation of Nimby (not in my backyard). the relationship between the individual and the environment is distinguished here by a markedly passive-aggressive attitude of the social actor, occupied in erecting defenses against alleged threats from expert knowledge, pursuing strategies based on the removal or

avoidance of sources deemed risky. In more than one episode they are virtual outbreaks, which take root and mount on the net, but not for this reason their short or medium term effects are less concrete than those recognized in the so-called "traditional" conflicts. If it is true that, unlike TAV or incinerators, no barricades have been erected against palm oil or protests have taken place on processed meat, nevertheless the effects of Nimbo epidemics associated with these foods are appreciable by consulting the sales trend of the last few years or, more simply, taking a look at the shelves of any supermarket: the expression "without palm oil", if present, functions as the semantic equivalent of a safety certificate; its absence, by contrast, is now a deterrent to purchase. In addition to the individual-context relationship, and to the verse that it assumes, a second characteristic trait of the Nimbo is the object of repulsion: the technoscientific "micro-works". Not a small change, it will be shown using some case studies in the food and medical fields. "Not in my body" is the consequence of the perception of an invisible threat, the reaction to an excess of invisibility. An unbearable absence ironically filled with a spasmodic search for other absences called to perform a protective function by an enemy so sneaky and feared as more difficult to distinguish. Hence the almost endless list of "without" that currently characterizes a large part of consumer goods, especially in the food and cosmetic sectors. The contribution concludes by discussing on the basis of which rhetorical strategies are being leveraged on similar attitudes to support an extreme disintermediation of the relationships between knowledge (pseudo) scientific, political power and citizens.

F.02. | Science and Technology in Post-Democratic Societies

191 Rethinking Human Body between Lay and Expert Knowledge Suggested by Self-tracking Technologies

Letizia Zampino |

Keywords: Self-Tracking; Knowledges; Bodies; Embodiment; Engagement

Smartphones, apps, wearable technology and sensors embedded in urban and domestic spaces are protagonist in every field of social life. The quantification of activities and practices through digital technologies are changing the meanings of the body, our social relationships and emotions. These so-called self-tracking technologies contribute to extend and enact the body into sociomaterial assemblages (Viseu and Suchman 2010). The body becomes the object and the subject of self-tracking practices by which it is digitalised and quantified (Mol and Law 2004; Lupton 2016). Around self-tracking technologies is born Quantified Self movement (QSm), founded in 2007 by two editors of Wired Gary Wolf and Kevin Kelly. The QSm's motto is 'self-knowledge through numbers' in order to underline the capacity of data to become a mirror reflecting imperceptible bodily functions, activities and practices otherwise taken for granted (Wolf 2009). According to Pantzar and Ruckenstein (2015), the voluntary self-tracker considers the data to be more credible and objective than his or her own sensations and subjective experiences. Self-trackers experiment on their bodies through the emergence of 'personal analytics' practices that typically aim for self-optimisation. Personal analytics practices transform human bodies and minds into data with the purposes of reflecting in an objective way on themselves, on others and on daily life. However, these studies overlook that data are constructed within sociomaterial assemblages in which sociality and materiality act producing themselves together (Law and Mol 1995). Particularly, self-tracking technologies are designed to be used in synergy with the body. This underlines the new intimacies of bodies and artefacts that reinscribe the boundaries of subjects and objects (Viseu and Suchman 2010). The aim of this paper is to explore how subjects intra-act (Barad 2007) with self-tracking technologies reconfiguring the plurality of expert and lay knowledge. Particularly, this contribution presents an exploratory empirical analysis of the use of apps with purposes of fitness.

Method

Fifteen semi-structured interviews are conducted in order to investigate how users reconfigure expert and lay knowledge embedding self-tracking technologies in everyday life. The interviews analysed comes to matter two forms of knowledge that perform a different engagement with the materiality of the apps.

Outcomes (expected)

The extract of the interviews draw attention to how interviewees and apps intra-act within an imaginary continuum in which at the opposite points we can find, from one hand, a minimal engagement with the knowledge inscribed in the app, and, from the other hand, a reflexive engagement with the knowledge suggested by the app. This continuum shows the overlapping intra-actions that perform daily knowledge about Self/Body.

References

- Barad, K. (2007) Meeting the universe halfway: Quantum physics and the entanglement of matter and meaning, Duke University Press.
- Law, J. and Mol, A. (1995) Notes on materiality and sociality, in "The sociological review", 43(2), pp.274-294.
- Lupton, D. (2016) The quantified self, John Wiley & Sons.
- Mol, A. and Law, J. (2004) Embodied action, enacted bodies: The example of hypoglycaemia, in "Body & society", 10(2-3), pp. 43-62.
- Pantzar, M. and Ruckenstein, M. (2015) The heart of everyday analytics: emotional, material and practical extensions in self-tracking market, in "Consumption Markets & Culture", 18(1), pp. 92-109.
- Viseu, A. and Suchman, L. (2010) Wearable augmentations: Imaginaries of the informed body, in "Technologized images, technologized bodies", pp. 161-184.
- Wolf, G. (2009) Know thyself: tracking every facet of life, from sleep to mood to pain, in http://archive.wired.com/medtech/health/magazine/17-07/lbnp_knowthyself?currentPage=all (retrieved January 20, 2018).

F.02. | Science and Technology in Post-Democratic Societies

222 The mirror of thy-self. Exploring the different relations of the quantified-self

Veronica Moretti | Barbara Morsello |

Keywords: Quantified Self, Datification, Community, Meetup

The interest of sociology in the practice of self-tracking, and more precisely the phenomenon of quantified-self, has become stable. Self-tracking consists in measuring daily activities and habits through technological devices. Analyzing the personal data represents a sort of promise to be able to grasp, in an "objective" way, the dynamic and complex structure of our reality (Schäfer, van Es, 2017). This practice is mainly accomplished by apps and wearable devices which store the collected information and, potentially, share them with other people. This aspect is particularly present in the Quantified-self communities. The community has a dual nature: online, as it is based on forums and blogs, and offline when its members get together for Meetups. The relationship between the subject and its data thus becomes something that is subjectively produced and objectively shared (Morsello, Moretti 2017). Through the practice of self-tracking, the subject is able to develop new relationships considering that numbers are not limited in describing the reality that surrounds us, but in fact contribute to its creation (Neresini, 2015). This contribution analyzes the different interactions that are shaped and modeled with the intensification of data collection.

Method

In this regard 20 semi-structured interviews were conducted. The 20 interviewees were selected from the Meetup of Turin and Cambridge, two important community in Italy and UK that presented similar features. We considered the selected individuals as expert of the QS technology and not just users. In light of the data collected, we suppose three types of relationships created by the subject with the practice of self-tracking.

Outcomes (expected)

The first relationship created is between the subject and itself. The self-tracking involves a control on the persons' lifestyle, in order to increase individual well-being. The subject seems to get a clear image of itself where self-monitoring is not only a reflecting surface, but a mirror of who we are. The second relationship is that with numbers. This type of interaction is probably the most complex because the numbers become the new linguistic code through which to interpret the individual conditions. Finally, the relationship with the other. Once

the data are collected, and a numerical 'report' of the subjective conditions / activities is obtained, they can be shared with other self-trackers or with the outsiders.

References

- Choe, E. K. et. al. (2014) Understanding quantifiedselfers' practices in collecting and exploring personal data, in "Proceedings CHI 2014", pp. 1143- 1152.
- Lupton D. (2016). *The Quantified Self*. Cambridge: Policy press.
- Morsello B., Moretti V., (2017) Your health in numbers. A sociological analysis of two Quantified-self Communities *Salute e Società*, XVI, suppl. 3, pp. 224-227
- Nafus D., Sherman J. (2014). This One Does Not Go Up to 11: The Quantified Self Movement as an Alternative Big Data Practice. *International Journal of Communication*, 8: 1784-1794.
- Neresini F. (2015) Quando i numeri diventano grandi: che cosa possiamo imparare dalla scienza, *Rassegna italiana di sociologia*, 3-4 pp. 405-432
- Sassatelli R., (2016) Taming bodies, alluring affects, in "Rassegna Italiana di Sociologia", 4, pp. 806-810

F.02. | Science and Technology in Post-Democratic Societies

299 Tinkering Democracy: how to enhance new social practices through maker culture

Emanuele Toscano |

Keywords: Maker Movement, Tinkering, Democratization, Online Community, Fablab

Thanks to the explosion of new small-scale fabrication technologies (3D printers, small laser cutters) and the high-technological surplus generated by the rate of obsolescence that characterizes today's technological products, tinkerer and maker culture manage to thrive and expand all over the world. Maker culture can be defined as part of a burgeoning movement in which individuals leverage modern digital technologies to produce and share artifacts with a broader community (Cohen et al., 2017). Local Fablabs and global online maker communities play a crucial role in the process of democratizing technology (Tanenbaum et al., 2013) and affirming new social practices: physical (or virtual) places where makers meet, cooperate, share, tinker, learn. They also contribute in enhancing and innovating learning practices while activating knowledge production processes (Halverson & Sheridan 2014). The paper aims at answering to two main research questions: is the maker movement a carrier of drives and orientations able to enhance the affirmation and the innovation of practices and values of cooperation, sharing, autonomy in a post-democratic era? Which are the possible integrations within the "maker mindset" (Martin 2005) and the educational dimension of the ethical and political socialization?

Method

The paper presents the first findings of an empirical research based on participant observation and semi-structured interviews in a Fablab in Rome.

References

- Cohen, J. et al., 2017. Makification: Towards a Framework for Leveraging the Maker Movement in Formal Education. *Journal of Educational Multimedia and Hypermedia*, 26(3), pp.217–229.
- Halverson, E.R. & Sheridan, K.M., 2014. The Maker Movement in Education. *Harvard Educational Review*, 84(4), pp.495–504.
- Martin, L., 2015. The Promise of the Maker Movement for Education. *Journal of Pre-College Engineering Education Research*, 5(1), pp.30-39
- Tanenbaum, J. et al. 2013. Democratizing technology: pleasure, utility and expressiveness in DIY and maker practice. In *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems (CHI '13)*. ACM, New York, NY, USA, 2603-2612.

F.02. | Science and Technology in Post-Democratic Societies

309 Digital meditation as a “functional deceleration” strategy: a perspective from Ivy League students

Antonio Maturo | Veronica Moretti |

Keywords: IDigital Meditation, App, Quantification, Functional Deceleration

In a society characterized by rapid social acceleration (Rosa, 2010), meditation seems an appropriate strategy for coping with stress and increasing personal wellbeing (Barker, 2014). It is not surprising, then, that apps related to meditation abound. Many apps foster self-tracking and data analysis, functions that are particularly useful for health management (Lupton, 2012). In our research, we investigated how to connect social practices and social meanings to the use of one of the most popular meditation apps: Headspace (HS). Building on our empirical research, we here address the following topics:

- conceptual medicalization, namely the use of biomedical terms in lay contexts (Maturo & Conrad, 2009);
- interactions between individuals and apps (Lupton, 2014);
- practices of quantification of the self and related changes in users’ perceptions of their moods and bodies (Maturo, Moretti, & Mori 2016).

Method

The empirical research focused on a class of 145 students at a prestigious university in New England. The students were asked to download and follow the instructions of Headspace (one of the most popular meditation apps). The promo version of Headspace offers users 10 meditation sessions, each 10 minutes long, guided by a virtual coach. Thirty days after they downloaded the app, students were asked to fill out an online questionnaire. After providing the main quantitative data from the survey, we considered the words used in the answers given by the students to the open question: How would you comment your experience with digital meditation? The answers were subjected to content analysis.

Outcomes (expected)

Generally, students’ comments about their experience of digital meditation were positive, reporting that meditation reduced their burden of stress. Our hypotheses were partially confirmed:

- Students used digital meditation mainly to “decelerate” in order to be more productive and not as an alternative way of ‘personal growth’ (as it was in the past);
- Students used biomedical jargon to tell the effects of meditation (Someone spoke of “digital therapy” referring to meditation)
- Students (quite surprisingly) considered meditation as a stressful experience as it had to be scheduled into a complicated agenda.
- Students reported that the slow pace of meditation increased their anxiety, as they were used to activities characterized by speed and multitasking.

References

- Lupton, D. (2012). M-health and Health Promotion: The Digital Cyborg and Surveillance Society. *Social Theory & Health* 10(3), 229–244.
- Barker, K. (2014). Mindfulness meditation: do-it-yourself medicalization of every moment. *Social Science and Medicine*, 106, 168-176
- Lupton, D. (2014). Apps as Artefacts: Towards a Critical Perspective on Mobile Health and Medical Apps. *Societies*, 4, 606-622.
- Maturo, A., Mori, L., & Moretti, V. (2016). An Ambiguous Health Education: The Quantified Self and the Medicalization of the Mental Sphere. *Italian Journal of Sociology of Education*, 8(3), 248–268.
- Maturo A., Moretti V. (2018). Digital health and the gamification of life. How apps can promote a positive medicalization. Emerald, UK.
- Rosa, H. (2010). *Alienation and Acceleration: Towards a Critical Theory of Late-modern Temporality*. Singapore: NUS Press.

F.02. | Science and Technology in Post-Democratic Societies

599 Values of safety, money-saving and convenience aroused by connected cars experts

Meihsin Lin |

Keywords: Safety, Money-Saving, Convenience, Connected Cars, Future Mobility Vision Through Data

Connected cars are a popular topic in mobility, the technology opens doors to an imagined future where traffic is constantly smooth and no queues need to take place. Imagine getting in a car, and the car immediately recognizes who you are and other passengers, it plays the music you like and suggests a route you usually go around this hour. Social assumptions are embedded in this type of design logics, they co-produce the outcome of products and services that will circulate in the future. Safety, money-saving and convenience are common social assumptions about connected cars promoted by the tech experts. Gallon's (1986) term "intersements", in his words "the group of actions by which an entity attempts to impose and stabilize the identity of the other actors it defines through its problematization", is applicable to see how tech experts' mobilize other actors while promoting connected cars. The tech experts as an entity define and redefine other actor groups, map and remapping the relations between groups. It would be interesting to look at how tech experts' intersement, involving the values of safety, money saving and convenience, functions and how the power relations between expert groups and lay groups map out. Connected cars are V2X technology (vehicle to everything) connected to pedestrian, infrastructure, network and vehicles and so on. This technology is entirely based on data collection, transmission, coordination and communication. In other words, cars are connected to personal devices, to infrastructures, to control centers and other people and transportation means. But how does the intersement of the tech experts relate all these human and non-human objects? The data produced are being distributed and managed between and within big organisations (Swan et al., 1999), from the programmers' design logic to the distribution of the data, these data processes are constantly being made and remade when they land on end users. Along the way, choices and decisions are being formulated and recommended, the consideration of personal identification of factors, namely the decision making, is interfered to a certain extent. It demonstrates that interactive social networking processes produce knowledge (Swan et al., 1999). As Weick (1990) suggested earlier as well, that this networking of information is not linear information transfer but a serie of processes of interrelating (Weick, 1990). In other words, the communication of knowledge is realized when people share the same system of meaning (Trompenaars, 1995). We need to take a closer look at these sense-making processes as knowledge produced here is not transferred but negotiated (Swan et al., 1999). As mentioned, this series of negotiating processes leads to information and factors to be taken in by individual cars when making driving decisions, this includes the priority of different sorts of information and the programming logic, how can we contribute to this loop by considering lay knowledge, as one example, face to face tacit acknowledgement, as one might neglect its importance (Swan et al., 1999)? Kapsch is a global corporate located in Vienna, Austria that produces intelligent transport systems for decades, connected cars are one of their highlighted products and they have pilot results from all over the world. I aim to explore the expert reasoning and argumentation for their product design to understand how their vision is constructed through their intersement and what expectations or promises are utilized as tools to mobilize things and people around.

Method:

I plan to investigate how these notions of safety, money-saving and convenience are being evoked by Kapsch, who claims to be a forerunner in V2X technology, and participates in V2X projects and standardization communication consortium. I plan to do document analysis of their online-documents of connected cars and further literature review regarding the same topic. Along with my main question as above, I will also find out how these social assumptions they embed in the use of connected cars come about and how they define connected cars as my sub-questions. For the analytical concept, I plan to use Stephen Hilgartner's "sociotechnical vanguard vision"(2015) as a lens to see how the Kapsch experts construct their vision for connected cars. According to Hilgartner (2015), he refers to vanguards as "relatively small collectives that formulate and act intentionally to realize particular sociotechnical visions of the future that have not yet come to be accepted by wider collectives" (Hilgartner 2015: 34). I find Kapsch appropriate as part of the vanguard community.

Outcome:

Through this case study I can explore how the values of safety, money-saving and convenience are represented through experts' intersement about connected cars. Furthermore, I can investigate how the power relations between the expert group (Kapsch) and lay group map out.

Reference:

- Callon, M. (1986). Some elements of a sociology of translation: domestication of the scallops and the fishermen of St Brieuc Bay. In J. Law (Ed.), *Power, Action and Belief. A New Sociology of Knowledge?* (pp. 196-233). London: Routledge & Kegan Paul.
- Hilgartner, S. (2015). Capturing the imaginary: Vanguards, visions and the synthetic biology revolution . In *Science and democracy: Making knowledge and making power in the biosciences and beyond* (pp. 33- 55). New York: Routledge
- Swan, J., Newell, S., Scarbrough, H., Hislop, D., (1999). Knowledge management and innovation: Networks and networking, in *Journal of Knowledge Management* 3(4):262-275 .
- Trompenaars, F. (1995), *Riding the Waves of Culture: Understanding Cultural Diversity in Business*, Nicholas Brealey, London
- Weick, K.E. (1990), "Technology as equivoque: sense-making in new technologies", in Goodman, P.S., Sproull, L.S. and Associates (Eds), *Technology and Organisations*, Jossey-Bass, Oxford.

F.02. | Science and Technology in Post-Democratic Societies

631 Contrast the spread of fake news through university teaching based on critical thinking

Valeria Di Martino | Giuseppe Carmelo Pillera |

Keywords: Fake News; Critical Thinking, University Teaching

Fake news are not a new phenomenon but their reach has increased enormously with the spread of social networks. Their ability to influence the real world has also increased, as demonstrated by recent events such as the Brexit referendum or the US elections. Pennycook, Cheyne, Barr, Koehler, and Fugelsang (2015) demonstrated that fake news receptivity was associated with increased belief in religious, paranormal, conspiratorial, and dubious health related claims. On the contrary, individuals who perform better on tests of analytic and critical thinking were less receptive to fake news. Pennycook et al. argued that this indicates that analytic individuals are better able to detect pseudo-news. Results of different studies show that when students read for information on the Internet, they are more concerned with content relevance than with credibility; they rarely attend to source features to evaluate reliability and author perspective; and when they do refer to source features in their explanations, judgments about the quality of sources are often vague, superficial, and characterized by a lack of reasoned justification (Coiro, Coscarelli, Maykel, Forzani, 2015). For Roets (2017) the initial influence of incorrect information cannot simply be undone by pointing out that this information was incorrect, especially in people with relatively lower cognitive ability. Then teaching strategies to comprehend and think critically about information on the Internet will play a central role in empower students, and more in general citizens, to reach and express informed views and to engage fully with society (Coiro et al., 2015). On the other hand, critical thinking is an academic attribute that many courses claim to produce in students and it is seen as a particularly desirable outcome of university education. There has, however, been relatively little investigation into the relationship between disciplines or subject areas and critical thinking. The aim of this study is to implement and evaluate a programme to develop awareness and critical thinking in a specific curriculum subject areas.

Method

The study was designed to evaluate the effectiveness of an educational program specifically designed to integrate the development of critical thinking into specific subject areas through the frequent use of quizzes, student criticism of their papers and working with different kinds of arguments. More specifically, the sample consists of 150 students of the courses of Experimental Pedagogy (Degree in Science Education) and Planning and evaluation of training interventions in the territory (Master degree in Pedagogical Science and Educational Planning). A pre-test and a post-test related to critical thinking was administered.

Outcomes (expected)

Through our proposed programme, we expect that students which kinds of evidence are appropriate for which kinds of assertions and gain experience with criticizing their own use of evidence to support their ideas. More

in general, we expect that students develop standards for assessing claims and the improvement of fundamental critical thinking skills.

References

- Coiro J., Coscarelli C., Maykel C., & Forzani E. (2015). Investigating Criteria That Seventh Graders Use to Evaluate the Quality of Online Information, *Journal of Adolescent & Adult Literacy*, 59(3), 287–297.
- Comber B. (2018). Working Critically and Creatively With Fake News, *Journal of Adolescent & Adult Literacy*, Vol. 62 n. 3, 329-332.
- Frankfurt, 2005;
- Pennycook, G., Cheyne, J. A., Barr, N., Koehler, D. J., & Fugelsang, J. A. (2015). On the reception and detection of pseudo-profound bullshit. *Judgment and Decision making*.
- Roets, A. (2017). 'Fake news': Incorrect, but hard to correct. The role of cognitive ability on the impact of false information on social impressions. *Intelligence*, 65, 107-110.

F.02. | Science and Technology in Post-Democratic Societies

673 Bridging the gap between the physical and conceptual exploration of socio-technical issues: Critical approaches to technical practices and the “critical making” approach

Sergio Minniti |

Keywords: Critical Making, Critical Technical Practice, Critical Design, Critical Engineering, Actor-Network Theory

The presentation will focus on the role digital technologies might play in generating critical reflection on the relationship between technoscience and society, through their use as tools for learning-through-doing. More specifically, it will discuss the various attempts that have been made in the last twenty years to bridge the divide between the social and technical sciences by combining social theories with technical practices, with the aim of generating critical thinking about the relationship between technoscience and society. First, the most recognized contemporary “critical” approaches will be compared and discussed: critical design (Dunne and Ruby 2001); critical engineering (Oliver et al. 2011); critical technical practice (Agre 1997); and critical making (Ratto 2011). Then, the presentation will focus on critical making, where some tools and methods commonly used by makers to rapidly prototype interactive technologies are adopted to bridge the gap between the physical and conceptual exploration of socio-technical issues. The presentation will use as an example an ongoing critical making project developed by the author and called “Game of ANT”, which focuses on the operationalization of Actor-Network Theory (ANT) through the collaborative fabrication of interactive devices that reproduce its basic principles and dynamics, as well as through the “translation” of the theory into an interactive game experience designed as a hands-on learning experience.

References

- Agre, P.E. (1997) Toward a Critical Technical Practice: Lessons Learned in Trying to Reform AI, in G. Bowker, S.L. Star, W. Turner and L. Gasser (eds.), *Social Science, Technical Systems and Cooperative Work: Beyond the Great Divide*, Hillsdale, Erlbaum, pp. 131-157.
- Dunne, A. and Raby, F. (2001) *Design Noir: The Secret Life of Electronic Objects*, Basel, Boston and Berlin, Birkhäuser.
- Oliver, J., Savičić, G. and Vasiliev, D. (2011) *The Critical Engineering Manifesto*. Available at: <http://criticalengineering.org/>
- Ratto, M. (2011) Critical Making: Conceptual and Material Studies in Technology and Social Life, in “*The Information Society*”, 27, pp. 252-260.

F.3. | Researching Digitization in Education

132 Smartphone pervasiveness in youth daily life as a new form of digital inequality

Marco Gui | Tiziano Gerosa |

Keywords: Smartphone, Digital Inequality, Youth, School Performance

In recent years, smartphones have become the most popular and ubiquitous tool for adolescents to access the internet in developed countries (Mascheroni & Ólafsson, 2016). Increasingly, children's and teens' daily lives tend to gravitate around their smartphones, mainly for social uses: they spend a good deal of time with their mobile devices communicating and "hanging out" with friends, posting and responding to each others' messages, but also playing multiplayer games, surfing the web and listening to music in a state of constant connectedness (Chayko, 2017). However, the pervasiveness of this device, even in the most relevant moments of the day, has raised concerns about the ability of users to make a balanced use of it. Turkle (2016) has argued that a massive smartphone use in significant moments of the day, such as family dinner or sleeping hours, can be socially and psychologically harmful. Recent research drew attention specifically to young people's daily lives, linking smartphone use to increasing downturns in youth mental health indicators (Twenge, 2017). Although such analysis has been widely criticized for its arguable causal interpretations (Livingstone, 2018), it increased the attention of the scientific community to this issue.

Method

In this paper we test the hypothesis that smartphone pervasiveness in adolescents' daily life represents a new source of digital and social inequality by analyzing data on the entire high-school student population of the Valle D'Aosta region, in Northern Italy (N=4,675). By means of a mediation analysis, we show how smartphone pervasiveness mediates the relationship between students' social origins—measured through their parents' educational level—and learning outcomes, thus contributing to deepening the academic divide between high and low-performing students.

Outcomes (expected)

The present study confirms a trend by showing that currently, in Northern Italy, adolescents whose their smartphones more frequently during the day are those coming from less educated families. However, what is most relevant for digital inequality research is that this higher level of smartphone pervasiveness among less-educated families represents a significant source of inequality in the already unequal relationship between family educational level and academic performance. These results offer important evidence that smartphone pervasiveness actively contributes to the divide in students' school performance. We can also interpret these results as a way of disentangling the underlying mechanism through which educational inequality manifests itself: confining smartphone usage seems to play a positive role in mitigating this process.

References

- Chayko, M. (2017). *Superconnected: the internet, digital media, and techno-social life*. Sage Publications.
- Livingstone S. (2018), *iGen: why today's super-connected kids are growing up less rebellious, more tolerant, less happy –and completely unprepared for adulthood* (Book review), *Journal of Children and Media*, 12(1), 118-123
- Mascheroni, G., & Ólafsson, K. (2016). The mobile Internet: Access, use, opportunities and divides among European children. *New media & society*, 18(8)
- Turkle, S. (2016). *Reclaiming conversation: The power of talk in a digital age*. Penguin.
- Twenge, J. M. (2017a). *iGen: Why Today's Super-connected Kids are Growing Up Less Rebellious, More Tolerant, Less Happy--and Completely Unprepared for Adulthood--and what that Means for the Rest of Us*. Simon and Schuster.

F.3. | Researching Digitization in Education

139 Towards Digital School. The national survey on digital skills of teachers

Ida Cortoni |

Keywords: Digital Skills, Digital Literacy, Digital Education, Teaching, Media Consumption

This proposal is part of the contemporary debate on the integration of digital systems in school educational environments, paying particular attention to the capacity for integration and educational experimentation of media devices in terms of teaching methodologies and inclusion strategies. Starting from the national framework of digital integration in the Italian education system through the PNSD and the sharing of the European framework on digital skills, identified with the DIGCOMP EDU, the objective of this presentation is to investigate the impact of international and national education policies on the practices of Italian teachers, in terms of digital skills applied to the context of the class.

Method

From the methodological perspective, the survey is one of the tools presented in this conference to investigate some dimensions of digital competence in sampled teachers, such as the type of media access, critical analysis, creative production, awareness, with particular reference to the teaching strategies activated at school, and the digital competence of citizenship. The proposal intends to reflect on the statistical elaborations and data analysis of this first part of the research work, proposing an international comparison with the suggestions of the European DIGCOMP EDU framework.

Outcomes (expected)

Through the presentation of the first research results of this research project, Towards the Digital School (2018), the paper will build a first picture of the inclusion of digital in the teaching practices of a sample of about 700 teachers involved at a national level, coming from 31 secondary schools of 15 Italian regions. Specifically, the influence of social determinants on digital skills and the use of digital as a specific teaching methodology will be investigated, as well as technological support, and the type and level of application of technologies in teaching practices and management of teaching activities within the school.

References

- Airasian P.W. (1994), Classroom assessment, NewYork: McGraw-Hill
- Ala-Mutka, (2011), Mapping Digital Competence: Towards a Conceptual Understanding
- Anderson, L. W. and Krathwohl, D. R., et al (Eds..) (2001) A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Allyn & Bacon. Boston, MA (Pearson Education Group)
- Benadusi L., Molina S. (2018), Le competenze. Una mappa per orientarsi, Il Mulino, Bologna.
- Buckingham D. (2007). Digital Media Literacies: rethinking media education in the age of the Internet. Research in Comparative and International Education, 2 (1), pp. 43-55.
- Calvani A., Fini A., Ranieri M. (2010), La competenza digitale nella scuola. modelli e strumenti per valutarla e svilupparla, Brescia: Erickson.
- Castoldi M. (2016), Valutare e certificare le competenze, Roma: Carocci.
- Davidson E.J. (2005), Evaluation Methodology Basics: the nuts and bolts of sound evaluation, Ca: Thousand Oaks, Sage.
- Redecker C., Punie Y. (2017), European Framework for the Digital Competence of Education. DigCompEdu, Luxembourg, Publications Office of the European Union.

F.3. | Researching Digitization in Education

142 Assembling Digital Platforms in Education Policy. A Comparative Analysis of 'Scuola in Chiaro' and 'Eduscopio'

Paolo Landri | Sandra Vatrella |

Keywords: Digital Platforms, Governance, Ant, Education Policy

[The paper addresses the issue of the digital governance of education. In particular, we focus on the power digital platforms perform in the processes of social construction of reality, i.e. as devices that contribute to producing what they would like (and claim) to portray (Maguire et al. 2015). Our research strategy consists of

an integrated approach intertwining the Actor-Network Theory (ANT) and the critical studies on education. In fact, in our paper, we engage in an attempt of 'critical reading' of digital platforms. In particular, we try to make a critical sociology of digital governance, by assuming: on the one hand, the challenge that digital space represents in terms of topological dimension of school (Landri, 2018); on the other hand, the role digital formations play as project of reculturing of education field (Grimaldi and Serpieri 2012), that works by translating it in a space of commensuration.

Method

In order to explore the emerging landscape of the digital governance of education, and to add the emergent international literature on this latter topic, this paper will present a comparative analysis of two influential digital platforms in Italy, that is 'Scuola in Chiaro', and 'Eduscopio'. The attention to the two platforms, here, was an extension of a longer research program on the emerging forms of digital governance in Italy and in Europe .

Methodologically, we followed the general strategy of the ethnography of 'making the familiar strange'. In so doing we combined two methods: a) the historical reconstruction of the assemblage b) the semiotic analysis of the platforms. The aim was to describe the sociomateriality of the entanglements of humans and nonhumans in the platform.

Outcomes (expected)

Platforms shape the informational basis of the education policy, and frame it into a model of variables that privileges what is measurable of the school performances, by reinforcing the epistemology and political positioning of school effectiveness and school improvement visions. They celebrate the value of the transparency, putting in the background the opacity and the ambiguities of the educational processes. They state, therefore, the priority of the transparency of the organizational processes. The participation of schools to the making of the platforms can be different. By applying Marres's typology (2017) we will illustrate how 'Scuola in Chiaro' is a case of 'logical participation', while 'Eduscopio' is an instance of 'digital paternalism'.

References

- Grimaldi, E., & Serpieri, R. (2012). The transformation of education state in Italy: a critical policy historiography from 1944-2011. *Italian Journal of Sociology of Education*, 4(1), 146–180.
- Landri, P. (2018). *Digital Governance of Education. Becoming Digital of EU and Italian Spaces of Education*. London: Bloomsbury
- Maguire, M., Braun, A., & Ball, S. (2015). 'Where you stand depends on where you sit': the social construction of policy enactments in the (English) secondary school. *Discourse: Studies in the Cultural Politics of Education*, 36(4), 485–499.

F.3. | Researching Digitization in Education

148 Media devices and zero to six: for an evidence-based preschool media education.

Alice Di Leva |

Keywords: Media Education, Screen Technology, Mobile Device, Educational App, Preschool

The last years have seen a massive diffusion of screen technology and mobile devices in preschoolers' life. This work aims at providing advice on the use and limitations of these devices to develop a zero to six media education, through the collection of psycho-pedagogical and medical-pediatric evidence. The collection of scientific material and not of purely informative statements and indications is driven by the need to establish rules not simply based on common sense but satisfying the criterion of evidence-based education, analyzing two crucial aspects of the use of screen technology throughout infancy: digital content and context of use.

F.3. | Researching Digitization in Education

178 The Digitalization of School. Subjects, networks and ideas for a new education politics

Danilo Taglietti | Emanuela Spandò | Alessia Forciniti |

Keywords: Policy Network, Education Policy, Social Network Analysis, Network Ethnography, Text Mining

Digitization is an increasingly central issue of educational systems reform policies in the over whole OECD area. In recent years, literature has underlined how the growing significance of the digitization theme in the reform agendas is the product of (and has been the occasion for) a transformation of policy-making in the educational field and related policy networks in the heterarchical sense. This has been understood as a mélange of vertical and horizontal bureaucratic, market and network relationships. Namely, as multiple forms of interdependencies and mobilities that link not only places and spaces, but also events, relationships and social performances, which remain and change over time. In the attempt to contribute to this debate, in this paper we aim to present and discuss the results of a research work whose objective was to map some of the new relational spaces of educational policy-making in the Italian context. This in order to explore the possibility that these could be accompanied by a political reshaping of the way of understanding education itself.

Method

To answer these questions, we initially carried out a following focused on subjects, adopting the social media ethnography method. The space chosen has been that of the social network LinkedIn, which presents itself as an intensity site (Ivi) for the development of relations between the emerging subjectivities of the digitalization policies. Adopting as a starting point the "link" with the authors of the main digitalization policies of the Italian school, firstly, we followed their activities. Secondly, we adopt the technique of Social Network Analysis aiming at the investigation of nodes (actors) and links (connections) through the unit of analysis of the actor relationship. The subject positions of the actors belonging to specific cohesive subgroups, then, were studied through text mining applications. Finally, we adopted an approach inspired by Paul Ricoeur's hermeneutical arc (1981), applying it to some texts published by the emerging subjectivities identified.

Outcomes (expected)

We seem to be able to describe the production of a new type of texture in the organization of the networks in which some of the main policy-makers of the Italian educational system are involved. In particular, the relational networks present a complex morphology, divided into communities of discourse. We can also highlight the presence of cliques and specific cut-points that act as relational brokers, mainly coming from the world of digital economy and business consulting. These are all subjectivities that strongly encourage the need for a renewal of the educational system in a frame delimited by the guidelines of life-long learning, meta-skills and the subject as self- entrepreneur.

References

- Ball S., Junemann C., Santori D. (2017), *Edu.net: Globalisation and Education Policy Mobility*, London: Taylor&Francis.
- Peck J. & Theodore N. (2012). *Follow the Policy: A Distended Case Approach*. *Environment and Planning A: Economy and Space*, 44(1), 21–30
- Wasserman S., Faust K. (1996). *Social Network Analysis. Method and Applications*, Cambridge University Press, Cambridge (MA).]

F.3. | Researching Digitization in Education

225 Pollicina: a multimedia navigator for cultural heritage. Innovative learning process in a digitalized school.

Maurizio Mesenzani |

Keywords: Museum, Schools, Flipped Learning, Multimedia Digital Platform, Cultural Heritage

[The paper starts from the ongoing experience in the Pollicina Project, www.progettopollicina.eu, involving museums and schools in Regione Lombardia. The availability of mobile devices and digitalized technology in schools is changing the learning processes and the didactical models. Students have to be engaged with cultural heritage in an interactive and multimedia process capturing their attention and permitting them to get in contact with pieces of art in a different way. They should be empowered to comment pieces of art, to share their

experiences and their emotions when visiting a museum as well as they do with their daily activities. Through a flipped learning model, they should be supported in a learning process in which they take an active part in the creation of contents and metadata related to cultural heritage: tags, description, abstracts, connections. In this way they can study arts and architecture and they can link pieces of arts with other dimensions: geolocalized places, historical periods, social, political and cultural context. They can create digital and physical routes, linking different museums and cultural sites across specific thematic channels and across specific tags or keyword. In those domains they should also be supported in the creation of new content (videos, photos, text) sharing across social channels with other students, with teachers, also within a didactical process (preparation and/or follow-up to museum visits, periodical reviews and evaluations).

Method

The Pollicina multimedia platform is a digitalized tool aimed to support teachers and students and to redefine the learning process in a digitalized way. Through Pollicina students can categorize and describe each piece of art, they can link each piece of art to existing on line content and can build specific routes, supporting real physical visits or integrating physical and digital tours. In this way they can study an historical period linking cultural heritage contents distributed among worldwide museums and they can digitally enrich the on line catalogue of museums with user generated content providing additional descriptions to certified on line content, managing also specific didactical activities such as project works and gamified learning sessions.

Outcomes (expected)

The platform is permitting different access for teachers, students, museums and institutional employees and can be used as a learning tool inside school lessons or during museum visits, in order to support the preparation of a visit, the visit itself and the follow-up of the visit. The hypothesis is that this model will be changing teaching and learning processes in a digitalized school.

References

www.progettopollicina.eu

Serious Games Go Informal: A Museum-Centric Perspective on Intelligent Game-Based Learning (<https://pdfs.semanticscholar.org/f879/6e931a3d0a39697d819eca81375f984a7b58.pdf>)

Learning: Is there an app for that? Investigations of young children's usage and learning with mobile devices and apps (http://www-tc.pbskids.org/read/files/cooney_learning_apps.pdf)

Play in the Museum: Design and Development of a Game-Based Learning Exhibit for Informal Science Education (<https://pdfs.semanticscholar.org/2cba/027825003e0626d10c1790638243f9cfa7bf.pdf>)

Io sono cultura – 2018 “L'Italia della qualità e della bellezza sfida la crisi”, Quaderni di Symbola, 2018

Museum of the Future, “Insights and Reflections from ten International Museums”, Erasmus+, MuSA, 2018]

F.3. | Researching Digitization in Education

295 Digital devices in the governing of Education: an empiric case study in the field of career guidance

Antonietta De Feo | Marco Romito | Catarina Gonçalves |

Keywords: Digital Governance, Policy Instrument, Socio-Materiality, Career Guidance

Recent studies have pointed out that policy instruments and techniques of government in the field of education are increasingly intertwined with digital infrastructure, software and algorithms. These are taken seriously by education researchers as artefacts that allow for deep transformations in the paradigms of governing (Simons, 2014) and have led to the idea that a 'new software layer has been superimposed on the political layer of education' (Williamson, 2017: 66). As a means of contributing to the study of this state of affairs, our presentation aims to discuss the theoretical and methodological grounds on which digitization in education may be studied and to illustrate such endeavours drawing on the case study of a software product for career guidance used within Italian schools and on career guidance platforms available within the European Education Space. To do

so, we set out from a socio-material perspective (Fenwick and Edwards, 2016) and resort to Lascoumes and Le Galès's (2007) policy instrument concept. Both approaches support our effort to analyse career guidance software and platforms by focusing on their interactions with social actors, at the same time allowing us to acknowledge that the scripts a software object carries from the moment of its design and development create the conditions for opening up certain possibilities and not others.

Method

Our analysis will be based on a semiotic analysis of career guidance platforms available within the European Education Space and on an autoethnographic approach based on the using of a demo (full-featured) version of a particular software used within Italian schools. Positioning ourselves as potential users (Decuyper et al., 2014), our aim is to show the meanings inscribed in the software and the boundaries it creates to possibilities of interpretation and usage.

Outcomes (expected)

We will show that career guidance platforms and software constitute a meaningful illustration of how the governance of education is mediated, activated and accomplished using digital instruments. These digital objects provide schools with easy-to-use tools favouring the dissemination of a particular approach to guidance, a certain standardisation of guidance practices and, more importantly, a new way to conceive education as a whole. However, we will also move the reflection forward by pointing out how the material, cognitive and social context in which they are enacted may shape the operations accomplished, the objectives pursued and the meanings conveyed.

References

- Decuyper M, Ceulemans C and Simons M (2014) Schools in the making: mapping digital spaces of evidence. *Journal of Education Policy* 29(5): 617–639.
- Fenwick Tand Edwards R (2016). Exploring the impact of digital technologies on professional responsibilities and education. *European Educational Research Journal* 15 (1): 117-131.
- Lascoumes P and Le Galès P (2007) Introduction: Understanding Public Policy through Its Instruments—From the Nature of Instruments to the Sociology of Public Policy Instrumentation. *Governance* 20(1): 1-21.
- Simons M (2014) Governing Through Feedback. From national orientation towards global positioning. In: Fenwick T, Ozga J and Mangez E (eds) *World Yearbook of Education 2014*. Oxford: Routledge, pp.58-72.
- Williamson B (2017) *Big data in Education*. London: Sage

F.3. | Researching Digitization in Education

300 Platform education and democracy: A tentative mapping and a research agenda

Leonardo Piromalli | Assunta Viteritti |

Keywords: Digital Platforms; Higher Education; Democracy; Governance; Distance Education And Learning

[Digital technologies are nowadays interwoven in the very fabric of our everyday lives. Our personal and professional worlds are entangled in increasingly complex knots of digital technoscientific knowledges. Digitalisation processes are increasingly mediated by and made operative through digital platforms accessible via electronic devices (Van Dijck et al., 2018). Platforms are programmable architectures designed to order interactions among users and aimed at the systematic collection, algorithmic processing, circulation, and monetization of user data. Far from being mere technical or economic phenomena, they are rather to be understood as artefacts possessing agency, capable of penetrating everyday life, shaping the world and exercising power (Kitchin & Dodge, 2014). Digitalisation processes are becoming relevant in education too (Selwyn et al., 2016; Romito et al., 2019), as a “platform education” is emerging which concerns the processes of learning, teaching and governance as they are mediated by and enacted through digital platforms. Higher Education (HE) is rapidly becoming digital and platformized, both in practice and in policy spheres. Twenty years after the Sorbonne Declaration, a new policy agenda is emerging which calls for greater recognition of the digital into HE. European Commission envisaged a HE Hub as part of its Digital Education Action Plan, while position papers advocating for open and digital HE were presented at the EHEA 2018 Conference by private associations. Despite their growing importance, digital platforms for HE have scarcely been focused as

“matters of concern”. The aim of this contribution is thus to bring to the forefront their invisible work and to elaborate on their potential vulnerabilities. First, an attempt will be made to describe some cases of platformization in Italian HE. Secondly, we will raise critical questions about the implications of platform education for democracy.

Method

We will begin this exploratory research with a mapping effort aimed at detecting institutional discourses and empirical examples of platform education. We will then analyse the platformization of HE managerial processes. We will use documentary analysis, digital ethnographies and interviews to investigate CINECA, the major Italian HE management platform provider, and to show how Italian HE participates in global New Public Management trends. The second empirical field concerns the platformization of HE and learning, which we will investigate by focusing on two empirical cases. First, we will focus on the eleven Italian virtual universities, which emerged since 2004 from the private HE market and had to comply with standards imposed by the public sector. Documentary analysis and interviews will be carried out. The second case study about the platformization of HE and learning concerns EduOpen, an Italian MOOC platform founded in 2014 by a network composed of public and private actors. Interviews and n/ethnographies will be carried out.

Outcomes (expected)

First, we expect to provide a provisional map of the most important digital platforms for governance, e-learning and open learning that have globally been developed and adopted by HE providers. Furthermore, we will set up a critical reflection on the potential of platforms as tools for expanding and opening access to knowledge in HE. Platform education can indeed be considered as an arena of ambivalences between education and learnification (Biesta, 2005), public governance and commodification, HE as a common good and as private property.

References

- Biesta, G. (2005). Reclaiming a language for education in an age of learning. *Nordisk Pedagogik*, 25, 54–66.
- Kitchin, R., & Dodge, M. (2014). *Code/Space: Software and Everyday Life*. Cambridge, MIT.
- Romito, M., Gonçalves, C., & De Feo, A. (2019). Digital devices in the governing of the European Education Space: The case of SORPRENDO software for career guidance. *European Educational Research Journal*.
- Selwyn, N., Nemorin, S., Bulfin, S., & Johnson, N. (2016). Toward a digital sociology of school. In J. Daniels, K. Gregory, & T. McMillan Cottom (Eds.), *Digital Sociologies* (pp. 143–158). Bristol: Policy.
- Van Dijck, T., Poell, T., & De Waal, M. (2018). *The Platform Society: Public Values in a Connective World*. New York: Oxford University Press.

F.3. | Researching Digitization in Education

423 Exploring practices, problems and cultural challenges of Italian teachers in the digital era

Stefania Capogna | Maria Chiara De Angelis | Flaminia Musella |

Keywords: Teacher Digital Skills, Ict, Innovative Teaching, Education System, School Organization

According to the wide but unbalanced spread of ICT in the society, the school has be required to strategically approach new teaching methods and practices aiming at continuous skill updating and at digital competencies training. In opposition with the most spread criticisms about the school immobility, the hypothesis of this research is that there are interesting educational innovation spaces carried out by a large number of teachers who promote research and educational experimentation. The main goal of this research is detecting practices, customs and digital skills widespread in educational institutions. In order to this, the paper discusses a pilot study focused on both testing a questionnaire for measuring the goal and descriptive analysing data for exploring, from the teachers' point of view, the forces of innovation and the tensions that fuel the system. The initial hypothesis it is not sufficient to introduce technological equipment in the school. Learning is not depleted by the technology, but it is enriched by all those aspects which characterize social and shared activities, shifting the centre of gravity by the teacher's knowledge, traditionally considered the only source of learning, to other

sources. It seems that there is a positive relationship between the extent to which students use ICT at school for schoolwork and the extent to which they use it with other resources outside of the school environment. For this reason it must carefully consider the human and cultural factors that characterize the evolution of each techno-social environment and the education implication to help people in using them in correct and responsible manner.

This research aims at understanding practices, problems and cultural challenges of Italian teachers in the digital era. To reach the goal, a pilot survey has been conducted by involving teachers of different levels of school. The data gathering has been realized through a structured questionnaire examining uses, competences and needs, expressed by teachers in the use of ICT in their daily practices. The questionnaire, submitted by email in a timeframe of 3 months (January-March 2016).

Method

A pilot study has been carried out on a sample of 1210 respondents; survey results have been analysed according the following two perspectives.

- The main goal is the questionnaire evaluation with the aim to validate and optimize the tool for future researches. Statistically speaking, validating a questionnaire means verifying if the tool is appropriate to measure the research objective. With this aim (a) questionnaire internal scale coherence has been tested by performing a reliability analysis through Cronbach alpha (Cronbach, 1951); (b) an exploratory factor analysis (Thompson, 2004) by principal component analysis has been realized in order to catch underlying latent dimensions of each questionnaire question; (c) a confirmatory factor analysis through 'Structural Equations Models' (SEMs-Bollen, 1989) has been estimated for each question and for complete cases.
- First data exploration: also if the research results cannot be considered in a representative perspective or with an inferential purpose due to the non-probabilistic sample, we can carry out some important consideration regarding the real contribution of ICT at school.

Outcomes (expected)

Relevant research outcomes belong to the two analytic perspectives:

- Questionnaire review according to the tool validation results.
- Main teachers' clusters in terms of digital practices, tangible problems and challenging opportunities.

References

- Anderson, T. (2001), «The hidden curriculum in distance education: An updated view», *Change*, 33, 28–35.
- Angrist, J.D. Lavy, V. (2002), «New Evidence on Classroom Computers and Pupil Learning», in *Economic Journal*, No. 112, pp. 735-765.
- Badagliacco, J. M. (1990), «Gender and Race Differences in Computing Attitudes and Experience», *Social Science Computer Review* 8 1, Spring 190. Copynght, Duke University Press.
- Banerjee, A. Cole, S. Duflo, E. Linden, L. (2004), *Remedying Education: Evidence from Two Randomized Experiments in India* [Mimeo], MIT.
- Barrett, H., Wilkerson, J. (2004), *Conflicting Paradigms in Electronic Portfolio Approaches: Choosing an Electronic Portfolio Strategy That Matches Your Conceptual Framework*, <http://www.electronicportfolios.com/systems/paradigms.html>
- Bentler, P.M. (1990), «Comparative fit indexes in structural models», *Psychological bulletin* 107 (2): 238-46.
- Bimber, B. (2000) «Measuring the Gender Gap on the Internet», *Social Science Quarterly* 81:868-76.
- Bocconi, S. Balanskat, A. Kampylis, P. Punie, Y. (2013), *Overview and analysis of learning initiatives in Europe*, Luxembourg: European Commission.
- Bollen, KA. 1991 (1989), «Structural equations with latent variables», New York: John Wiley: 612-21.
- Capogna, S. (2014), *Scuola, Università, E-learning. Una lettura sociologica*. Roma, Armando.
- Capogna, S. (2015), «Learning in the 21st century: the digital challenge for teacher», *Qtimes*, (3).
- Capogna, S. (2016), «Schools 2.0: Experiences and Expertise. Digital Teachers Wanted», *Italian Journal of Sociology of Education*, 8(2), 54-67.

504 Service Design for Italian Schools: fostering changes in the organisational life of schools community

Alessandro Pollini | Gianni Sinni |

Keywords: Organisational Life, Service Design, School Community, Participation, Active Contribution

Projects fostering School system innovation are cultural actions leveraging upon a vision of future school as open environment for learning and developing lifelong skills as is in the Italian Digital School National Plan. The school is a complex system involving a huge community of students, parents, teachers, administrative and technical personnel where high value experiences and critical issues co-exists at the same time. The current scenario of Italian Schools' Website generally offers a very limited portfolio of digital services. Italian Schools' websites are featured by a vast heterogeneity in content and site navigation, as well as by a persistent link with third-party applications, such as the Electronic Record provided by private entities. Part of the processes are not yet digitalised, also because of a lack of connectivity in many rural areas. Finally, there's an increasing role of the school digital coach (animatore digitale) in all the main initiatives of the school, managed by her without a real engagement of the entire school. Italian Schools digital transformation is a complex and long-lasting process. A relevant step has been brought by the Italian School Service Design (2018 - BSD and LCD) project aiming at defining a standard service portal website for the Italian School at every level. Such model is thought to gather and promote all the digital services offered to the whole school community.

Method

Desk research and Qualitative research as well as Quantitative research have been carried out to lay down the design: interviews with stakeholders and school experts were particularly useful for analyzing the context. Qualitative research activities allowed to elicit user requirements, based on project target users' needs, motivations, objectives and expectations. The themes raised in the desk research were deepened in individual and collaborative sessions of focus groups, user interviews and co-design workshop involving representatives of the whole school community. The knowledge built in the first phase of the project was then elaborated into Personas, Scenarios, User Requirements and the Information Architecture of the website. The user-centred, context-based, inclusive and participatory design approaches have been applied to structure a multilayered and multifaceted project moving from user needs to best practices, from in-context activity analysis to school service and process design.

Outcomes

The project developed a standard service portal website for the Italian school within the Digital Transformation Team of the Italian Government. The standard school website is a usable and responsive service portal that covers a variety of visual, interaction and service issues, ranging from communicating identity to community life storytelling, until supporting learning scenarios' innovation and open contents management. One of the major focus of the design has been on class life: supporting the everyday relationship among schoolmates, teachers and parents met the need and the wish of each actor for belonging to, own and account for the school. The design of the new artefact is thought to foster a novel participative, inclusive and engaging governance model of the Italian School.

F.3. | Researching Digitization in Education

512 Interactive Pathway for an Inclusive Mathematics Education

Marina Marchisio | Alice Barana | Stefano Boffo |

Keywords: Automatic Formative Assessment, Inclusion, Interactive Learning Environment, Mathematics Education, Problem Solving

The recent technological revolution is affecting not only industry, but also education. On one side, schools are required to develop new skills, as digital and problem solving competences, to prepare students to face rapid transformations of the world of work. On the other side, they are pervaded of innovative tools, digital environments and technological infrastructures, which enable different cognitive and non-cognitive processes. This contribute deals with the integration of ICT in the didactic activities in Italian lower secondary school, in the context of Mathematics education. It discusses an interactive pathway, designed according to problem posing

and solving methodology and automatic formative assessment, and implemented in a virtual learning environment, aimed at developing Mathematics and problem solving competences with a special attention to the inclusion of students with special needs or challenging backgrounds.

Method

The interactive pathway was experimented in the City of Turin in 2017/2018 school year, involving six schools chosen in different areas of the city, characterized by different social and economic contexts. The digital materials were used during the Mathematics lessons in 13 classes (299 students) while other 11 classes (247 students) from the same schools composed the control group, going through the same topics in a traditional way. The digital materials were proposed in the classrooms via group-work supported by the Interactive White Board; automatically assessed assignments with interactive feedback were assigned as homework. Learning improvements were measured through a pre and a post test, while the effects of the methodologies on engagement and motivation were measured through questionnaires at the beginning and at the end of the experimentation. Teachers were involved in the design and use of the materials through focus groups.

Outcomes (expected)

The results of the learning tests show a significant improvement in Mathematics and problem solving skills in the classes which used the interactive materials, while a similar improvement cannot be detected in the control group. The effects of the interactive materials were higher in the classes located in disadvantaged contexts, both in terms of learning and in terms of engagement and motivation. According to the teachers, the methodologies were particularly appreciated by students with special needs and they turned out to be inclusive.

References

- Barana, A., Fioravera, M., Marchisio, M. and Rabellino, S. (2018), «A model of formative automatic assessment and interactive feedback for STEM», in 2018 IEEE 42nd Annual Computer Software and Applications Conference, Tokyo, IEEE, pp. 1016-1025.
- Barana, A., Boffo, S., Gagliardi, F., Garuti, R., Marchisio, M. and Zich, R. (2019), «Percorsi interattivi supportati dalle ICT per l'apprendimento della matematica attraverso il problem solving», in A. Raffone (a cura di), La città educante. Metodologie e tecnologie innovative a servizio delle Smart Communities, Liguori.
- Carreira, S., Jones K., Amado N., Jacinto H. and Nobre S. (2016). Youngsters solving mathematical problems with technology, Cham, Springer.
- Nicol, D. and Milligan, C. (2006), «Rethinking technology-supported assessment practices in relation to the seven principles of good feedback practice», in: Innovative Assessment in Higher Education, Taylor and Francis Group Ltd, London, pp. 1–14.

F.3. | Researching Digitization in Education

604 Social determinants of representations of higher education: an analysis of Keywords used by high schools students on their search on the Internet

Marion Valarcher |

Keywords: Transition To He, Digital Studies, Social Inequalities, Representations

This presentation will analyze the representations of higher education (HE) choices held by high school students by examining the way they look up information on the Internet. The hypothesis I put forward is that the way students seek information and advice on the Internet can convey different ways of considering HE choices. The aim of this presentation is to study the social determinants of those different ways of considering HE choices. The use of the Internet by students is incited in the French context by three additional factors:

- 1) the limited and unequal degree of information and advice on their HE choices that they get from schools (Oliver et al., 2018);
- 2) the increasing offer of HE guidance and counseling on the Internet by private agencies and the voluntary sector, alongside government agencies, to fill this gap;
- 3) the introduction in 2009 of an Internet platform centralizing the HE choices of students, as well as the offers of admission from HEIs, where students can also get access to standard and customized information on HE.

Method

To understand representations of the transition to HE held by students, I use data that I collected during my ongoing Ph.D. dissertation. First, I gathered 600 internet browsing histories of high school students looking up information on HE in class; then I surveyed students to obtain personal characteristics, their practices, and information on the schools they attend. In order to collect information on these different dimensions, I selected 6 lycées (upper-secondary schools) in the Paris metropolitan area differing in four main characteristics: their location (1 in the city of Paris, 3 in cities close to Paris, 2 in cities far from Paris); institutional status (5 public and 1 private); types of secondary school tracks offered (2 lycées offering only academic and technological tracks; 4 offering also vocational tracks); their social composition (3 with a large proportion of upper-class students, 1 mixed, 2 with a large proportion of lower-class students). These lycées also differ in their counseling practices. The analysis of the data is complemented by interviews with 40 high school students, focusing on their HE plans and their use of the Internet as a source of information.

Outcomes (expected)

The analysis of these data will allow me to:

- Show the influence of the individual characteristics of high school students' (gender, SES, academic level) on the types of Keywords they use during their search on the Internet (in terms of degree of planning, precision, complexity, type of information they are seeking, etc)
- Focus on three different kinds of representations of transition to HE
- Show to what extent the differences between students are linked to their Internet skills.

References

Olivier A., Oller A.C., van Zanten A. (2018) « Channelling students' into higher education in French secondary schools and the re-production of educational inequalities: discourses and devices », *Etnografia e Ricerca Qualitativa*, 2, 225-250.

F.3. | Researching Digitization in Education

645 Online activities: from social inequality to digital inequality and comeback

Rita Fornari |

Keywords: Digital Inequality, Social Inequality, Online Activities, Internet In Everyday Life

The spread of mobile technologies of connection has "caged" us in a Weberian exoskeleton (Schoered, 2018). This mediatization in society at large (Hjarvard 2008) is leading to a more and more "tetheredness" (Turkle, 2011) to other people and to information, up to suggest the rising of a new social operating system, the "network individualism" (Raine, Wellman, 2012) in which people have new tools to solve problems and satisfy needs. In this scenario, however, several studies (Di Maggio et al 2001, Hargittai, 2018, Raganedda M., Muschert, 2018, Mingo, Bracciale, 2016, FUB-ISTAT, 2018) show that social inequalities remain and overlap the digital ones, both in access and use of the Net. Furthermore, due his important role in everyday life, in work and in education, the digital divide can be rightly read also in terms of outcomes and be framed inside the question of justice for developing own "capabilities" (Sen, 2010). So, if the Internet is an opportunity for individuals, on the other hand, it sets up an imperative of self-activation that require individual resources and that could strengthen, instead of reducing, the pre-existing social inequalities. In spite of the idea of wide participation underlying the Web2.0, it seems that we are in presence of mechanisms of cultural reproduction, just as it has occurred for the educational gap observed with the massification of secondary education, and that for this reason must be taken into account in the Learning2.0.

Method

The research is based on Istat's annual sample survey on "ICT usage in households and by individuals" and it is focused on the activities carried out by individuals on the Internet, such as seeking information, social networking, e-commerce and so on. The objective is to explore, through the multivariate methods, the association with the principal social, cultural and demographic characteristics of individuals.

Outcomes (expected)

Although the universal image of people “always on”, “tethered” and “networked”, the active and creative internet usage remains a minority phenomenon (van Dijk, 2006). In fact, the analysis shows that the socio-cultural background impact is particularly visible for the “serious” activities (Savolainen, 2008) more linked to human needs (for example seeking information). These activities are strongly linked to the level of education attained and the professional status.

References

- Mingo I., Bracciale R., The Matthew Effect in the Italian Digital Context, in *Social Indicators Research*, 2016.
Di Maggio et al., Social Implication of the Internet, in *Annual Review of Sociology*, 27, 307-336, 2001.
Hargittai E., The Digital Reproduction of Inequality, in Grusky D., Routledge, New York, 2018.
FUB-ISTAT, *Internet@Italia 2018*, Roma, 2018.
Raganedda M., Muschert, (Eds.), *Theorizing Digital Divides*, Routledge, New York, London, 2018.
Savolainen R., *Everyday Information Practices: A Social Phenomenological Perspective*, MD, Lanham, 2008.
Schroeder R., *Social Theory after the Internet*, UCL Press, London, 2018.
Sen A., *L'idea di giustizia*. Mondadori, Milano, 2010.
Turkle S., *Alone together*, Basic Book, New York, 2011.
van Dijk J.A.G.M., Digital divide research, achievements and shortcomings, in *Poetics*, 34, 221–235, 2006.
Wellman B., Raine L., *Networked*, Guerini scientifica, Roma, 2012.

F.3. | Researching Digitization in Education

670 The shift from pba to cba in Italian national assessment: The INVALSI case.

Marialuisa Villani |

Keywords: Invalsi, Cba, National Assessment, Teachers, Pupils

In the last years the new technologies invested the Educational field (Villani, 2018; Landri, 2014; Giancola, 2016), an example is the shift from paper-based(pba) to computer based-assessment(cba) in national and international standardized assessment programs (Giancola & Lovecchio, 2018). This change has an influence on the data production (Villani 2018; Villani & Oliveira 2018), but also in the daily life of the school actors (directors, professors, students) (Giancola, 2016). In this work I propose an exploratory research project that analyse the impact of the shift from pba to cba in the INVALSI assessment program. In this context the cba tool acquires a “socio-materiality” nature that naturalize the data gathered by the assessment. Moreover the use of this data contributes to disappearance of theories that drive the assessments programs (Giancola, 2016). It will be presented the changes occurred in the daily school activity of the Italian school after the implementation of cba in INVALSI assessment program. I will analyse an “Istituto comprensivo” (school with different grade of education) in Campania region.

The using of ICT tools to realize standardized assessment is assumed by national and international agencies, governments, private companies as an innovation with a very small critical approach, following a normative implementation model (Mons, 2007).

It will be important to consider the follow elements:

- The difficulty of implementation of cba test in the school;
- The changes that school needs to operate to participate at the assessment;
- The impact on school policies;
- The impact on school curricula;
- The Impact on professor activities;
- The impact on pupils actions.

Method

Will be used a qualitative methodology framework. During this time will be realised:

- a documental analysis of INVALSI report;
- Interviews with school representative for INVALSI test;
- Observation in one school during test realisation in April 2019.

Outcomes (expected)

In June I will be able to present the first analysis of this research. I will highlight how a school organise the implementation process of INVALSI assessments, the way school actors acts in this event, and what mechanisms regulate this process.

References

Giancola, O. (2016), "Piccoli e grandi numeri nel mondo dell'education. Il voto scolastico e il testing su larga scala come oggetti sociomateriali", to *Scuola Democratica*, 1, 227-236.

Giancola O., Lovecchio D. (2018), "Le indagini internazionali come standardizzazione delle competenze" in Benadusi L, Molina S. (a cura di) "Le competenze. Una mappa per orientarsi", Universale paperbacks, Il Mulino, Bologna.

Landri, P. (2014) "Standard, dati e performance. La governance del sistema scolastico italiano in tempo di crisi", *Scuola democratica*, 1, 73-96.

Mons, N. (2007). *Les nouvelles politiques éducatives*. Paris: Puf.

Villani, M. (2018), "The production cycle of PISA data in Brazil : the history of data beyond the numbers". *Sisyphus Journal of Education*, Vol 6 n°3, p 30-52.

Villani, M.; Oliveira D.A (2018), "Nacional and International assessment in Brazil: the link between PISA and IDEB (Avaliação nacional e internacional no Brasil: os vínculos entre o PISA e o IDEB)". *Educação e Realidade*. Vol 43 n°4, 1343-1362.]

F.4. | Tools and Methods for Laboratory Teaching

168 How robotics changes teaching

Angela Gatti |

Keywords: Robotics, Coding, Computational Thinking, Cooperative Learning

In my teaching practice in primary school, educational robotics, has animated all teaching activities in an interdisciplinary manner. The use of robots in teaching offers many interesting advantages, deriving from the characteristics of the instrument: robots are real and three-dimensional objects and can be programmed to perform desired paths, thus developing the planning skills, forecasting the consequences of actions and problem solutions, they are inclusive as they are designed to make the programming of their mobility accessible, simple and fun. The educational robotics, in fact, allows to improve the ability to do through the hand-on, thus enhancing the acquisition of skills related to several disciplines of pupils. Robotics can be considered, in effect, an innovative activity that contributes strongly to the acquisition of skills, not only disciplinary, but also relational

Method

Robotics introduces us in a new way of doing school, both in teaching and in the way of relating to pupils, encouraging cooperative learning, problem solving, learning by doing, promoting the search for solutions to complex tasks in which students they help each other and are co-responsible for their learning, establish the rhythm of their work, correct and evaluate themselves, develop and improve social relationships and develop computational thinking.

Outcomes (expected)

Through educational robotics, children discover that to realize their own ideas, one must not be afraid of making mistakes. The error is not experienced as an obstacle to learning, but a starting point to continue and improve. Robotics is also a strategy to break with the traditional scheme, develop creative, digital and communication skills and become an engine of innovation.

References

Seymour Papert and constructionism is our reference for which the student has a central and active role in his own process of knowledge that is much more significant in a context where the learning subject is engaged in the construction of something concrete and shareable: the "Cognitive artifacts", objects or devices that facilitate learning.

-Papert, S. (1986). Constructionism: A new opportunity for elementary science education. NSF Grant Application

-Papert, S. (1998). Child Power: Keys to the New Learning of the Digital Century:
<http://www.papert.org/articles/Childpower.html>

F.4. | Tools and Methods for Laboratory Teaching

291 Social4School: Educating on Awareness in Online Social Networks

Simona Tirocchi | Livio Bioglio | Valentina Di Noi |

Keywords: Digital Literacy, Privacy Awareness, Social Media, Educational Support, Misinformation Spread

Social4School is a project developed at the Department of Computer Science (University of Torino) and cofunded by Fondazione CRT addressing the problem of enhancing young people's awareness of the mechanisms of online social networks interaction by presenting an innovative approach based on gamification.

Method

We propose a web application that allows kids to experience the typical dynamics of information spread through a realistic interactive simulation. Under the supervision of the teacher, the students are inserted in a small artificial social graph, and, through the different stages of game, they can post sentences with different levels of sensitivity (in terms of privacy, discrimination, hate speech) and "like" or share messages published by friends. At the end of game session, the application calculates multiple behavioural scores, that can be used by the

teacher to raise the curiosity of her students and stimulate discussions. Moreover, a complete interactive report is generated to analyse every individual action of the terminated game sessions. The experiment was conducted as follows: 1) the participants played a game session under the control of their teacher without being aware of the real goal of the activity; 2) the teacher discussed about the topic of privacy on social networks by using the report of the game session; 3) the same students played another game session.

Outcomes

Our educational tool has been validated within an experimental study involving more than 600 kids. The goals were: i) to evaluate the awareness of children about privacy in social media ii) to evaluate the differences between our gamification approach and other activities usually adopted in our schools; iii) to obtain a general assessment of our approach and some suggestions from the teachers involved in our activities. Results have shown that our tool is effective in enhancing the awareness on privacy issues related to the sharing of content in online social networks. We measured personal impact of a user on self and other users' privacy for all participants in each class within the two game sessions: all scores improved significantly in the second game session. Finally, we surveyed the teachers involved in our activities who confirmed the initial strong motivation and overall satisfaction about the activity.

References

- 1) L. Bioglio, S. Capecchi, F. Peiretti, D. Sayed, A. Torasso and R. G. Pensa, "A Social Network Simulation Game to Raise Awareness of Privacy among School Children," in *IEEE Transactions on Learning Technologies*.2019
- 2) L. Bioglio, S. Capecchi, F. Peiretti, D. Sayed, A. Torasso and R. G. Pensa "Social4School: a Serious Game for Educating Children on Privacy Awareness in Online Social Networks" 2018 International School and Conference on Network Science (NetSci 2018)
- 3) L. Bioglio, S. Capecchi, Gian Manuel Marino and R. G. Pensa "Social4School: Educating on Awareness in Online Social Networks" I-CiTies 2018 - 4th Italian conference on ICT for smart Cities and communities
- 4) A. Torasso and R. G. Pensa "Social4School: la rete è un gioco" *Rivista Bricks* 2017

F.4. | Tools and Methods for Laboratory Teaching

346 Integrating Digital Creativity in Education: tools, game and approach from the DoCENT project

Luigia Simona Sica | Michela Ponticorvo | Raffaele Di Fuccio |

Keywords: Digital Creativity, Education, Serious Game, Hybrid Educational Environment, Manipulative Technologies.

Both creativity and digital technologies are considered central for success and development in today's society: creativity is considered a crucial element to face and manage challenges (Craft et al., 2013) and new technologies are so embedded in every aspects of our daily life that is not possible to neglect them. As a result, an innovative educational system requires both the ability to work with technologies and to adapt, generate new ideas, products and practices. According to this need, digital and creative competences have gained the attention of EU policies and have become crucial educational objectives. Nevertheless, there is a gap between policies and practices. This is mainly because teachers are not prepared for fully exploiting the potential of technologies and to adopt pedagogical strategies that foster creativity. Although these are current topics in initial teacher education policies, curricula usually do not address them in a systematic way. The DoCENT project (Digital Creativity ENhanced in Teacher Education; <http://docent-project.eu>), is a response to the aforementioned needs, aiming to enhance digital creativity in ITE contexts. Digital creative teaching consists of applying technologies to develop teaching processes that are particular to creativity, i.e. promoting learner-centered methodologies, helping to make connections, providing safe environments that encourage risk-taking, encouraging collaboration, as well as boosting exploration and discovery. Specifically, the DoCENT project aimed at design, implement and validate a training model for enhancing digital creativity in EU Teacher Education, including a curriculum, a MOOC and a series of Open Educational Resources (OER) to guide teachers in applying digital creative teaching practices. The current contribution will illustrate the process

implemented by the project, through a specific focus on hybrid educational environments and manipulative technologies (Ponticorvo et al., 2018).

Method

DoCENT proposes a five-stage circular model which will engage teachers with digital creative teaching practices, consisting of raising their awareness on digital creative teaching strategies (“task identification”); developing their competences in terms of how to use and apply digital technologies for teaching creatively (“preparation”); guiding them in planning their own learning scenarios (“response generation”); accompanying them in the application of their scenarios with their students (“outcome”), and; v) validating their scenarios and practices (“response validation”). 120 teacher educators and 800 student-teachers were involved in DoCENT formative workshops and in digital creative learning scenarios creation.

Outcomes (expected)

The expected results will concern the creation of a series of OER by teachers involved in the described training activities. Also in this case, the present contribution will focus on both the presentation of the resources availing of hybrid educational environments and manipulative technologies and the explication of their potential in terms of facilitation of the teaching/learning processes.

References

Craft, A., Cremin, T., Burnard, P., Dragovic, T., & Chappell, K. (2013). Possibility thinking: culminative studies of an evidence-based concept driving creativity?. *Education 3-13*, 41(5), 538-556.
Ponticorvo, M., Di Fuccio, R., Ferrara, F., Rega, A., & Miglino, O. (2018). Multi-sensory Educational Materials: Five Senses to Learn. In *International Conference in Methodologies and intelligent Systems for Technology Enhanced Learning* (pp.45-52). Springer, Cham]

F.4. | Tools and Methods for Laboratory Teaching

453 Social Skills and 3D printer in the kindergarten

Alessia Rosa | Manuela Repetto |

Keywords: Social Skills, 3D Printer, Early Childhood, Social Constructivism, Technology Enhanced Learning

According to Copple & Bredekamp “the constructivist approach to early learning suggests that children are active agents in their own development and, therefore, the more opportunities teachers provide children to develop early academic and learning-related social skills, the more likely they are to succeed” (2009). We present an experimental activity to develop the social skills for five years children through 3D printer within a scholastic context. The activity is based on a socio-constructivist and playful approach and is aimed at supporting the development and strengthening of skills such as collaboration, social self-regulation, assertiveness and responsibility. Our research hypothesis was that, differently to traditional collaborative activities, the use of 3D printer can enhance learning-related social skills. A learning activity founded on the achievement of collaborative tasks based on the Think-Make-Improve approach (TMI) was the condition in which this hypothesis could be realized.

Method

The experimentation activity involved two parallel groups, one experimental and one of control composed of children attending the last year of the nursery school. A series of activities focused on the TMI approach and on the 3D printer were proposed to the experimental group; while a series of activities focused on the use of multiple manipulative materials were delivered to the control group. All the activities were aimed at developing social and relational skills. The interactions of both groups were analysed using observation protocols and assessment scales related to children social skills at the beginning and at the end of the path. 13 teachers and 100 students were involved in the experimental activity.

Outcomes (expected)

The expected results will concern:

- the creation of a map about the social skills involved in the experimental activity through 3D printer in a scholastic context;

- the definition of possible areas of influence of the 3D printer in the development of social skills respect to other educational proposals;
- the effectiveness validation of the TMI approach for the development of social skills compared to other types of educational proposals;
- a definition of a possible maker curriculum aimed at developing social skills and collaborative learning processes.

References

Copple, C., & Bredekamp, S. (Eds.). (2009). Developmentally appropriate practice in early childhood programs (3rd ed.). Washington, DC: National Association for the Education of Young Children.

F.4. | Tools and Methods for Laboratory Teaching

461 A Rainbow Connecting Europe

Paola Attanasi | Liliana Pilon |

Keywords: Exchange And Collaboration, Reflection on Differences, Multiculturalism, Inclusion, European Citizenship

The Ipseo Institute "A.Moro" of Santa Cesarea Terme promotes new teaching methods to favor the mastery of multimedia in students, boost an ability to understand and use the different tools and experience new cognitive styles in the various stages of learning. Talking about the "disadvantaged" in socio-economic cultural context, it was decided to design projects on e-Twinning platforms, potentially more democratic, for an opening to the community dimension of education and towards the European citizenship of the new generations. The didactic action focused on planning, exchanging, and collaborating in a multicultural context with European and extra-European peers nearest

Method

Thanks to these projects the students have re-evaluated traditions and local cuisine, stories, local celebrations, lifestyles, in order to compare their own with the partner cultures, materials....They reflected on DIFFERENCE, as a peculiar resource of MULTICULTURALITY and on the meaning of words like "diversity" with respect to "inclusion". We and the other partners have cooperated in a context of responsible choices, respecting diversity as a "dialogue" between oneself and the other. This favoured in particular disabled and introverted students who participated in the activities supported by the peer-to-peer and cooperative learning methodology. The practical aspects of PROJECTING TO DO motivated learning. Web tools, new technologies, use in situations of foreign languages have been the basis of international projects as they have supported the metacognitive approach, creating new "environments" in which children have become protagonists of the learning process. The context in which it operates is fundamental; evaluation is not something separate from everyday life. The fallout in learning and metacognition skills was found in the short, medium and long term, also through self-assessment tools.

Outcomes (expected)

In quantitative terms, the projects have expanded the educational offer of the School; in terms of quality ICT like Padlet, Videoleasons, Flipsnack, Nearpod, WordArt, Voki, Kahoot, Forum, Online Meeting, etc which allowed to experiment inclusive learning sets. The results showed a greater involvement compared to traditional teaching: we supported creativity and freedom of choice of contents and expressive modalities. The pupils worked in small groups, each pupil operated according to their own rhythms and abilities, increasing the spirit of collaboration for a common goal. The computer skills have improved and the students have pursued key competences of European citizenship such as learning to learn, acting autonomously and responsibly, solving problems. We experienced the final transition from the VIRTUAL to the REAL during the EXPERTS tests: given the peculiarities of our Institute, the students realized the final products, contaminating them in the name of multiculturalism.

References

We have achieved a path of integration, a kind of rainbow learning in the class group, in the School and finally in the Twin space platform with the European partners.

In Europe we have shared daily life and school life, overcoming the barriers of physical distance. Precisely in an institute located in the extreme tip of the "Tacco d'Italia", a didactic was experimented for "all" attenuating socio-economic inequalities and psycho-physical difficulties to educate young people to open dynamic intercultural relations towards a Europe nearest.

F.4. | Tools and Methods for Laboratory Teaching

470 IN3DIRE AND SUGARCAD: A COMPLETE 3D DESIGN AND PRINT SOLUTION OPTIMIZED FOR EDUCATION

Alessandro Ferrini | Luca Bassani |

Keywords: 3D Print, Raspberry Pi, File Sharing, Storytelling, 3D Cad

Since 2014 INDIRE promotes the Maker@School project, that deals with the influence of the "maker philosophy"[1][3] in the Italian School System. Unfortunately, both schools' software and hardware are very often low-performing or sometimes obsolete[2]. Starting from this consideration, we studied a solution to equip the teachers with instruments specifically designed for the school, and so we developed an hardware/software system called "in3Dire". In3Dire is an SBC (single board computer) based system which main goal is to guide teachers through the whole printing process: from modeling, through slicing, to printing. It's built upon Raspberry Pi and Orange Pi, so its low cost and dimensions make it affordable to everyone. It provides a private and secure WiFi network, and after the setup process users will be able to work, without have to install third-party software. The complete operating system can be download for free on the project website: <http://3d.indire.it>. SugarCAD is a free 3D modeling software developed by INDIRE with web technologies. It can be used online (from the project website) or in the in3Dire system and allows users to create basic shapes (such as cubes, cylinders, spheres and so on), complex shapes (such as rotation or extrusion shapes), freehand drawn or parametric shapes. SugarCAD provides three user interfaces, "base", "advanced" and "kids". All the models created by the user can be exported in standard formats (such as STL or OBJ) or even, thanks to integration with in3Dire, directly printed. in3Dire+SugarCAD system is a complete and perfectly efficient solution to allow a classroom to design in 3D, print in 3D, even in the absence of internet connection.

Method

The pilot research involved two schools, "Borgo San Lorenzo" comprehensive institute situated in Borgo San Lorenzo (Florence), and the comprehensive institute "Barsanti", located in Florence. Both schools have been guided to the installation of in3Dire system. Nowadays, 78 schools registered to the web portal, and 25 of them downloaded and successfully installed in3Dire. After two years from it's first release, SugarCAD counts 2258 registered users on the main online server, and 3797 active projects. Outcomes (expected)

After 18 months from first in3Dire+SugarCAD release, all 78 the schools joining the research project have been invited to complete a satisfaction survey, and 24 of them completed it successfully. The survey is composed by 18 questions, 17 yes-and-no and 1 essay.

References

- [1] P. Blikstein and D. Krannich. 2013. The makers' movement and FabLabs in education: experiences, technologies, and research. In Proceedings of the 12th International Conference on Interaction Design and Children (IDC '13). ACM, New York, NY, USA, 613-616.
- [2] L. Guasti, A. Ferrini, L. Bassani. 2018. SugarCAD and in3Dire a standalone system to 3D design, 3D print and manage the content, optimized for the school system, INTED2019 Proceedings.
- [3] S. Martinez and G. Stager. 2013. Invent to learn, making, tinkering, and engineering in the classroom. Constructing Modern Knowledge Press, Torrance, 2013.

F.4. | Tools and Methods for Laboratory Teaching

499 Educational Escape Room

Anna Rita Vizzari |

Keywords: Escape Room, Gamification, Scenarios, Immersive, Digital

The Escape Room is an environment set up using a themed scenario: from here the players, immersed in the situation (and often introduced by a narration of the background) must evade finding the so-called "final key". For this purpose, players must solve a series of puzzles, using clues and tools found within the environment. The escape room can be real (set up in one or more rooms) or virtual (set up in 3D environments but not only). The challenges and puzzles which the players can find are very various and this allows everyone to make their own contribution: there are people who are better at calculating, others at the manipulation of objects, and others at encrypted messages. So teamwork is important, that's why some companies use the escape room for team building. In an educational context (at school or in training courses), escape rooms are realized not with the intention of entertaining but with the aim of making students acquire certain skills (it may also be a path linked to curricular contents). The teacher or trainer can involve the students by approaching them by playing games in escape online games, or creating a demonstrative escape room for their students. But the maximum use of escape rooms in teaching is when pupils are the ones to design escape rooms. In class, we suggest group work: each group designs, realizes and tests an escape room that will be made available to the other groups, which provide feedback to improve it. A very delicate and important phase is that of planning, because those who design must take into account a series of elements and devise a coherent path, without errors that can be identified in the test phase. The Regional Scholastic Office has organized two editions of an online course on this topic, dedicated to teachers of the Sardinian schools. In the virtual classroom, the trainer dedicated one month to each of the following topics:

- 1) Origins and characteristics of the escape room.
- 2) Escape rooms in education
- 3) Design of a virtual escape room.
- 4) Realization of a virtual escape room.
- 5) Peer review and experimentation in the classroom.

In this course, each teacher has been able to adapt the escape room to its context, both in content and type and in the tools used. Some secondary school teachers have also used virtual worlds (Edmondo dell'INDIRE), creating complex scenarios.

Method

- Learning by doing,
- Project based activity,
- Peer collaboration,
- Peer review,
- feedback.

Outcomes (expected)

- Illustrate and make operational suggestions on this laboratory approach
- Improve the ability to design and build scenarios,

References

Johnson, H. E. (2017). Breaking into breakout boxes: Escape rooms in education. Miejsce nieznanne: wydawca nieznanne.

Scott Nicholson, Peeking Behind the Locked Door: A Survey of Escape Room Facilities (<http://scottnicholson.com/pubs/erfacwhite.pdf>)

A.R. Vizzari, Escape Room nella didattica, Bricks (http://www.rivistabricks.it/wp-content/uploads/2018/12/2018_5_07_Vizzari.pdf)

Sitografia su <https://pnsdsar.wixsite.com/edescape/sitografia>.

F.4. | Tools and Methods for Laboratory Teaching

502 A Living Lab to contrast cyberbullying: a simulation approach through instant messaging system (Whatsapp)

Enrico Maria Piras | Cristina Calvi | Ludovica Rubini |

Keywords: Cyberbullying, Participatory Approach, Active Learning, Living Lab, Simulation

Cyberbullying is a willful and repeated harm inflicted through digital technologies (Hinduja and Patchin 2008) with the goal to threaten, harass, embarrass, or socially exclude other people (William, Guerra 2007). CREEP (Cyberbullying Effects Prevention) is a project supported and funded by EIT Digital to design technologies aimed at cyberbullying contrast. In the present work we reflect on the methodologies adopted which included Living Lab activities with students and teachers and the educational module that was developed. The researchers involved the students in a laboratory that had two aims: the first was to increase the awareness of the students on the topic under study and the second to make them actively participate in the implementation of the CREEP Chatbot application for the management of cyberbullying attacks.

Method

The study was conducted in Trentino (Italy) in three lower secondary schools, involving 8 classes and 148 students (12-14 years). We adopted a qualitative research design and a participatory approach to study cyberbullying interactions among pupils. In particular, our laboratory provided for research and educational activities both in face-to-face and digital interaction with the students involved. After organizing an introductory lesson on cyberbullying and explaining the project and the research activities (including experimentation), we organized roleplaying simulation (Wright-Maley, 2015) using instant messaging system (Whatsapp) to study cyberbullying interactions among youngsters. The experimentation was conducted outside school hours. Researchers created instant messaging systems groups supervised by themselves and teachers and assigned to each student a role: bully, support to bully, victim, support to victim. Participants were required to perform their role moving from ad hoc scenarios to trigger the conversation (Sprugnoli et al. 2018). After the experimentation (one week) researchers presented the preliminary data analysis showing to pupils the data gathered, stimulating their involvement in the interpretation of them, improving their critical thinking processes about cyberbullying.

Outcomes (expected)

The research design provided a participatory approach with the students in order to improve their awareness of the cyberbullying theme and to stimulate their critical thinking process. Our study gave priority to the school context as a privileged field in which include students as individuals and as class group in order to experience themselves in a virtual safe space regards a critical and complex theme as cyberbullying. The advantage of our approach was to consider students as active subjects, able to develop a led critical reflection and to produce knowledge.

References

- Hinduja, S., Patchin, J.W., (2008), "Cyberbullying: an exploratory analysis of factors related to offending and victimization", in *Deviant Behavior*, 29(2), 1-29.
- Sprugnoli, R., Menini, S., Tonelli, S., Oncini, F. and Piras, E.M, (2018), Creating a WhatsApp Dataset to Study Pre-teen Cyberbullying. In *Proceedings of the 2nd Workshop on Abusive Language Online (ALW2)*, 51-59.
- Williams, K., Guerra, N., (2007), "Prevalence and predictors of internet bullying", in *Journal of Adolescent Health*, 41, S14-S21.
- Wright-Maley, C., (2015), 'Beyond the "Babel problem": Defining simulations for the social studies', *The Journal of Social Studies Research*, vol. 39, pp. 63–77.

F.4. | Tools and Methods for Laboratory Teaching

517 Coding Lessons in a Virtual World

Andrea Benassi |

Keywords: Virtual Worlds, Distance Learning, Coding, Teachers' Training

Here are described the technological setting and methodology of a distance learning course for teachers in a 3D virtual world. Teachers aimed at acquire coding skills through the joined use of Scratch software and

“edMondo” online virtual learning environment, together with the methodological skills needed to design coding activities for their own classes.

Method

A class of 20 Italian primary and 1st grade secondary school teachers was set-up for the course. They were not required to boast any previous knowledge about coding, but needed to be familiar with the particular distance training environment: a virtual world. As a final project work, teachers were requested to design a learning unit about coding, and all the tools needed to pilot it in their classroom.

Outcomes (expected)

Project works proved the effectiveness of 3D virtual worlds as learning environments for understanding coding, since coding becomes a way to rule the learning environment itself. That’s why many learning units designed by teachers provided for the use of virtual worlds in their classroom.

References

- Aichner, T., & Jacob, F. (2015). Measuring the degree of corporate social media use. *International Journal of Market Research*, 57(2), 257-276.
- Bartle, R. (2003). *Designing virtual worlds*. Berkeley, CA: New Riders Publishing.
- Bell, M. (2008). Toward a definition of ‘virtual worlds’. *Journal of Virtual Worlds Research*, 1(1), 1-5.
- Benassi, A. (2012). Virtual Storytelling: Metodi e tecniche di scrittura audiovisiva con i Mondi Virtuali. *Italian Journal of Educational Technology*, 20(2), 113-120.
- Bronack, S., Riedl, R., & Tashner, J. (2006). Learning in the zone: A social constructivist framework for distance education in a 3D virtual world. *Interactive Learning Environments*, 14(3), 219-232.
- Kotsilieris, T., & Dimopoulou, N. (2013). The Evolution of e-Learning in the Context of 3D Virtual Worlds. *Electronic Journal of e-Learning*, 11(2), 147-167
- Lombard, M., & Ditton, T. (1997). At the hearth of it all: the concept of Presence. *Journal of computer-mediated communication*, 2. Retrieved from <http://www.ascusc.org/jcmc/vol3/issue2/lombard.html>
- Schroeder, R. (2008). Defining Virtual Worlds and Virtual Environments. *Journal of virtual worlds research*, 1(1).
- Wing, J. (2006). Computational thinking. *Communications of the ACM*, 49(3), 33-36.

F.4. | Tools and Methods for Laboratory Teaching

533 Active Learning Tools for Teaching Marine Robotics, IoT and Control Strategies since the Primary School

David Scaradozzi | Laura Screpanti | Lorenzo Cesaretti |

Keywords: Educational Robotics, Stem, Marine Robotics, Internet Of Things, Curricular Robotics

Educational systems are facing new challenges in the era of the 4th Industrial Revolution. All pupils should gain knowledge, skills and competences in order to successfully enter the future labour market and to have an active role in the future society. Key competences like literacy, numeracy and basic science knowledge are essential skills for a successful professional and civic life. In the last decade a lot of active learning projects showed how Educational Robotics (ER) can be a powerful tool for teaching STEAM (Science, Technology, Engineering, Art and Mathematics) subjects. ER promotes and develops children’s creative thinking, teamwork, problem solving skills and motivation. The activity of programming and building robots is an ideal way to introduce technology and engineering skills: it can help children to develop computational thinking or the ability to design products and solutions.

Method

OpenFISH.science is a project developed to teach Robotics, STEM and Internet of Things (IoT). Moreover, by directly involving people in themes about the marine environment, it will raise awareness and provide knowledge on RoboEthics, blue careers and ocean literacy. OpenFISH.science could empower students since the primary school to build and create distributed control systems and experiences by means of laboratorial lessons and its wireless electronic building blocks and software. The project introduces a curriculum based on ER through a constructionist educational approach (Papert and Harel, 1991) and the design of a toolkit to engage (mainly

primary school kids (ages 6-12). The main objective is to enhance the outcomes in STEAM subjects in primary school education through the support of academic institutions. Marine environment topic is an example of how ethical considerations could be inserted in an ER curriculum. The curricula could be easily adapted to other supplementary topics beside the main robotics path and to enrich the educational programme.

Outcomes (expected)

By constructing and programming robots, pupils will be encouraged to use their own creative ideas and solutions in their work, thus developing transversal skills like rational thinking, creativity and innovativeness. Moreover, the project, thanks to the presented toolkit and strategies, will provide a detailed description of how to teach various aspects of the marine environment, thus raising awareness about the sea and all the connected problematics.

References

- Papert, S., & Harel, I. (1991). Situating constructionism. *Constructionism*, 36(2), 1-11
- Scaradozzi, D., Pachla, P., Screpanti, L., Costa, D., Berzano, M., & Valzano, M. (2016). Innovative robotic tools for teaching STREM at the early stage of education. In *Proceedings of the 10th annual International Technology, Education and Development Conference, INTED*.
- Scaradozzi, D., Sorbi, L., Pedale, A., Valzano, M., & Vergine, C. (2015). Teaching robotics at the primary school: an innovative approach. *Procedia-Social and Behavioral Sciences*, 174, 3838-3846.
- Scaradozzi, D., Screpanti, L., Cesaretti, L., Mazziere, E., Storti, M., Brandoni, M., & Longhi, A. (2016). Rethink Loreto: We build our smart city!" A stem education experience for introducing smart city concept with the educational robotics. In *9th annual international conference of education, research and innovation (ICERI 2016)*, Seville, Spain.

F.4. | Tools and Methods for Laboratory Teaching

569 New Writing Forms for the Digital School

Alberto Parola | Lorenzo Denicolai | Maria-Teresa Sagri |

Keywords: Writing Skills, Digital Writing, Digital Curriculum, Media Education

In this contribution we intend to reflect on the theme of "media and digital scripts" and propose innovative teaching methods deriving from the media world in order to develop writing skills that involves the use of different languages. These aspects should flow, together with other skills, within a digital curriculum shared by the educational community. This competence can be flanked by aspects linked in particular to topics related to: reading, critical thinking, technological choices, citizenship activities. Focusing on writing means bring out the relationship with the orality, the possibility of codify and decode the plurality of languages, change scholastic teaching, underline the importance of narration as a thread of the curricular structure of the school paths. Finally, from the theoretical point of view, it allows to link the historical bases of pedagogy to new research proposals, neuroscientific, neurobiological, cognitive, inherent bonds of affection and attachment, anthropological and artistic, as well as the systemic approach in relation to complex reality.

Method

The proposed methods focus on solutions that, in part, derive from media environments, such as the use of talk shows as audiovisual writing. Furthermore, a significant methodological aspect derives from a use of the web as a "linguistic laboratory" inspired by the stylistic choices of the web population. Moreover, it foresees a continuous transcoding between languages, also from a didactic research perspective, in order to compare grammars and linguistic structures adopted from time to time. In essence, the proposal intends to promote two possibilities: a) digital exploits countless methods of communication and linguistic structures that could be adapted to the teaching of every level of education (divergent approach, think of transmediality); b) the use of multiple languages invites the educating community to pose questions on the semantic, functional and structural details of the languages, "that make the difference", in developing thought, in managing emotions useful for empathic behaviours. These two possibilities can be realized better if teachers become able to let emerge empirical evidences.

References

- Denicolai L., Parola A, Scritture mediali, Milano, Mimesis, 2017.
Hattie, J.A., Visible learning for teachers: maximizing impact on learning, London, Routledge, 2012
Ong W.J., Oralità e scrittura: le tecnologie della parola, Bologna, Il Mulino, 1986
Parola A., Regia educative, Roma, Aracne, 2012
Bolter J.D., Lo spazio dello scrivere, Milano, Vita&Pensiero, 1993
Ferraris M., Anima e iPad, Parma, Guanda, 2011.

G.1. | Challenging discourses of merit and choice: Students' experiences and policy development in contemporary higher education

143 Dropout and performance in higher education: new insights on inequalities through the UNITO micro-data on families cultural capital and wealth

Andrea Scagni |

Keywords: University, Family Background, Dropout, Student'S Performance, Inequalities

Since 2013 the EqualEductoEmploy (<http://www.equaleductoemploy.unito.it/>) research project has examined social inequalities in university students careers, with specific reference to dropouts, time to degree and then job entry, using data from Turin University (UNITO), one of the largest mega-institutions in Italy with a community of 75.000 students (Contini et al., 2018). Dropout and students performance before it are notorious critical factors for Italian universities striving to achieve the E.U. strategic goals concerning education; these difficult issues have been tackled by a vast research literature in recent years, most often using data not fully suitable to the task (as Ghignoni, 2017; Aina, 2013; Vignoles and Powdthavee, 2009; Di Pietro, 2004). To dig deeper into the possible connections between the social, cultural and economic environment young people live at home and the outcomes of their higher education efforts, since 2014/15 the collection of specific information regarding the family background on enrolled students was implemented at UNITO, through a joint initiative with the university administrative offices. Providing information regarding both parents' education and jobs is actually optional for incoming students, but a proper organization of the enrollment form allows for high levels of compliance (90% in 2015/16). Such data had never been collected before and are generally unavailable in Italy for whole cohorts of university students; they will allow to obtain a clearer outlook on social inequalities among university students in Turin. In the long run it will also be possible to monitor how such inequalities and their relationship with students careers evolve. Here the analysis is restricted to the 2015/16 incoming students cohort, and will delve into their background characteristics, first year performance and persistence through second year. When appropriate, bachelor and master degrees will be distinguished, as well as the chosen fields of study. The full dataset created for the task combines information from ANS (the national census of university students in Italy) with that regarding students families obtained from UNITO administrative staff, including the value of ISEE (an index that summarizes the family's income and wealth level) when available (being required only when applying for scholarships, a large minority of students do not disclose it). Assuming that nondisclosure implies a high ISEE value, it could be used as a proxy for the actual budget constraints students must cope with. This approach, however, has some limitations that we will try to assess here.

References

- Aina C., 2013 "Parental background and university dropout in Italy", *Higher Education*, 65(4), 437–456
Contini D., Cugnata F., Scagni A., 2018, "Social selection in higher education. Enrolment, dropout and timely degree attainment in Italy", *Higher Education*, 75(5), 785-808, ISSN 0018-1560
Di Pietro G., 2004, "The determinants of university dropout in Italy: a bivariate probability model with sample selection", *Applied Economics Letters*, 11(3), 187–191
Ghignoni E., 2017, "Family background and university dropouts during the crisis: the case of Italy", *Higher Education*, 73(1), 127–151
Vignoles A. F., N. Powdthavee, 2009, "The socioeconomic gap in university dropouts", *The B.E. Journal of Economic Analysis & Policy*. 9(1), 1–36

G.1. | Challenging discourses of merit and choice: Students' experiences and policy development in contemporary higher education

280 Patterns and inequalities in higher education decision-making within the Italian context.

Marco Romito |

Keywords: Higher Education; Institutional Habitus; Social Capital; Higher Education Dropout; Decision-Making Process

This paper draws on an ongoing research on first-in-family experiences of choice and experiences of higher education. The research aims to explore patterns of choices and the academic/social experiences of students whose transition to university is somewhat 'exceptional' for their social category. In particular, this contribution focuses on the complexities of choice processes and on pointing out their inscription within students' social, familial and institutional contexts. Contemporary policy discourse increasingly stresses the importance of well-informed choices as a means to increase the competitiveness and efficiencies of higher education system. At the same time academic institutions are increasingly involved in the contradictory activities of marketing and guidance with the aim to rise enrolment and limit dropout rates. This paper shows that – contrary to the rhetoric of choice promoted at institutional level – perspective applicants, are engaged in highly differentiated and unequal decision-making processes. Resuming Bourdieu's concepts of habitus and cultural capital and the concept of institutional habitus, I will emphasize how patterns of choices are shaped and mediated by family habitus, cultural resources within students' social milieu, but also by the specificities of students' previous schooling. I will emphasize that, within a rigidly secondary track system such as the Italian one, previous schooling constitutes a key factor capable of structuring and re-structuring students' familial habitus. More specifically I will show how students' embeddedness within specific school organizations provides them the social, cultural and symbolic resources capable to define their horizons of possibilities and to boost their capacity to navigate the transition process.

Method

The analysis are based on 45 qualitative tape-recorded interviews with newly enrolled university students in a university of the North of Italy. These students have been sampled based on the educational level and occupation of their parents, the type of secondary school track they were enrolled, the type of university degree chosen. The empirical material gathered mainly focuses on first-generation entrants (first in their family to enrol in a university course), but students with university educated parents have been also interviewed to provide an axis of comparisons. The analysis provided in the paper will mainly focus on showing the differences and complexities of decision-making processes *within* the 'first-generation student' category signalling specificities based on financial constraints, previous schooling and immigrant background.

Outcomes (expected)

The contribution will focus mainly on two main research results. First, compared to non-first-generation entrants, the choices of students for whom university is a new experience within their familial and social context are far less reliant on direct and reliable information acquired through their social networks. The choice to enrol in HE is moreover generally based on mostly vocational or professional (although vague) aspirations. And they navigate the transition to university processes with greater autonomy from their parents or facing parents' contradictory aspirations. In this respect, having an immigrant background, as previous literature has shown, constitute a relevant factor to push students in HE enrolment. Second, previous schooling constitutes a key mediating factor proving the heuristic usefulness of the institutional habitus concept if sustained by empirical elements pointing out specific practices and views that an organizational context provides to its members.

References

- Slack, K., Mangan, J., Hughes, A., & Davies, P. (2014). 'Hot', 'cold' and 'warm' information and higher education decision-making. *British Journal of Sociology of Education*, 35(2), 204–223.
- Reay, D. (1998). "Always knowing" and "never being sure": familial and institutional habituses and higher education choice. *Journal of Education Policy*, 13(4), 519–529

G.1. | Challenging discourses of merit and choice: Students' experiences and policy development in contemporary higher education

330 Welfarism, neoliberalism and dis/abled students subjectivities in the post-democratic Italian higher education.

Francesca Peruzzo |

Keywords: Higher Education; Dis/Ability; Inequality; Subjectivities; Dispositif

What does it mean being disabled at university in an era of post-democracy? In Italy, disabled students saw their right to study guaranteed by law 17 in 1999 through a welfarist and re-distributive reason, among discourses of democratic participation, social justice and integration of difference. However, a rising neoliberal reason is redefining the social, by individualising students' responsibilities as well as privatising social risk, thus endangering discourses of democratic access and participation in higher education. On a European level, drivers are stirring at a distance institutional performance and quality of outputs, through requirements of transparency, visibility of data, and attractiveness of national institutions (EHEA, 2015), gearing them towards productivity and economic return. In the national context, excellence in quality is rewarded with premium public funding and private investments, stemming in the institutional allocation of resources so to meet the needed quality standards by targeting what can surely guarantee an economic return. Borrelli and Stazio (2018) compare this institutional strategy to the logic behind 'the statistical second-type error'. In a system that rewards excellence, what the institution is pushed to do is to avoid investing resources in projects or individuals that are more likely to reveal themselves as unproductive. Given these conditions, disabled students have found themselves caught up in a system that systematically cuts funding towards their participation, with university discourses of performativity, merit, and choice increasingly engendering deservedness of education at the expenses of democratic access to higher education.

Method

In this shifting economic picture, drawing upon studies on governmentality (Dean, 2010; Foucault, 1991), Critical Disability Studies (Tremain, 2015; Dolmage, 2017) and Foucault studies in education (Ball, 2012), my paper wages war on the truths told about disabled students through operationalizing the dis/ability dispositif (Foucault, 1980) as an innovative diagnostic and analytical tool to explore higher education milieus. Through the dis/ability dispositif, I analyse the heterogeneous combination of discourses, subjectivities, policies and practices, legislative disposition, feelings and behaviours that produce disable subjects in higher education. To do this, I draw upon qualitative data collected during my ethnographic fieldwork in a selected Italian university, researching in details power enacted through the bodies of disabled students by using data from: (i) the university setting; (ii) programme and placement for further job opportunities; (iii) interviews with disabled students and disability personnel; (iv) analysis of public discourse and regimes of practices about disability (Pillow, 2015).

Outcomes (expected)

In a post-democratic university, in which funding for disabled students' provision have been cut, and performativity and merit individualise students' performance, the dis/ability dispositif shows how ableist mechanisms of inequalities in neoliberal academia reproduce new performative exclusions challenging discourses of merit through the production of three specific subjectivities that disabled students can take on the basis of their academic performance. In this way, the dis/ability dispositif becomes a diagnostic and an analytical tool that provides a 'snap-shot' of the present of dis/ability in higher education, and offers an evidence-based space to rethink policies to support disabled students.

References

- Ball, (2012). Foucault, Power and Education. London: Routledge.
- Borrelli, D.; Stazio, M., (2018). La "grande trasformazione della università italiana". Studi di teoria e ricerca sociale, Volume 1, pp. 1-19.
- European Association for Quality Assurance in Higher Education – ENQA (2015). Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). Brussels: ENQA. Retrievable at: http://www.enqa.eu/wpcontent/uploads/2015/11/ESG_2015.pdf (27/02/2019).
- Dean, M., (2010). Governmentality: Power and Rule in Modern Society. London: Sage Publications.
- Dolmage, J., (2017). Academic Ableism: disability and higher education. Ann Harbour: University of Michigan Press.
- Foucault, M. (1980). The Confession of the Flesh, In C. Gordon (Ed.), Power/Knowledge: Selected interviews and Other writings 1972-1977. New York: Pantheon Books.

Foucault, M. (1991). Governmentality. In G. Burchell; C. Gordon; P. Miller, (Eds.), *The Foucault effect: studies in governmentality*. Chicago: University of Chicago Press.

Tremain, S., (Ed.) (2015). *Foucault and the government of disability*. Ann Harbour: University of Michigan Press.

Pillow, W. S., (2015). *Embodying policy studies: Feminist genealogy as methodology*. In K. N. Gulson, M. Clarke & E. Petersen (Eds.), pp. 203-226. *Education policy and contemporary theory: Implications for research*. London: Routledge.

G.1. | Challenging discourses of merit and choice: Students' experiences and policy development in contemporary higher education

577 Too few university graduates. Inclusiveness and effectiveness of the Italian higher education system

Dalit Contini | Guido Salza |

Keywords: Educational Inequalities, University Dropout, Time To Degree, Administrative Data, Longitudinal Data Modelling

The share of young individuals with a university degree in Italy is still much lower than the EU2020 target. This is due to low participation to HE and to high non-completion rates (ANVUR, 2016). Moreover, time to completion is on average far above the institutional degree-length (AlmaLaurea, 2016). To raise the share of young people with HE degrees, the Italian HE system needs to become more effective and more inclusive (Orr, 2017). The good news is that recent national level evidence shows that dropout and time to degree have decreased significantly over the past decade (ANVUR, 2016).

In this contribution we:

- 1) analyze HE student trajectories and inequalities between students coming from different high-school tracks. Given the stratified character of the Italian schooling-system and that track choices strongly depend on family-background, the issue is relevant also for social inequalities in education.
- 2) analyze recent trends in student trajectories to establish whether the aggregate improvements are related to changes in the student-body composition or to changes in "behavior", and ultimately to answer the question "is the Italian HE system becoming more inclusive and/or more effective"?

Data and method

We exploit the data released by the university student registry (ANS) for the University of Torino and analyze BA-student trajectories in HE (matriculation 2004-2013) with survival modelling.

- 1) To address the first research question, we analyse trajectories of students matriculated in 2008. For different student profiles we estimate the dropout and graduation probabilities within 1-6 years from enrolment finding huge differentials across high-school tracks. To shed light on the mechanisms underlying these inequalities we analyse the number of credits earned in the first year and the probability of low performers to dropout/change degree course after the first year, and to eventually attain the degree.
- 2) To address the second question, we focus on students first matriculated in years 2004-2013, applying a Blinder-Oaxaca-like decomposition to assess the extent to which the observed improvements are due to changes in the student-body composition (and hence are related to selection into the university system), to changes in the choice of the study-field, or to behavioural changes. The decomposition is performed also within high-school-track groups, in order to analyse differentials in trends across schooling backgrounds.

Outcomes

- 1) Dropout probabilities are still remarkably high, as well as inequalities across high-school tracks. Students not coming from traditional lyceums are much more likely to perform poorly in the first academic year, and to react by dropping out instead of changing degree course.
- 2) The aggregate-level changes over time cannot be ascribed to compositional changes. Study progression has improved for most students, with the only exception of those from vocational high-schools. This result represents the informative basis for further research, to investigate the reasons for this widening gap and the role of economic constraints.

References

AlmaLaurea (2016), XVII indagine Profilo dei Laureati 2015, Consorzio AlmaLaurea

ANVUR (2016) Rapporto biennale sullo stato del sistema universitario e della ricerca

Orr D. et al (2017) Study on the impact of admission systems on higher education outcomes. Luxembourg: Publications-Office-EU.

G.1. | Challenging discourses of merit and choice: Students' experiences and policy development in contemporary higher education

594 Institutional cultures and the experiences of non-traditional students at an "elite" university in the UK

Maddy Winnard |

Keywords: Institutional Culture, Student Experiences, Institutional Ethnography, Institutional Habitus, Bourdieu

This paper reports on an ethnographic study of the dominant culture of one research-intensive, high-tariff university that sits firmly within the "elite" tier of the UK higher education sector: Durham University. The paper explores the nature of this culture, and reports on how students who identify as being "non-traditional" in the context of this university experience and negotiate this culture. Although dominant UK government discourse emphasises the benefits of a diverse, competitive HE sector that empowers applicants to choose the best university for them, research has found that students from poorer backgrounds are much less likely to apply to higher-ranking universities than their equally-qualified but richer counterparts (Boliver, 2013). This has been found to be in part due to perceptions about higher-ranking universities being spaces that serve White, middle-class, young students, and students who perceive themselves to not fit within this "ideal-type" category opt to go elsewhere in order to "mitigate their position as "other"" (Read, Archer and Leathwood, 2003:265). Literature has highlighted the existence of dominant student cultures within "elite" HEIs, referring to the shared practices of traditional students in terms of leisure consumption, particularly nightlife activities (Hubbard, 2011; Cheeseman, 2018), dress (Mountford, 2018) and living arrangements (Holdsworth, 2006; 2009). Due to the financial, cultural and social capital that these performances and practices require, it is evident that the perceived cultures that affect application are also a reality that can affect the experience of non-traditional students who do opt to go to these universities.

Method

Drawing on ethnographic observations, a series of repeat interviews with non-traditional students, and thematic analysis of university online material, this research adds to the literature base by looking at the processes and practices that sustain and uphold the dominant culture of one UK HEI, and sheds light on how under-represented students think and feel about this culture themselves. Theoretically, the paper draws on the concept of "institutional habitus", (McDonough, 1996), which – adapted from the original Bourdieusian concept of "habitus" (Bourdieu and Passeron, 1977) - can be defined as "the impact of a cultural group or social class on an individual's behaviour as it is mediated through an organisation" (Reay et al, 2001: para 1.3). The paper will highlight how the university is an "intervening variable" (ibid.) in the relationship between wider structures, life experiences and embodiment at the individual level, which affects the potential for agency and the positive experience of non-traditional students, whilst situating this within the factors at play within the wider "field" of UK HE.

Outcomes (expected)

The paper ends by highlighting ways in which "elite" HEIs can foster the development of more inclusive cultures to encourage a greater diversity of applicants and improve the experience of students from all social backgrounds.

References

- Boliver, V (2013) "How Fair Is Access to More Prestigious UK Universities?" *The British Journal of Sociology* 64(2):344–64. Retrieved October 25, 2017 (<http://doi.wiley.com/10.1111/1468-4446.12021>).
- Bourdieu, P and J Passeron (1977) *Reproduction in Education, Society and Culture*. London: Sage
- Cheeseman, M (2018) "How to win at being a student", in R Waller, N Ingram and R Ward (eds.) *Higher Education and Social Inequalities: University Admissions, Experiences and Outcomes*. London: Routledge

- Hubbard, P (2011) "Carnage! Coming to a Town near you? Nightlife, Uncivilised Behaviour and the Carnavalesque Body", *Leisure Studies* 32(3), pp.265-282
- Holdsworth, C (2006) "'Don't You Think You're Missing Out, Living at Home?' Student Experiences and Residential Transitions." *The Sociological Review* 54(3):495–519. Retrieved October 25, 2017 (<http://journals.sagepub.com/doi/10.1111/j.1467-954X.2006.00627.x>).
- Holdsworth, C (2009) "'Going Away to Uni': Mobility, Modernity, and Independence of English Higher Education Students." *Environment and Planning A* 41(8):1849–64. Retrieved October 25, 2017 (<http://journals.sagepub.com/doi/10.1068/a41177>).
- McDonough, P. M. (1996) *Choosing colleges: How social class and schools structure opportunity*. Albany, NY: State University of New York Press.
- Mountford, V (2018) "The Jack Wills Brigade: brands, embodiment, and class identities in higher education" in R Waller, N Ingram and R Ward (eds.) *Higher Education and Social Inequalities: University Admissions, Experiences and Outcomes*. London: Routledge
- Read, B, L Archer, and C Leathwood (2003) "Challenging Cultures? Student Conceptions of 'Belonging' and 'Isolation' at a Post-1992 University." *Studies in Higher Education* 28(3):261– 77. Retrieved October 24, 2017 (<http://www.tandfonline.com/doi/abs/10.1080/03075070309290>).
- Reay, D, M David and S Ball (2001) "Making a Difference?: Institutional Habituses and Higher Education Choice." *Sociological Research Online* 5(4). Retrieved October 24, 2017 (<http://www.socresonline.org.uk/5/4/reay>).

G.I. | Challenging discourses of merit and choice: Students' experiences and policy development in contemporary higher education

410 Vocational identity progress and school work alternation: when experiences become resources

Tiziana Di Palma | Giancarlo Ragozini | Luigia Simona Sica |

Keywords: School Work Alternation, Vocational Identity, Skills, Education

Today's young people can prolong educational and training period, and experiencing long periods of employment instability (Berton, Richiardi, & Sacchi, 2009). In an attempt to answer the new challenges of job market it was introduced School work alternation as training for all high school students in order to allow them to develop skills useful for job through experience. Alongside the criticisms linked to the realization of the purpose of school work alternation, in literature it was analyzed the role of this kind of experience in the development of vocational and personal identity. Work experience was found to be the primary influence on identity development (Danielsen, Lorem, & Kroger, 2000). But there is few about this relationship considering instead the evaluation of school work alternation as outcome. In this sense, the present study aims to explore the relationship between the evaluation of school work alternation experience and vocational identity statuses, school performance, and kind of high school hypothesizing that these factors can affect the evaluation of school work alternation experienced.

Method

Participants were 1471 (M=17,53; DS=0,76) high school students attending the last two years of different high schools in Campania region. A booklet of self questionnaires was administered at school via online platform, upon consent of school, parents, and participants. The participation in the study was voluntary and privacy and anonymity were granted. The measures considered were about socio-demographic information, evaluation of school work alternation experiences, and Vocational Identity (VISA- Italian form; Aleni Sestito et al., 2015).

Outcomes (expected)

The focus of the present study is on how high school students can evaluate the school work alternation experience on the base of factors like their vocational identity statuses, school performances, and high school attending. We expect different profiles in terms of vocational identity, school performance, and kind of high school characterised by different level of evaluation of school work alternation experiences. The analysis of profiles can offer interesting implication for educational and guidance practices.

References

- Aleni Sestito L., Sica L.S., Ragozini G., Porfeli E., Weisblat G., Di Palma T. (2015). Vocational and overall identity: A person-centered approach in Italian university students. *Journal Of Vocational Behavior*, vol. 91, p. 157-169.
- Berton, F., Richiardi, M., & Sacchi, S. (2009). *Flex-Insecurity. Perché in Italia la flessibilità diventa precarietà*. Bologna: Il Mulino.
- Danielsen, L. M., Lorem, A. E., & Kroger, J. (2000). The impact of social context on the identity-formation process of Norwegian late adolescents. *Youth & Society*, 31, 332–362.

G.3. | The school-work alternance policy after the “good school”

434 The words of the School-Work Alternance. Evaluation and analysis of the role of the Universities.

Alessandra Rimano | Ludovica Rossotti |

Keywords: School_Work Alternance; University; Soft Skills; Evaluation; Content Analysis

The article focuses on the school-work alternance (SWA) in the university as a field, aiming to understand it not only as a set of proposals, but as an emerging area of institutional life. This area is structured not only by organizations, institutions, actors, relationships, activities, but also by efforts among the actors involved in it. The university plays a key role in producing an early socialization with the world of work. To do this must:

- produce projects that offer a more engaging orientation towards university studies and an approach to the profession through practical experiences;
 - In the context of the creation of Start-ups to be able to provide skills and knowledge, explaining how to evaluate an idea and how to make it feasible;
 - Build ad hoc courses that allow students to have more clarity on the various university disciplines and to accompany them in the classroom experience of "freshmen", but also in academic places and laboratories.
- Moreover, it should not be underestimated that making students more aware of the path to choose limits the abandonment or the change of studies and avoids wasting time and resources. (Cantillo, 2017; Allulli, Farinelli, 2018)

Method

The involvement of the Italian universities in the SWA activity dates back to 2016/2017. At present, a structured and detailed reconstruction of the university contribution as host organization is not available.

The present work involves the mapping of the portals on the SWA of the Italian universities, the sections of the sites, the dedicated pages and the online communications, to collect all the different methods of communication and diffusion of the SWA activities and to understand how the actions of SWA are concretely communicated, activated, pursued, practiced by the Italian universities.

All documented projects, collected in a data set and subjected to textual analyses and contents, will be used for the evaluation phase, which includes:

- Analysis of the experiences of alternating school of work,
- Mapping of the networks involved,
- Analysis of the most involved actors and available resources,

Outcomes (expected)

To intervene in those most fragile territories and to export the best experiences, a model will be willing to invest the university in a more active role, so that it becomes an important partner to reduce the distance between the young people from school and from work.

In the conclusions, we will also indicate the possible developments in research and the relevant political indications.

References

- Allulli G., Farinelli F. (2018), “Conclusione”, focus Alternanza Scuola Lavoro. In *Scuola Democratica*, 427-434.
- Cantillo C. (2017), Il contributo della filosofia ai percorsi di Alternanza Scuola Lavoro: alcune esperienze. In *Bollettino della società filosofica italiana*, 2, 81-88.
- Dacrema F. (2018), Il sindacato per la qualità dell’Alternanza Scuola Lavoro. In *Scuola Democratica*, 409-418.
- Salatin A. (2018), Rafforzare la governance territoriale per vincere la sfida dell’Alternanza. In *Scuola Democratica*, 2, 399-408.

G.3. | The school-work alternance policy after the “good school”

491 Students living and promoting local heritage in a Unesco Site.

Franca Zuccoli | Alessandra De Nicola |

Keywords: Heritage, Education, Unesco, School Work Alternance, Tourism

This paper will discuss a set of preliminary data collected during a number of actions held of the school work alternance during February and April 2019 in Mantua. Thanks to the collaboration of a groups of 15 students belonging to Pitentino Institute involved in the project, we will try to reflect on the relationship between cultural heritage and local values, traditions and stories of the community but in particular on how our school-work alternance activities may have promoted personal and collective identity building in young citizens of a Unesco site. The proposed work is comprised in a larger Italian research project named MOBARTECH funded by the European Union, the Lombardy Region and the Government, FSR. The main aim of MOBARTECH is to create actions of industrial research, experimental development and innovation of processes and organizations. However, it also aims to study and produce scientific results of research while encouraging the creation of new creative processes to enhance cultural heritage. For this reason, the project has involved the study and experimentation on the Unesco site of Mantua and Sabbioneta to develop local cultural heritage through educational and participatory practices that will involve local communities and in particular local schools. The main focus is to stimulate a process of belonging in the community to the Unesco heritage of the two cities that however are still perceived as separated as resulted by preliminary findings. While transferring knowledge from university to schools of different grades (from primary to secondary) an interpretative, exploratory and experiential kit will be created by the students themselves. This is thought to be a tool for participatory activities in the Mantua and Sabbioneta Unesco site involving different types of audience (senior visitors, families, foreign tourists, city users, pupils of any age etc.) in the near future. In the light of this, an interdisciplinary qualitative approach will be adopted. Specifically students will be invited to experiment their cities and surroundings through different activities rooted in autobiographical method, hermeneutic/phenomelologic interpretation and metacognition.

Method

An interdisciplinary qualitative approach will be adopted such as autobiographical method, hermeneutic/phenomelologic interpretation and metacognition.

Outcomes (expected)

A kit will be created by the students themselves. This is a tool for participatory activities in the Mantua and Sabbioneta Unesco site involving different types of audience e.g: senior visitors, families, foreign tourists, city users, pupils of any age etc.

6.3. | The school-work alternance policy after the “good school”

496 Learner’s Agency for an active citizenship. Redesigning effective learning curricula in the school -work alternance.

Valerio Massimo Marcone |

Keywords: Work Based Learning, The School - Work Alternance ,Active Citizenship, Learner’S Agency, Situated Learning

The Paper reports some results from a empirical survey developed during my Doctoral research activity, which is mainly focused on understanding the educational processes in work-based learning , one of the fundamental pillars of European Strategies which is directly linked to the VET mission (Cedefop,2018). The main VET objective consists of helping learners to improve their knowledge, skills and competences, as these are essential in the working life (European Commission , 2013). This European scenario imposes the overcoming of the traditional "school-centric" model, hinged on the offer, in favor of the proactive one, according to which the school competes to join the social question, then collect it, structure it and organize it starting from the interaction that it must be able to guarantee to all the subjects involved. In Italy since the early 2000s, the adoption by the European Union of policies based on the concept of Lifelong learning (Alberici,2002, Di Rienzo,2014) and the appeal to the plurality of formal, non-formal and informal contexts for learning have begun to modify in depth the scope of the school- work alternance. Therefore the "school-work alternance" must become opportunities for active participation, rather than, as often happens, to be considered within “the School System” and “the Business System”, as an “marginal experience”, that has little or nothing to do with their primary objectives. For this reason it is necessary promote a new training of teachers with a view to tutorship that facilitates the learning

of the student. (Margiotta,2015;Costa,2016). Hence the need to redesign effective learning curricula (Marcone,2018) in secondary schools centered on a combination of general knowledge, technical skills and soft skills in order to facilitate transitional school-work processes to tackle especially the “dramatic phenomenon” of the “Neet” (Not in education, employment, or training)

Method

The survey has required the construction of a pedagogical device "Taxonomy of Quality Indicators" (TIQ) related to five indicators on which I developed my empirical research below :

1. Reflexivity; 2. Participation; 3. Agency; 4. Capabilities; 5. Generativity

The tools adopted for the empirical research basically consists of focus groups , interviews semi-structured and self-assessment questionnaires, which have been built on the basis of the pedagogical reference research tool. In details, the case study presented focuses on experience of work related learning within two Technical and vocational Institutes.

Outcomes (expected)

The main research question in this explorative study is:

How the school -work alternance can be formative and generative for personal development of learner in his transition from school to work, not only in order to become a “good worker”, but also a “good citizen”?

Through the qualitative-quantitative research tools, some results emerged with reference to three points of view:

- a) students: a schematic table with a list of some perceptions by students of their ASL experience
- b) teachers: a project hypothesis on an ad hoc training of teachers as tutor (Teacher agency)
- c) governance: impetus to a good planning of the school-work alternance, through some relevant elements (for example :strengthening of the dialogue between educational institution and world of work)

References

- Alberici A.(2002), *Imparare sempre nella società della conoscenza*, Bruno Mondadori, Milano
- Cedefop (2018), *Quale futuro si profila per l'istruzione e la formazione professionale in Europa?*, Nota informativa novembre 2018, www.cedefop.europa.eu
- Costa M.(2016), *Capacitare l'innovazione: La Formatività dell'agire lavorativo*, FrancoAngeli, Milano
- Di Rienzo P. (2014), *Educazione informale in età adulta. Temi e ricerche sulla convalida dell'apprendimento* progresso nell'Università, Anicia, Roma
- Dewey J. (1916), *Democracy and Education*, The Free Press, New York.
- European Commission (2013), *Work-Based Learning in Europe: Practices and Policy Pointers*, European Council 7-8 February 2013, Brussels
- Lave J., Wenger E. (1991), *Situated Learning. Legitimate peripheral participation*, Cambridge University Press, Cambridge MA
- Marcone V.M. (2018), *Work based learning : il valore generativo del lavoro*, FrancoAngeli, Milano.
- Margiotta U. (2015), *Teoria della formazione*, Carocci, Roma
- Nussbaum (2012), *Creare capacità. Liberarsi dalla dittatura del Pil*, Il Mulino, Bologna
- Wenger E. (2006), *Comunità di pratica Apprendimento, significato, identità*, Raffaello Cortina, Milano.

G.3. | The school-work alternance policy after the “good school”

667 Professional training practices in companies: the case of Argentina

Pablo Eduardo | Neder Magaly | Saenz San Martin |

Keywords: Professional Training, Companies, Argentina, Education, Public Policies

The purpose of this work is to present the experience of professional training practices in companies in Argentina and their connectivity with a social state model. In 2001, it became a paradigmatic case in terms of the depth of the financial and economic crisis, which exceeded the purely economic when the crisis was projected to its most political and labor edge. Precisely, one of the keys in the search for economic and social stability, is to analyze the practices of professional training in companies, in the period from 2003 to 2015. Job placement, mainly the group of young people, is one of the segments that most interests the government. In

this paper we are interested in characterizing the particularities of the crisis, the forms that state intervention has been acquiring through the policies of professional training in implemented business practices -as a crystallization of the ideological orientation of these programs-, to then analyze the answers with the formation of policies tending to solve the labor problem in its relationship with education and the social. For this, we are interested in studying them from two areas of relationship or analytical axes: a) the impact of the crisis on policies; b) and what answers governments offer. In methodological terms, the study adopts a qualitative approach based on interviews and secondary documents. For this reason, we have divided the work into four parts. First, we analyze professional training and its connectivity with public policies. Secondly, we describe the different logics in labor training, related to the tensions of the educational logic and the social logic, in which they conclude with the introduction of significant innovations in the (post) crisis period, on the one hand; and its consolidation towards a model of social and democratic State, on the other hand. Third, the main actors involved in professional training. Finally, the results of the study are presented in the selected period. Although, the work finds limitations in the obtaining of quantitative data, since there is a partial absence of them, the theoretical part and the qualitative data are fundamental to explain the object of this work. Therefore, the research question consists of knowing ¿if the practices of professional training in companies in Argentina contribute to the educational and social logic?

Method

Qualitative method Case study only.

Outcomes (expected)

The practices of professional training in companies have accompanied the growth of employment and the improvement in production. Investment, improvement of quality and institutional strengthening was framed in a logic of professional training as a right. The characteristics and implementation of these practices are defined in the context of tensions with the degree of involvement of the actors and assumptions about their functions. The scope of the practices contributes significantly to professional training and its relationship with education and social protection.

References

- De Ibarrola, María (2010), "Dilemas de una nueva prioridad a la educación técnico profesional. Un debate necesario", Argentina, Revista La Educación, n° 144.
- Gallart, María Antonia (2003), "La formación para el trabajo en la Argentina: situación actual y perspectivas para el future, Santiago de Chile, CEPAL/GTZ
- Paugam, Serge (1996), "L'exclusion, état des savoirs", Paris, La Découverte.
- Spinoza, Martín y Testa, Julio (2009), "L'enseignement professionnel en Argentine entre volontarisme et isolement dans la recherche d'un pays possible", France, Revue Formation et Emploi, n° 107, pp. 9-24.

6.3. | The school-work alternance policy after the "good school"

675 School Work Alternance: Proposals and Paths for Young People with Disabilities

Daniela Pavoncello | Giulio Iannis |

Keywords: Dual Education System, Young People With Disabilities, Social Inclusion

Young people with disabilities are faced with greater difficulties in accessing the labour market, with extremely low employment rates in adulthood (3.5%). In particular, young people with mental disabilities are likely to remain permanently excluded from the job market. The first major difficulties arise after leaving education. The research project developed by INAPP has made it possible to highlight some of the most innovative paths made by schools to promote the school-work alternance for young people with mental disabilities. Although not yet widespread, these experiences show that it is possible to provide professional development and inclusion opportunities through rehabilitative and educational programs aimed at promoting the full autonomy of people with disabilities and the acquisition of skills that allow for active job placement.

Method

Identified practices constitute exemplary models that create synergies between schools, local communities and local realities: this element is a decisive factor that is common to many projects, which enhances the schools' capacity to integrate available resources within the educational institutions and effectively integrate the resources (physical and intangible alike) at local level (such as the availability of specific professional profiles, multiple learning and production

Outcomes (expected)

The research has developed a reference model that represents a working basis for schools that wish to plan and create pathways that accompany the disabled school population from education to the working environment. The challenge that some schools have tried to address is in fact linked to the idea of switching from a pathological dimension to a constructive one, identifying structured paths for the inclusion, guidance and mentoring of students with disabilities, to promote not only useful learning skills for employment purposes, but above all to provide the knowledge that will enable them to explore and choose from a range of options (ranging from salaried jobs to the creation of new enterprises), enhancing the individual skills of each student in order to discover, step by step, the professional and productive contexts where they can best develop their future after leaving school for a veritable social and professional path of inclusion.

According to this approach guidance is certainly a key step to ensure that individuals reach their potential and to motivate every learning process, both formal and informal, toward a professional goal shared by the student, by the family and by the educational team. The following macro-area have been identified in line with the most widespread models in the area of services for vocational guidance and employment: welcome, orientation, training, tutorship, mentoring, job placement. These are obviously broad categories with open and flexible borders to detect innovative features and improvements, but they are definitely useful to facilitate comparison, evaluation, along with the future replication of the proposed paths. The described experiences and the proposed model respond to the need to reflect on concrete actions that the education system can provide in order to facilitate the school-work alternance of students with disabilities.

References

ANP, Alternanza scuola-lavoro per gli studenti con disabilità, Roma, 2018

D.Pavoncello et alii, Prevenire si può : analisi delle misure di accompagnamento per la transizione scuola-lavoro dei giovani con disagio psichico,, Roma, 2014.

G.4. | For a new paradigm of university to work transitions: New orientation practices for socio-economic and labor transformation

138 What happens next? The transition to employment for graduates with disabilities at the University of Turin

Tania Parisi | Rosa Bellacicco |

Keywords: University, Employment, Disability, Transition, Career Guidance

Students with disabilities (SWDs) are a growing population in higher education, yet the underutilization of their talents persists. Although higher education increases employment opportunities for disabled people too, its benefits are far from filling the employment gap with people without disabilities (ANED, 2018). Stewart and Schwartz (2018) show, for example, that even if SWDs are more likely than other students to complete the post-secondary education, they are also more likely to remain unemployed. Many explanations have been put forward. Some international studies, for example, stress the crucial role played by the scientific/technical programs and the internships (Fichten et al., 2012), and the negative impact of discontinuous academic career (Huber et al., 2016). In Italy, punctual statistics nor about graduates with disabilities, nor about their employment rates do not exist. Moreover, there is a lack of studies on the challenges posed by their transition to the labour market (see Boccuzzo et al., 2011). Our research, carried out at the University of Turin (UniTO), aims to explore:

- the occupational condition of graduates with disabilities;
- the relationship between sociodemographic characteristics, tertiary-education, and success in employment;
- the match/mismatch between education and job.

Method

A secondary analysis was performed by merging two databases related to the SWDs who graduated in UniTO from 2012 to 2016. (1) The first database (source UniTo) collects information on their academic career, and (2) the second one (source: SILP) records their job contracts they subscribed. The population consists in 323 graduates with different types of disabilities, including learning disabilities. Predictor variables including student sociodemographic information and career information were examined. Statistical methods such as descriptive statistics and multivariate analysis were used.

Outcomes (expected)

Work is crucial both in building personal identity and living independently. This study aims to increase the understanding of what may expand WDs' post-graduation employability, jointly considering sociodemographic factors and educational paths. Such analyses could also help in identifying evidence-based practices, and providing academic staff suggestions in order to develop best practices in supporting SWDs in their academic path, and refining their career-related resources.

References

- ANED (2018). European comparative data on Europe 2020 & People with disabilities. Retrieved October 2018, from <https://www.disability-europe.net/theme/statistical-indicators>.
- Boccuzzo, G., Fabbris, L., & Nicolucci, E. (2011). Il capitale umano dei laureati disabili. In L. Fabbris (Ed.). *Criteri e indicatori per misurare l'efficacia delle attività universitarie* (pp. 129-162). Padova: CLEUP.
- Fichten, C. S. et al. (2012). What happens after graduation? Outcomes, employment, and recommendations of recent junior/community college graduates with and without disabilities. *Disability and Rehabilitation*, 34(11), 917-924.
- Huber, M. J., Oswald, G. R., Webb, T., & Avila-John, A. (2016). Degree completion and employment outcomes among graduates with disabilities. *Journal of Vocational Rehabilitation*, 45(3), 241-247.
- Stewart, J., & Schwartz, S. (2018). Equal Education, Unequal Jobs: College and University Students with Disabilities. *Relations Industrielles/Industrial Relations*, 73(2), 369-394.

G.4. | For a new paradigm of university to work transitions: New orientation practices for socio-economic and labor transformation

266 Does time to degree affect graduates' labour market outcomes?

Giorgia Casalone |

Keywords: University To Work Transition, Time To Degree, Labour Market Outcomes

In recent years, several countries have experienced an increasing amount of university students completing their degree not at the expected age with the direct effect of postponing the transition to the labor market. Students may delay graduation for several reasons: insufficient ability, lack of motivation, gap years, work, etc. Regardless of the reasons, postponing the transition to the labor market may shrink the economic benefits associated to tertiary education. Very few contributions analyze the labor market effects of graduating not at the "standard" age (Aina et al. 2019, Holmlund et al., 2008; Taniguchi, 2005). Our paper adds to this literature by assessing the effect of postponing graduation on labor market outcomes (employment probability and wage) in Italy. We will assess whether there is a mix of personal characteristics, choices, and experiences that can offset potential penalties associated to delayed graduation. Final grade, field of study, work experiences, together with time to degree distinguish a university graduate from the others and, in a context of asymmetric information, an employer can use the aforementioned attributes to select candidates. The aim of the paper is to test whether delayed graduation is, *ceteris paribus*, a key variable in explaining the different performance of graduates in the labor market.

Method

We use a rich dataset obtained by matching several surveys of the Consortium AlmaLaurea. The dataset contains administrative information (e.g. gender, birth date, type of high school degree, etc.), information collected from students at the time of graduation (Profilo dei Laureati survey), and, finally, information on graduates labor market outcomes collected through repeated interviews at 1, 3, and 5 years from the degree (Condizione Occupazionale dei Laureati survey). The sample is then the whole population of graduates in 2002 and 2003 in 22 Italian public Universities. We estimate the effect of the time-to-degree, together with a rich set of other students' characteristics, on:

1. The probability to be employed at 1, 3, 5 years from graduation
2. For those employed, the wage gained.

Since one concern is the potential endogeneity of the time-to-degree, we will instrument it by exploiting the exogenous variation of the area-specific employment rate in the early years of university enrolment. The idea is that students react to the expected condition of the labour market by anticipating (if labour market perspectives improve) or delaying (if labour market perspective worsen) graduation.

Outcomes (expected)

We aim to:

Provide evidence about the university to work transition of Italian graduates;

Assess whether the time-to-degree affects the graduates' labor market outcomes over time, once controlling for a mix of students' personal characteristics, choices and experiences at university.

References

- Aina, C. Casalone, G. e Raitano, M. (2019). "Age at graduation and its reflections in early career prospects", *Studies in Higher Education*, forthcoming <https://doi.org/10.1080/03075079.2019.1574733>
- Holmlund, B., Q. Liu and O.N. Skans. 2008. Mind the gap? Estimating the effects of postponing higher education. *Oxford Economic Papers*, 60, 683-710.
- Taniguchi, H. 2005. The Influence of Age at Degree Completion on College Wage Premiums. *Research in Higher Education*, 46(8), 861-881.

G.4. | For a new paradigm of university to work transitions: New orientation practices for socio-economic and labor transformation

271 Analyzing Young People's Transitions by Employing Shadowing: School and Waiting for Work

Serena Quarta |

Keywords: Young People, Transitions, School, Work, Daily Life

Starting with deep social and economic transformations that in the younger generation have made the transitions of life more versatile, the essay, using Grounded Theory approach, is concerned with how young people, observed in two different moments (young adolescents and young adults), make up and break up the daily life, move within it and contribute to the construction of social reality around them. Utilizing the categories times, negotiations, styles of resilience, we analyse several facets that characterize the lifeworlds of young people and the strategies through which modulate their own choices to build the transitions of life, with particular reference to the work.

Method

An approach of qualitative type was used for these studies. I suggest a reflection on the reports emerged from shadowing, an observation typology in which the researcher lives the daily routine together with the persons who accept to participate in the experience, by accompanying them, following them as if he/she were their shadow. Starting from an ethnographic approach shadowing allows the knowledge of the subjects by entering the everyday logics and social practices in which they are involved. Studying the world of everyday life means getting inside the places where our common sense is built and allows individual actions to become daily and ordinary. It means understanding how a subject acts in everyday life contexts and which strategies he/she enacts in order to cope with difficulties.

References

- Berger, P.L., Berger, B. e Kellner, H. (1973), *The Homeless Mind. Modernization and Consciousness*, Harmondsworth, Penguin.
- Berger, P.L. e Luckmann, T. (1969), *La realtà come costruzione sociale*, Bologna, Il Mulino.
- Besozzi, E. (2009), *Tra sogni e realtà. Gli adolescenti e la transizione alla vita adulta*, Roma, Carocci.
- Glaser, B.G. e Strauss, A.L. (1967), *The Discovery of Grounded Theory: Strategies for Qualitative Research*, New York, Aldine de Gruyter;
- Merico, M. (2010), «Educazione, socializzazione e traiettorie di vita dei giovani», in *Associazione Italiana di Sociologia (a cura di), Mosaico Italia. Lo stato del Paese agli inizi del XXI secolo*, Milano, Franco Angeli, 131-5.
- Pais, J.M. (2003), «The Multiple Faces of the Future in the Labyrinth of Life», *Journal of Youth Studies*, 6 (2), 115-26.
- Pasqualini, C. (2012), «L'adulità: rappresentazioni, progettualità e stili di transizione delle giovani generazioni», *Studi di Sociologia*, 1, 53-75.
- Sclavi, M. (1989), *A una spanna da terra*, Milano, Feltrinelli.
- Walther, A. (2006), «Regimes of Youth Transitions. Choice, Flexibility and Security in Young People's Experiences across Different European Contexts», *Young. Nordic Journal of Youth Research*, 14 (2), 119-41.

G.4. | For a new paradigm of university to work transitions: New orientation practices for socio-economic and labor transformation

277 University to work transition: a study on the new Orientation and Placement Services

Piera Rella | Ludovica Rossotti | Alessandra Fasano |

Keywords: Work Transition, Orientation, Third Mission, Employment Office, University

This paper reports the results of a survey conducted on Lazio and Apulia Region on Public and Private Employment Offices, including some training institutes, and University Orientation and Placement Services. The objective is to understand the functioning of the Orientation and Placement and to identify the best practices exportable from one territory to another.

Method

At methodological level, a qualitative analysis was carried out through in-depth interviews aimed at operators and managers of Public and private employment services. Their functioning in terms of: tasks performed by operators and managers, liaison with business matching between labour supply and demand, type of contracts offered, were all analysed. To identify the best practices, we have monitored the services offered by the various employment centres, including universities, by comparing them with the quality standards set by "Italia Lavoro". In addition, it was rebuilt a map of exportable interventions from one university to another.

Outcomes (expected)

From the results it emerges how the universities of Lazio and Apulia could offer both curricular and extra-curricular internships for graduates and, in lesser way, labour brokerage. Differences between public and private universities were noticed which highlight how critical points for one become strengths for the other. While with regard to users and operators of private and public employment centres, it emerges the difficulty in Italy of investing in mediation, often leaving this arduous task to interpersonal relationship skills of the employment-seeking persons, who sees, in informal contacts, the main and most effective way to find employment. In the light of what emerged from our research on Public and Private Employment offices and University Orientation and Placement Services, it was found that private public dichotomy is presented both for Public Centres vs. Private Employment Agencies, that in public and private universities, in Public in private training institutes as well. In all the cases, the problem of poor public sector funding coupled with organic shortages makes work difficult, reproducing and exacerbating those inequalities that reflect the current social economic situation of our country. Finally, it has been seen that private university students have a greater range of services than public university colleagues do, and at the same time, the placement service providers are much more widespread and efficient in private universities.

References

- P. Rella, L. Rossotti, "La terza missione delle università: monitoraggio e analisi delle best practices dei servizi per l'impiego universitari nel Lazio", *Economia & Lavoro*, LI, 2 pp. 157-170, 2017.
- L. Rossotti, P. Rella, A. Fasano, P. Di Nicola, *Il welfare del lavoro. Il ruolo dei servizi per l'impiego*, FrancoAngeli, Milano, 2018

G.5. | Education and training systems today, between economic logics and socialization

230 Well Begun Is Half Done. Youth transitions from vocational training to the labour market: evidence from Piedmont, an Italian case study

Valentina Lamonica |

Keywords: Employment Protection 2. Entrapment Hypothesis 3. Fixed-Term Contracts 4. Labour Market Segmentation

[The complex process of reforms of the Italian labour market started in the 1990s led to the selective and partial deregulation, whose main outcome is the reduction of social protection and the progressive increase of employment insertions through atypical contracts (Streeck, 2001; Esping-Andersen e Regini 2000). This process was not supported by any reform of the welfare system, which instead kept the same static structure from the moment of its establishment. In this context of progressive precariousness of the labour market, transitions through atypical contracts have recently become a relevant research and policy topic (Ichino, 2015). This study is aimed at highlighting the effects of atypical contracts on early career, specifically concerning young with low educational level (level 3 of the European Qualifications Framework-EFQ). Are atypical contracts a port of entry in the labour market or a trap for young people with a vocational education and training (VET) certificate? In order to answer to this question, I decided to test the effects of employment insertion through temporary contracts, on the probability to be employed five years after the end of the training course. The study was conducted using two administrative data warehouse thanks to which was possible to merge information related to the training path and work experiences up to five years from the VET certificate. Applying nonlinear binary regression models (Probit) I find on the negative impact of job insertion through atypical contracts on youth careers. Individuals who, after one year by the end of the training path, transit to the labour market through atypical contracts, or through unemployment, are less likely to be employed after five years. This probability is much lower in the case of unemployment one year after the end of the training program: 16% less compared to those entering in the labour market with a typical contract. Beyond that, individuals who transit to the labour market through atypical contracts (temporary contracts and internships) are between 3% and 5% less likely to be employed 5 years after qualification, compared to those entering in the labour market with a typical contract. In addition, I also found evidence concerning the effects of transition to the labour market through atypical contracts on the probability of obtaining a typical contract five years after the VET path. Finally, individuals who transit to the labour market with atypical contracts are 8% less likely to be employed with atypical contract after five years compared to those who made a transition through typical contract. The analysis shed light on the risks suffered by low educated young people or remaining segregated into precarious position within the Italian labour market. In particular, I find empirical evidence in line with the theoretical perspective of the scarring effect: job transitions through atypical contracts decrease the probability of obtaining stable contracts, at least, in the short term (Fuller, 2014; Yu, 2012; Berton et al., 2011; Barbieri e Scherer, 2009).

References

- Barbieri, P., Scherer, S. (2009). Labour market flexibilization and its consequences in Italy. *European Sociological Review*, 25(6), 677-692.
- Berton, F., Devicienti, F., Pacelli, L. (2011). Are temporary jobs a port of entry into permanent employment? Evidence from matched employer-employee. *International Journal of Manpower*, 32(8), 879-899.
- Streeck, W. (2001). High Equality, Low Activity: The Contribution of the Social Welfare System to The Stability of the German Collective Bargaining Regime. Working Paper European University Institute, n 6.
- Esping-Andersen, G., Regini M. (2000). *Why Deregulate Labor Markets?*. Oxford, Oxford University Press.
- Fuller, S., Stecy-Hildebrandt, N. (2014). Lasting disadvantage? Comparing career trajectories of matched temporary and permanent workers in Canada. *Canadian Review of Sociology/ Revue canadienne de sociologie*, 51(4), 293-324.
- Ichino, P. (2015). *Il lavoro ritrovato. Come la riforma sta abbattendo il muro tra garantiti, precari ed esclusi*. Milano: Mondadori.
- Yu, W., H. (2012). Better off jobless? Scarring effects of contingent employment in Japan. *Social Forces*, 90(3), 735-768.

G.5. | Education and training systems today, between economic logics and socialization

281 THE TERRITORIAL NETWORK OF LIFELONG LEARNING IN CAMPANIA

Raffaele Sibilio | Fortini Lucia | Giuseppe Luca | De Luca Picione |

Keywords: Education, Training, Qualification, Sharing, Rationalization

We live in the information, knowledge and advanced technology society where relations within the global village take place according to the logic of the lattice, thereby called the "network" society. For this reason, the network is a necessary element to develop an offer of value, to improve governance processes, to generate projects that can only be achieved together, to obtain the financial resources that would otherwise not be available. Therefore, aggregating and building a network represents a real strategic opportunity to be put in place in order to grow while maintaining and enhancing one's own individuality. Considering this, the CPIA (Centri Provinciali per l'Istruzione degli adulti), as part of the new regulation, in addition to the network agreements with upper secondary school institutions, are invited to stipulate specific protocols with public and private institutions and, above all with training agencies accredited by the region, so that at the end learners can receive professional qualification. This allows for a greater appeal: the CPIA is already characterized not only as an institution aimed at obtaining certifications for the achievement of the first and second level programs and for literacy and knowledge of the Italian language, but as a system that offers training opportunities in line with the territorial needs to the full advantage of a more conscious choice by the individual users of the CPIA, with the result of a more effective active citizenship. In this way, one can envision a downstream path towards the fulfillment of the education requirements, which starts from the elaboration of an integrated approach between the institutional competences attested by the CPIA and those mainly of a technical-professional nature, necessary for the acquisition of different Qualifications, either normally provided by the regional and national Repertory in their different formulations of the leFP programs (Istruzione e Formazione Professionale). For this reason, the network must anticipate the involvement of all those players who, thanks to their different role, participate in the strategic and operational implementation of the post-compulsory education, which has to equip itself with an organization plan that starting from activities can recognize the necessary professional skills needed to use rationally the existing pool.

Method

Skill audit of the teaching staff within the Commission. Informative seminars concerning the organizational construction of the network.

Outcomes (expected)

Organizational model, relationship between co-planning activities and personnel involved. Valorization of skills.

References

Bauman Z. (1998), *Globalization. The Human Consequences*, Polity Press-Blackwell Publishers Ltd., Cambridge-Oxford; trad. it., *Dentro la globalizzazione. Le conseguenze sulle persone*, Editori Laterza, Roma-Bari, 2001

Castells M. (1996), *The rise of Network Society*, Blackwell Publishers, Oxford; trad. it., *La nascita della società in rete*, Università Bocconi Editore, Milano, 2002.

Corbetta P.G. (1999), *Metodologia e tecniche della ricerca sociale*, il Mulino, Bologna.

R. Scott, *Le organizzazioni*, Il Mulino, Bologna 1998.

Sibilio R., Pagano U. (2010), *Il ruolo dei processi formativi nello scenario globale*, in R. Sibilio (a cura di), *Il mondo è cambiato. Elementi di analisi sociologica della globalizzazione*, Giappichelli, Torino, 2010]

G.5. | Education and training systems today, between economic logics and socialization

283 The school-family relationship between processes of simplification and request for competences

Angelo Falzarano |

Keywords: Interaction, Partnership, Community, Perception, Teamwork

[Undeniably in recent years the relationship between the school and the families has become increasingly complex. The presence of parents' representatives within the school organization has not been characterized by a real participation, either due to a small component of parents actively involved or for a deficit of communication, which has often created more conflict than the hoped pedagogical cooperation. This has been accentuated by the demographic trends and, consequently, by Italian Law on school dimensioning (minimum number of students per school autonomy). Nowadays, we often witness cases of an open conflict between parents and teachers, which also resulted in violent demonstrations and which have placed the issue of the teachers / parents' relationship as a priority on the institutional agenda. It is shown in literature that when the family is committed to interact collaboratively with teachers, it generates more effective educational goals. The teachers complain a lack of attention to the educational model by the families, which are often concerned only by the scholastic results. This generates a dialogue in which the parties adopt different languages without unifying towards a common goal. It is therefore necessary a good communication strategy, which must be inserted into an effective didactics that is the result of a shared programming and of an educational plan aimed to generate the condition of virtuous relationship in order to reach meaningful objectives: a shared program with families in which pupils appreciate the sense of being at school. This act of transparency produces the conditions for a constructive and continuous dialogue so as to create a real partnership. At the same time, in many circumstances, absent parents dealing with difficulties of various kinds, who are victims of a historically complex moment and themselves need support, make the work of the teacher team workforce particularly difficult. For this reason, before any action, a training and a focus to comprehension is needed: a personalized training that adapts to the different situations which today we find ourselves dealing with, and that finds its center in the active involvement in the school life, also with the support of the different realities operating in the territory. This also allows losing the perception of a vanished professionalism that nowadays like never before is felt by the teacher workforce, which has to retrieve all the motivations to fully carry out its role. We propose to assess the separation between the expectations of parents and those of teachers.

Method

Qualitative interviews with teachers and parents in the Benevento area

Outcomes (expected)

Verification of the level of distance between the expectations of parents and those of teachers

References

François Dubet (dir), *Ecole, Familles: le malentendu*, Editions Textuel, Paris, 1997.

Pierre Périer, *Ecole et familles populaires: sociologie d'un différend*, Presses universitaires de Rennes, 2005.

Mathias Millet et Daniel Thin, *Ruptures scolaires: l'école à l'épreuve de la question sociale*, Presses universitaires de France, Paris, 2005.

Fortin J. & Fotinos G. *Une école sans violences? De l'urgence à la maîtrise*, Hachette Éducation, 2001.

Daniel Verba, *Echec scolaire: travailler avec les familles*, Dunod, Paris, 2006]

G.5. | Education and training systems today, between economic logics and socialization

399 Credits recognition for adult education. An organizational proposal

Paola Buonanno | Emilio Porcaro |

Keywords: Lifelong Learning, Learning Outcomes, Credit Recognition, Adult Education, Non-Formal And Informal Learning

The European Union has given education and training a crucial task in addressing, among other things, current socio-economic challenges; it urges member states to adopt strategies and programs to re-launch and improve these systems, to build common standards of reference and tools to increase mobility and employability by promoting lifelong learning and the development of competences. The new regulatory systems for adult education originates from this climate in which value is given to the person and his/her path, where learning that takes place in formal, non-formal or informal settings are recognized and regarded as credits. The achievement

of primary objectives, such as the increase in the levels of education, more direct link to the needs of the labour market, requirements to translate the regulations into new operating procedures. This passage determines a reorganization that is not always fluid and straightforward in the school, which faces daily problems and limitations. The credits recognition is an articulate procedure that requires an adequate preparation for whom organizes and realizes it and goes beyond the boundaries of the disciplinary knowledge arising from other areas. The absence of a broader vision would risk perpetuating a sterile bureaucratic practice, unconsciously oriented to considerably reduce the opportunities reserved for adults in training, who are recognized both as an active part of the social and economic system and as a people who needs to express their own individuality. This research topic, deals with a proposal for the implementation of the recognition of previous knowledge of the adult; it does not overlook the tools put in place for this purpose, in the learning systems, and operates by tracing alternative and often parallel lines between personalization and homologation.

Method

Secondary data will be used and national and Community regulations examined.

Outcomes (expected)

The goal is to develop a project proposal related to the credit recognition procedure that is suitable and usable by the centers for adult education, as well as, generating food for thought for critical reflection on the topic.

References

- Alberici A. (2002), *Imparare sempre nella società della conoscenza*, Bruno Mondadori, Milano.
Castoldi M. (2016), *Valutare e certificare le competenze*, Carocci Editore, Roma.
Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning.
Wenger E. (1998), *Communities of practice: learning, meaning and identity*, Cambridge University Press, New York.
Porcaro E., Sibilio R., Buonanno P. (in press), *Il riconoscimento dei crediti per l'Istruzione degli Adulti. Metodi, procedure e strumenti*. Loescher Editore, Torino.

6.5. | Education and training systems today, between economic logics and socialization

403

413 Studentry: an empirical research on the transition from secondary school to university

Maria Carmela Catone | Paolo Diana |

Keywords: Studentry, University Student Identity, Socialization, Quantitative Research

The paper examines the process of socialization in the university context of the first year students. In particular, we present the main results of an empirical research aimed at investigating the delicate moment of transition from secondary school to university of first year students of the 1st level degree course in Sociology at the University of Salerno. This phase of transition is defined as "Studentry" and it is connected to a set of fractures that involve a multiplicity of aspects of the student's life such as social relationships, method of study, up to a redefinition of his/her identity representation.

Method

The empirical research is based on a structured questionnaire that will be administered in March 2019 to the first freshman students of the 1st level degree course in Sociology at the University of Salerno. The questionnaire, comprised of closed ended questions, is articulated in different conceptual dimensions related to the choices, motivations, experiences, values, beliefs, social relationships, future perspectives of the university students. After collecting the questionnaire data, the results will be analyzed with descriptive and multidimensional statistical techniques.

Outcomes (expected)

The results could indicate the main factors and aspects affecting the transition between secondary school and university: e.g. the possible difficulties of the first year students in adjusting to the university environment, the changes in their practices of study, the transformation in the dynamics of social relations and how the school-university transition could affect on the redefinition of student identity representation.

References

- Besozzi, E. (2017). *Società, cultura, educazione - Teorie, contesti e processi*. Roma: Carocci editore.

Bourdieu, P., & Passeron, J. C. (1971). *I delfini, gli studenti e la cultura*. Bologna: Guaraldi
Ciampi, M. (2017). Socializzazione e identità dello studente universitario tra tradizione e modernità. In *Scuola democratica* (p. 433-442)

G.5. | Education and training systems today, between economic logics and socialization

455 Vocational Learning Abroad: The Case of German Vet Mobilities

Tabea Schlimbach | Karen Hemming | Valentina Cuzzocrea |

Keywords: Vocational Educational Training (Vet), Germany, Mobility, Agency, Space

In the light of an increasingly complex and globalised world of work, mobility exchanges within education gain importance as effective tool to promote both learning and labour market integration. Being mobile in this sense means “linking spatial movement with socio-economic self-advancement” (Cairns 2014: 6). Compared to other fields, mobility in VET contexts is still rather exceptional. This corresponds to a stepmotherly treatment in mobility research and youth research alike. This presentation centres on vocational educational training (VET) in Germany, characterised by dual (school- and work-based) learning (Ebner and Uhly 2016). Thanks to its long established VET system, Germany plays a pioneer role in the mobility field. Matching with the rigid VET structures, the German apprentice’s stays abroad are largely organised as short-term group mobilities with institutionally predefined features (e.g. destination country, length of stay, accommodation), on the basis of funds from European mobility programmes. The systematic implementation of these programmes is fostered through a nationwide network of professional mobility advisors. These comprehensive institutional frames build a unique setting for the young people’s mobility-related decisions and actions (Schlimbach et al. 2019). Following an agency-guided approach that is interested in ‘young people’s active engagements with the conditions they face’ (Coffey and Farrugia 2013), this work examines how mobile apprentices enact mobility within this setting, and perceive and make use of institutional settings and support.

Method

The presentation is based on empirical data collected for the HORIZON 2020 -funded research project ‘MOVE’, which examined youth mobility in Europe via a multi-methods approach. A subsample of 16 qualitative, problem-centered interviews with mobile German apprentices are analysed and critically discussed against the backdrop of a wider picture (altogether 206 interviews in six mobility fields and six countries).

Outcomes (expected)

The interview material suggests that mobility advisors have a key role in initiating stays abroad. They act as gatekeepers who largely promote, but also control the access of apprentices to mobilities, and cushion the challenges young people find on their move. At the same time, youth narratives are far from suggesting constrained agency. Rather, institutionally induced programmes appear as favourable opportunity structures. The tight predefined framings of stays abroad seem appropriate to the extended support needs and to the vagueness of the young people’s plans. Not least, narrations on mobility experiences open insights into spatial dimensions by showing how young people make externally predefined places their own by establishing lasting emotional links with the destination country.

References

- Cairns, David. 2014. *Youth Transitions, International Student Mobility and Spatial Reflexivity. Being Mobile?* 1st edition. London: Palgrave Macmillan UK.
- Coffey, Julia, and David Farrugia. 2013. Unpacking the black box. The problem of agency in the sociology of youth. *Journal of Youth Studies* 17 (4): 461–474. doi:10.1080/13676261.2013.830707.
- Ebner, Christian, and Alexandra Uhly. 2016. Entstehung und Merkmale des dualen Ausbildungssystems. <http://www.bpb.de/gesellschaft/kultur/zukunft-bildung/228394/entstehung-und-merkmale>.
- Schlimbach, Tabea, Jan Skrobaneck, Emilia Kmiotek-Meier, and Volha Vysotskaya. 2019. Capturing agency in different educational settings. A comparative study on youth perceptions of mobility-framing structures. *Migration letters* (16 (1): 15–29.

G.5. | Education and training systems today, between economic logics and socialization

495 Youth labour market integration: evolution and drivers in European regions

Rosario Scandurra | Ruggero Cefalo |

Keywords: Youth, School-To-Work, Labour Market Integration, Education, Regions

The Great Recession exacerbated the challenges arising from long-term structural transformations that affect the transitions from education to the labour market across the European Union. Countries' institutional configurations considerably matter in mediating the impact of common trends on youth labour markets. Accordingly, several studies of youth transitions regimes have been proposed, in order to capture the logic and dimensions underlying the structure of school-to-work transitions. However, the debate on territorial cohesion and spatial inequality recognizes the influence of different scales on individuals' and young people's opportunities. Recent findings demonstrate that there are huge differences both in the level and dispersion of young adults' school-to-work outcomes across European territories, and that the Great Recession had differentiated impacts at regional level. This tells us that the allegedly assumed national homogeneity of transition systems cannot be taken for granted.

Method

In this paper, we study the impact of national institutional configurations and regional variation on the outcomes of school to work transitions. Therefore, we test established typologies of youth transitions regimes by using macro-panel data on school to work outcomes at regional level, covering the period from 2005 until 2016. Besides youth unemployment, we use a plurality of indicators to study school-to-work transitions and youth labour market integration in a more comprehensive way. We construct a synthetic measure of YLMI using benefit of the doubt (BoT) methodology, which presents specific advantages over standard composite indicators used before.

Outcomes (expected)

Our aim is to provide evidence on the regional differentiation of youth labour market integration. We provide a descriptive analysis of the level and change of YLMI in the last decade (2002-2016). A specific focus is dedicated to the changes in youth labour market integration before and after the Great Recession. Moreover, we test the impact of cyclical and structural drivers on youth integration, deriving our hypothesis from the literature on youth labour market, territorial cohesion and spatial disparities.

References

- Raffe, D. 2014. "Explaining national differences in education-work transitions: twenty years of research on transition systems." *European Societies* 16 (2): 175-193. doi:10.1080/14616696.2013.821619
- De Lange, M., M. Gesthuizen, and M. H. J. Wolbers. 2014. "Youth Labour Market Integration Across Europe." *European Societies* 16 (2): 194-212.
- Bruno, G. S.F., E. Marelli, and M. Signorelli. 2014. "The Rise of NEET and Youth Unemployment in EU Regions after the Crisis." *Comparative Economic Studies* 56 (4): 592-615. doi:10.1057/ces.2014.27
- Pastore, F. 2015. *The youth experience gap. Explaining national differences in the school-to-work transition.* Cham: Springer.
- Furlong, A., ed. 2017. *Routledge Handbook of Youth and Young Adulthood.* London: Taylor & Francis.

G.5. | Education and training systems today, between economic logics and socialization

543 The education question in Italy between the European challenges and the regional dualism

Giovanna Filosa | Roberto Angotti | Simona Carolla |

Keywords: Lifelong Learning, Human Capital, Continuing Vocational Training, Adult Education, Smop Analysis

Regional disparities, inadequacies in the education system, a training system that is not always focused on the acquisition of versatile and lasting transversal skills and a productive system unable to absorb high-skilled

workers: all these factors risk to mortify the legitimate professional aspirations of the younger work force, pushed to emigrate (the so called "brain drain"), or to become NEET. The new generations of young people enter the labour market which requires mainly technical skills: if the training offer is slowly trying to adapt to these professional needs, young people are not always able to adapt to a training and professional offer often distant from their preferences. If the economic crisis has deepened the territorial disparities, the differentiated regional autonomy could threaten the social cohesion. A cultural change would be desirable in order to convince the ruling class to consider spending on education and training no longer a cost but a strategic investment. This in order to aspire to build an identity, a citizenship and a greater sense of belonging to the European culture. Is the public and private management able to deal with the complexity of a fast-moving world? Are conceivable evidence-based politics able to overcome territorial dualism, to unlock social mobility, and to enhance human and intellectual capital? Can training systems offer a decisive contribution, supporting companies in a mindful analysis of skill and training needs? The aim of this contribution is to suggest prospects for action to overcome regional gaps concerning the ability to foster greater training participation and greater development of the skills of workers and companies.

Method

This paper analyses data based on several statistical sources (Eurostat LFS "Labour Force Survey", CVTS "Continuing Vocational Training Survey" and AES "Adult Education Survey"; Inapp/Isfol IAS "Intangible Asset Survey", OFP "Vocational Training Supply Survey") in order to investigate regional gaps in human capital investments compared to European benchmarks, especially through the SMOP ("Surface Measure of Overall Performance") analysis.

Outcomes (expected)

Despite education and vocational training is at the heart of European strategies for knowledge-based development, Italy is trying to align itself with EU-2020 training benchmarks. These difficulties are further accentuated by a lack of homogeneity in access to training, which disadvantages the small companies located in the Southern areas of Italy.

References

- Angotti R., Del Cimmuto A., a cura di (2015), *L'offerta di Formazione Professionale nelle Regioni: I risultati dell'indagine Isfol-Ofp - Volume 1: L'indagine Qualitativa, e Volume 2: L'indagine Quantitativa*, Roma: Isfol, I Libri del FSE.
- Caroleo F. E., Pastore F. (2013), *L'overeducation in Italia*, in "Scuola democratica, Learning for Democracy" 2/2013.
- Fubini, F., (2019), *La maestra e la camorrista*, Mondadori.
- ISTAT, (2018), *Rapporto sulla conoscenza*.
- Ministero del Lavoro e delle Politiche Sociali, Istat, Inps, Inail, Anpal (2018), *Il mercato del lavoro 2018. Verso una lettura integrata*.
- OECD (2018), *Education at a glance*.
- Viesti, G. (2019), *Verso la secessione dei ricchi? Autonomie regionali e unità nazionale*, Laterza.

G.6. | Training educational professionals: The challenge of University traineeship

157 The challenge of training about the “second level” of education: developing and implementing an experimental University traineeship

Maria Benedetta | Gambacorti-Passerini | Andrea Galimberti |

Keywords: Experimental Traineeship Programme, Master Degree In Pedagogical Sciences, “Second Level” Educational Professionals, University Traineeship

The paper aims to propose a specific reflection about the “second level” education professionals’ training. For “second-level” education professional we mean a professional who is trained to act as a supervisor, trainer, evaluator, coordinator, or counsellor in the field of education, and who has therefore acquired a “second-level” perspective on educational work. These professional are involved in activities such as designing, managing, and evaluating educational services in different contexts of intervention. Developing such skills represents a challenge for university didactic because it entails strong connections between thinking and acting (Schön, 1993), instrumental dimension and meaning making, theoretical and practical knowledge (Palmieri, 2009; Riva, 2011). In relation to this, the university apprenticeship programme could represent a fundamental place for synthesis and composition (Galimberti et al., 2016). The Master Degree Course in Pedagogical Sciences of Milano Bicocca University elaborated an experimental programme meant to enhance the learning potential for students, firstly carried out in A.Y. 2015-2016 and labelled Tirocinio Formativo e di Orientamento (TFO) or Traineeship and Guidance Programme (Galimberti et al., 2015). The University traineeship programme for adult educators will be presented, highlighting its pedagogical assumptions. Under this new programme, students are divided into work groups, each with a dedicated support tutor, and invited to orient themselves in the world of professional educational work. In order to do this, first they study the figure of the second-level education professional, then they go on to conduct research and documentation activities in an educational service setting with the aim to explore the professional education roles being implemented there. Their subsequent participation in seminars delivered by experienced education professionals allows them to further explore key aspects of educational work. Finally, in light of these experiences, the tutors guide the students to reflect on their own professional identity with a view to produce a self-assessment of the skills acquired to date, areas for improvement, and possible future actions, on the basis of which to define their personal professional development plans for entering the workplace. The path, implemented for the first time in the 2015-2016 academic year, has been further refined year by year also referring to focus group discussions conducted with the students at the end of the full year of operation of the training.

References

- Galimberti A., Gambacorti-Passerini M.B., Palmieri C., Riva M.G., Zannini L. (2015), A traineeship experience for master degree students in Pedagogical Sciences. From a research-based approach to a model of blended-learning mentoring, in *Formazione, Lavoro, Persona (CQIA RIVISTA)*, anno V, n. 15, novembre 2015, pp. 113-127.
- Galimberti, A., Gambacorti-Passerini, M.B., Palmieri, C. (2016), *Formare il professionista di secondo livello. Quali sfide per l'università?*, «*Scuola Democratica*», 3: 667-686.
- Palmieri, C., Pozzoli B., Rossetti S.A., e Tognetti S., (2009) (a cura di), *Pensare e fare tirocinio. Manuale di tirocinio per l'educatore*, Milano: Franco Angeli.
- Riva, M.G. (2011), *Il rapporto tra teoria e prassi: una riflessione clinico-pedagogica*, «*Rassegna di Pedagogia*», 18(1-2), pp. 161-178.
- Schön, D. (1993), *Il professionista riflessivo. Per una nuova epistemologia della pratica professionale*, Dedalo, Bari.

G.6. | Training educational professionals: The challenge of University traineeship

163 A university traineeship experience for educators. The case of the Bachelor Degree in Educational Sciences, University of Milano – Bicocca.

Francesca Oggioni | Cristina Palmieri |

Keywords: Socio-Pedagogical Educators, Educators' Training, Traineeship Programme, Pedagogical Supervision, Reflective Professionalism

Educational professionalism and its contents are deeply linked with the dynamic transformations of contemporaneity, that modifies the outlines of the area of educational interventions and the framework of skills required to educators in order to respond, in an intentional and proper pedagogical way, to emerging educational needs. The mastery of pedagogical and educational skills comes out from a continuous process of acquiring, in-depth study and integration of social-pedagogical skills, specific and transversal competences towards different sectors, and skills related to investigation, observation and research. In a long-term process of learning, educators are called to find a balance between theoretical knowledge and methodological experiential skills acquired on the field. They constantly make experience of their professional role and proceed with the construction of a solid professional identity while connecting technical skills and pedagogical competences through a reflective process of analysis focused on the level of coherence existing between their praxis and the educational emerging needs and problems recognized in different contexts and territories. Therefore, the traineeship program for students of the Bachelor Degree in Educational Sciences plays a fundamental role in the whole educators' learning and training process. In fact, it has to provide a knowledge that can support a functional analysis of social, cultural and local contexts, in order to develop pedagogical and design skills, methodological and operational abilities, organizational and institutional competencies. Moreover, its main aim is to generate awareness about the educators' professional role in different areas of intervention. This paper focuses on the traineeship programme of the Bachelor Degree in Educational Sciences of the University of Milano – Bicocca. Going through the structure of this programme, the presentation shows the didactical and methodological perspectives that support the promotion of a complex reflective professional figure, able to consider his/her practice as an opportunity for personal growth and professional training. In particular, it highlights the role of pedagogical supervision, delivered to small students' groups, as a practice of confrontation in order to thematise the different aspects of educational work, and experiment, in a protected way, the dynamics of a team-work.

References

- Fornasari, A. (2017), "Role and competences of socio-pedagogical professional educator. The contribution of experimental pedagogy". *Pedagogia oggi*, XV, no. 2: 357-371.
- Oggioni, F. (2014), *Il profilo dell'educatore. Formazione e ambiti di intervento*. Roma: Carocci.
- Palmieri, C., Pozzoli B., Rossetti S.A., e Tognetti S., (2009) (a cura di), *Pensare e fare tirocinio. Manuale di tirocinio per l'educatore*, Milano: Franco Angeli.
- Schön, D. (1993), *Il professionista riflessivo. Per una nuova epistemologia della pratica professionale*, Dedalo, Bari.
- Sorzio, P. (a cura di) (2016), *Diventare un professionista esperto nei Servizi Educativi. Competenze, transizioni e processi di crescita*. Lecce: Pensa Multimedia.
- Tramma, S. (2017), "Divenire ed essere educatrici ed educatori nei servizi socioeducativi della contemporaneità". *Pedagogia oggi*, XV, no. 2: 107-120.

G.G. | Training educational professionals: The challenge of University traineeship

397 La formazione sul campo tra Associazionismo, Università e Alternanza Scuola Lavoro

Silvia Guetta |

Keywords: Progettazione Educativa; Educazione Alla Pace; Peer Education; Competenze Relazionali; Valutazione

Tenendo presenti i contributi teorici di riferimento (Bartolini & Riccardini, 2006; Bernardini, 2015; Tornetti Bordogna 2015), il contributo si caratterizza come riflessione su alcune esperienze di tirocinio per studenti di differente provenienza accademica, svolte nel corso degli anni all'interno del Centro per l'UNESCO di Firenze,

in collaborazione con la Cattedra di Pedagogia della Gestione dei Conflitti dell'Università di Firenze. La presentazione si focalizzerà sull'analizzare gli aspetti dell'offerta formativa proposta dalla collaborazione tra i due enti, le modalità di coinvolgimento, progettazione, intervento realizzate con i tirocinanti, la sperimentazione di esperienze educative e formative realizzate all'interno delle pratiche di Alternanza Scuola Lavoro e i prodotti finali a conferma e ricapitolazione del percorso di formazione svolto sul campo. L'offerta formativa risulta essere particolarmente stimolante perché offre la possibilità di consolidare, all'interno di un piccolo gruppo di lavoro impegnato a conoscere e comprendere dal di dentro il mondo universitario, associativo, formativo e scolastico, conoscenze teoriche apprese durante il percorso di studi, sviluppando allo stesso tempo, competenze di collaborazione creativa con il gruppo dei pari.

G.6. | Training educational professionals: The challenge of University traineeship

436 The Supervision of socio-educational practitioners: an integrated model

Fabio Olivieri |

Keywords: Supervision, Practitioners, Appreciative, Action Research, Socio-Educational

During my doctoral studies I conducted an Action research using a specific approach of educational supervision and Appreciative Inquiry as framework. I lead cycles of supervision for various groups: university students of degree course in Education Sciences, social workers without degree and practitioners, pedagogues and social professional educators. I progressively improved the practical proposal of social educational supervision approach. This speech offers an overview of results of the conducted Action Research and about the possibility to use of AI framework as kind of supervision in social educational settings. The presentation also give some examples about limitations and opportunities of this approach.

Method

Appreciative Inquiry (AI) is a strength-based approach of Action Research created in 1980 by David Cooperrider and Suresh Srivastva. The AI derived its theoretical fundamentals from Social Constructionism that believes "words create worlds" through conversations and dialogues between human beings. The AI analyses every processes focused on what works in organizational contexts in order to promote a positive change process. AI has been applied in the fields of business and higher education. Recently, in Romania, Stefan Cojocarui lead an experimental work using an appreciative supervision approach with social workers. He stated that results have been promising to increase the effectiveness of social supervision with practitioners and, secondly, with their clients.

Outcomes (expected)

The application of the 4 D cycle's AI to groups of supervision who I lead, has highlighted the need of fits to some aspects compared to original model designed by Cooperrider and Srivastva. The details concerning the outcomes will be discussed throughout this presentation.

References

- Cockell J. e McArthur Blair J. (2012), *Appreciative Inquiry in higher education: A transformative force*, San Francisco, Jossey Bass
- Cooperrider D. e Srivastva S. (1987), *Appreciative Inquiry in organizational life*, *Research in Organizational Change and Development*, vol. 1, pp. 129-169
- D.L. Cooperrider, P.F. Sorenson, D. Whitney e T.F. Yeager, *Appreciative inquiry*, Champaign, Stipes Publishing.
- Cojocarui S. (2010), *Appreciative supervision in social work: New opportunities for changing the social work practice*, «*Revista de Cercetare si Interventie Sociala*», vol. 29

G.6. | Training educational professionals: The challenge of University traineeship

555 Personalizing training: a tailor in the academy

Elisabetta Madriz | Andrea Ciani |

Keywords: Traineeship, Educational Professionals, Pedagogical Supervision, Epistemological Pedagogy, Professional Habitus

The complexity of today's social contexts requires educators not only to have a robust and structured baggage of contents and methodologies to access and use in a diversified way but consistent with their professional identity. Since 2016, the Course of Study in Educational Sciences of the University of Trieste has started a process of improvement in its internship practices, using the methodology of pedagogical supervision (Oggionni, 2013), both individually and in groups. Pedagogical supervision is based on an articulation of the training internship that is based on the triad epistemologically based: teaching-laboratory-training (Dalle Fratte, 2005) in which the supervisor works - metaphorically as a "tailor" - to achieve an individualization of the apprentice's path. The result is a development project "sewn on" each apprentice to provide a set of cultural, motivational and reflective tools. The support to reflexivity act as «synergy between educational situations and their conceptualization, between experience and its theorization» (Mariani, 2005, p. 82) and leads the apprentice- at the end of the internship - to sew himself his own educational habitus, in the virtuous interweaving between knowledge (teachings) and practice (direct internship). The metaphor of the dress "sewn on" and the pedagogical supervisor as "tailor" reflects, in our opinion, the leap in quality that can overcome the challenge of the complexity of educational professionalism, which is made of unpredictability and uncertainty and rejects simplifications (Bastianoni, Spaggiari, 2013). The pedagogical supervisor, in this perspective, is the guarantor in the construction of an "epistemology of educational practice" (Mariani, 2005) that becomes a feature of permanent distinctiveness of the work of the educator.

References

- P. Bastianoni, E. Spaggiari, *Apprendere ad educare. Il tirocinio in Scienze dell'educazione*, Carocci, Roma, 2014.
- G. Dalle Fratte, *Un'ipotesi di modellizzazione*, in (a cura di A. Perucca) *Le attività di laboratorio e di tirocinio nella formazione universitaria*, Vol. 1, Armando, Roma, 2005.
- A. Mariani, *Elementi di filosofia dell'educazione*, Carocci, Roma, 2006.
- F. Oggionni, *La supervisione pedagogica*, FrancoAngeli, Milano, 2013.
- L. Zannini, *La tutorship nella formazione degli adulti. Uno sguardo pedagogico*, Guerini, Milano, 2005.

G.6. | Training educational professionals: The challenge of University traineeship

563 Role and Skills of the Traineeship Coach (Tutor) in Social Pedagogues Education

Silvio Premoli |

Keywords: Social Work Education, Social Pedagogues Education, Reflectivity, Experiential Learning, Coaching

The rethinking of the practitioners' education at the center of the international debate also involves the world of education and social care. It is increasingly important to build Social Pedagogues education able to develop reflective practitioners, acting as researchers in their educational work, thinking about their own practice, experimenting day by day and, in this way, learning to spread their competences. Since its establishment, which took place with the Decree of the Ministry of the University and Scientific Research (February 11th 1991), the degree course in Sciences of Education has been characterized by a strong innovative role and by a professionalizing dimension. Alongside the theoretical disciplines, the degree program provides traineeship activities for students in order to integrate the development of practice skills in the education of future practitioners. Traineeship is a complex educational activity, which involves the the experience in the field of an educational / social care context and the support of a competent professional (see Traverso, Modugno, 2015). It is essential to equip the students with a bifocal vision that is able to immerse themselves in the real practice, experimenting (partially) educational relationship, and at the same time able to listen and observe the competent action of a professional struggling with the complexity of daily intervention. If the traineeship becomes a bridge between theoretical frameworks and practical experiences, the traineeship coach (tutor) is therefore a

professional who knows how to make synthesis and unity between practices and theories. Umberto Margiotta (1999, p.142) helps us to define the general functions of the tutoring role, which can be traced back to the following areas: career orientation; planning (analyzing the professional areas of reference, designing personal learning projects); counseling; coaching; process documentation; certification (final evaluation). The traineeship coach deals with three subjects: the group of students in training, the single student, the local organizations that provide and manage educational and social care services. The functions dedicated to the group in training are mainly carried out within the university campus (group dynamics management, training, group coaching). The functions dedicated to the individual student are located within the university, but are more unbalanced on the outside (choice of the type of traineeship placement, matching between student and service, design of traineeship experience). The functions dedicated to local services providers consist mainly in building contacts and a relationship of trust and cooperation with the professionals and monitoring the experience of the traineeship of every single student.

References

- Margiotta U. (1999), La tutorship come assistenza tecnica e metodologica ai processi di formazione, in Di Nubila R., Fabbri D., Margiotta U. (1999), La formazione oltre l'aula: lo stage. L'organizzazione e la gestione delle esperienze di tirocinio in azienda e in altri contesti, CEDAM: Padova.
- Palmieri C., Pozzoli B., Rossetti S.A., Tognetti S. (2009), Pensare e fare tirocinio. Manuale di Tirocinio per l'educatore professionale, Franco Angeli: Milano.
- Pati L., a cura di (2012), Tutorship e attività di tirocinio: tra pensieri, vissuti e azioni, Educatt: Milano.
- Premoli S. (2015), Educatori in ricerca. Un'esperienza locale tra teorie e pratiche, Roma: Carocci.
- Traverso A., Modugno A. (eds.) (2015). Progettarsi educatore. Verso un modello di tirocinio. Milano: Franco Angeli.

H.2. | [Special session] The changing of academic profession in the contemporary university

195 The relevance of teaching activity in the changing university

Roberto Moscati |

Keywords: Higher Education Systems, Academics, Professional Profiles, Teaching Innovation

In various Higher Education systems a growing attention is paid to university-level teaching. In particular, there is a need to rethink both contents and methods of university courses. This need has arisen more or less rapidly in relation to the subject matters and disciplines and is a novelty in the international academic community. There are various reasons underlying this process. On the one hand, in the last few years there has been a new emphasis on the education of citizens. Vis-à-vis the faster changes brought by today's society, there is a renewed emphasis on preparing future generations for the changes in social life, for the new challenges that citizens are increasingly required to face in today's new forms of societal organisations. The behaviours that individuals can/must adopt involve choices – even among new options – that often have ethical implications. This results in the need of educating students for a new complex future and preparing them for the uncertain, the unknown, the unforeseen, rather than for what is already known based on the knowledge gathered over the years (as in the pedagogic-didactical tradition so far). On the other hand, this renewed interest in civic culture (which is traditionally more widespread in English-speaking and Scandinavian countries) is associated with the need to adapt knowledge to the changes of production processes and professional figures following the evolution of the economic structures. The skills required to succeed are mainly the so-called "soft skills", which complement disciplinary knowledge and are also defined as "transversal competences". The need to review the educational provision of universities also results from the requirements established by rating agencies and assessment mechanisms whereon an increasing share of direct (public) and indirect (private, prestige-based) funding is based. This results in the need to maintain a positive ratio between enrolled students and graduates, thus decreasing the number of drop-outs. This combination of various reasons also stems from the increasing attention to the characteristics of students. The problem of matching the educational offer to the different characteristics of students also intensifies. This issue – while it is not new as it arose with the exponential spread of the aggregate demand of higher education in the 1960s – has become relevant again in relation to the characteristics of the offer rather than the diversification of the offer (different parallel sources or more levels in sequence) as previously. Hence, the experimentation of different curricula, the inclusion of meta-disciplines, the combination of on-site and distance learning (MOOCs, blended courses), and, more in general, the spread of the idea that students must be directly involved in learning processes (interactive education, cooperative learning). Thus, in this framework, the new relevance of teaching methods touches on the sensitive issue for the proper functioning of universities in relation to the demands/expectations of society.

412

H.2. | [Special session] The changing of academic profession in the contemporary university

223 The lost paradise: Career aspirations and working conditions of adjunct professors in Italy (1980-2018)

Barbara Grüning | Gianluca De Angelis |

Keywords: Career Aspirations, Working Conditions, Adjunct Professors, Italy, Academic Field

The recent literature on higher education highlights two trends as crucial for understanding the organizational cultural changes in the university. The first one concerns the increasing centrality of research activities for evaluating the efficiency of academic actors and gaining academic reputation, at the expense, however, of a loss of importance of the teaching activities. The second one concerns the growing duality between occupation and organization management, which pressured higher education organizations to prefer more flexible forms of labour, creating then diversified career patterns with different prestige, conditions of employment, duties and rights. Similarly, Italian university experienced in the last decades an increasing separation between teaching and research activities and a growing pressure of external institutional and market forces. Nevertheless, these changes occurred in a very peculiar context, historically characterized by the tension between a centralized

academic system, whereby the Italian government maintained until now a strong decisional power on several aspects of the academic organization and life, and local centripetal forces, often defined as academic tribes. As a result, two levels of formal and informal norms condition the academic paths, especially of those located at the bottom of the academic ladder. In the light of this specific context, we choose to investigate the working conditions, academic experiences, and aspirations of adjunct professors in Italy. Our idea is that their professional situation represents a litmus test for observing how both the academic structure and the career paths have changed in the last decades. Hence, departing from Bourdieu's field theory and the recent literature on the unpaid work, we consider how the academic field, while producing knowledge as a positional good, rules the distribution of economic and symbolic capitals, affecting also the possibility of building meaningful forms of academic social capital and the structure of opportunities for pursuing a professional (academic) career. From a phenomenological viewpoint, the matter is how adjunct professors give sense to the structural dyscrasia between their role as mediators of exclusive forms of cultural capital, the (scholastic) cultural capital cumulated over time and their social and economic conditions.

Method

For the analysis we combined quantitative and qualitative methods: we analysed longitudinal secondary data on the tenure and non-tenure academic staff (1998 - 2018); we carried out a survey (5556 answers) and we conducted 25 semi-structured interviews with adjunct professors of various universities in northern, centre and southern Italy.

Outcomes (expected)

In the presentation, we will first demonstrate how University reforms impacted on the social and juridical status of adjunct professors over time. As a second steps, we will shed light on their current structural and material working conditions, using especially the outputs of the national survey. Finally, we will match the answers of the surveys on the job-satisfaction and career aspirations with the answers of the semi-structured interviews, in order to better catch the ways adjunct professors interpret their work, narrate their professional career and construct their professional identity

References

- Boffo, S. and Moscati, R. (2008), Evaluation in the Italian Higher Education System, *European Journal of Education*, 33(8): 349-360
- Bourdieu, P. (1984), *Homo Academicus*, Paris: Minuit.
- Clark, B. (1987), *The Academic Profession*, Berkley: University of California Press
- Enders, J. & De Wert, E. (2009), *The Changing Face of Academic Life*, Basingstoke: Palgrave.
- Krinsky, J. and Simonet, M. (2012), *Déni de travail*, *Sociétés Contemporaines* 87(3):1-5.

H.2. | [Special session] The changing of academic profession in the contemporary university

226 Gaining a better understanding of university Public Engagement

Michele Rostan |

Keywords: Italian University System; Academic Profession; Third Mission; Public Engagement; Community Engagement

In the last 10 years, Italian universities and academics have witnessed a strong decrease in the number of permanent positions, an increase in the number of temporary positions, a stoppage in both salaries and turnover, a deep transformation of the institutional environment both at the local and at the system level, a deeper influence of assessment exercises and rules in both careers and workplaces. Furthermore, both universities and faculty have been increasingly urged to "open up" towards the economy and society engaging in a plurality of external activities generally considered as university and academic Third Mission activities. The paper aims at showing two different ways, through which these external activities have been monitored, and at comparing the outputs of the two different methods of gathering information. While the gathering of information has included all types of external activities, the paper will focus on just one type of activity, namely Public Engagement, which is a relatively new set of university activities and is more likely to be connected to democratic life.

Method

In Italy, information on university external activities has been gathered in two ways. On the one hand, within the frame of the establishment of a national system of accountability, data and information on the activities of universities and university departments have been gathered by means of two following waves of research assessment exercises (VQR 2004-2010; VQR 2011-2014) and a self-evaluation tool (SUA-RD). On the other hand, information and data on the external activities of individual faculty has been gathered through two national surveys carried out by independent research groups. The first survey focused only on communication of science and public engagement activities while the second encompassed all types of Third Mission activities, namely academic entrepreneurship, academic engagement, human resource development and public engagement.

Outcomes (expected)

Several differences notwithstanding, the information gathered by the various mentioned sources aggregates in a quite coherent picture. Italian universities and academics are considerably involved in public engagement activities, yet their participation is higher in activities which are closer to the bulk of their main missions and lower in activities which are closer to public and democratic life, such as policy-making, participatory democracy initiatives or contributing to the public debate. Further, collected data give also the opportunity to investigate meaningful differences in the public engagement of both institutions and individuals by gender, academic role, discipline, institutional size, and region. All in all, possibly for the first time, we have the opportunity to gain a better understanding of the “public” value of university public engagement basing on considerable empirical evidence.

H.2. | [Special session] The changing of academic profession in the contemporary university

227 THE MIGRATION OF ITALIAN RESEARCHERS: A CONSOLIDATED TREND?

Stefano Boffo | Francesco Gagliardi |

Keywords: Youth Unemployment; Tertiary Education; Research; Migration; Social And Economic Cost

Among the most serious consequences of the economic and social crisis striking Italy from 2008 to present times is the strong growth of youth unemployment, affecting whole young people including those highly educated. Also generated by a clear mismatch between the contents of tertiary education and the local labor market demand, it produced an exponential growth in both internal and external emigration of young Italian knowledge workers, including those aiming at research and academic jobs. This migration cannot be defined as a simple “brain circulation” in so far as not at all been offset by incoming flows of people with the same level of qualification. The phenomenon has been deepened by the joint action of two aspects affecting the research and innovation area, i.e. a prolonged reduction in the recruitment in the universities and research bodies and a structural difficulty of the Italian labor market to absorb highly skilled workers. This situation is likely to have permanent consequences on Italian society, by reducing the highest quota of human capital in the country.

Method

The paper studies the phenomenon by exploring the quantitative dimension of Italian knowledge workers' migration, also referring to the pre-crisis period. The analysis is articulated both in terms of size and geographical dimension of the migration and of estimating economic costs for Italian society as a whole.

Outcomes (expected)

It also includes a reflection on motivation to emigrate and on conditions for possible return based on a survey specifically tied to research and innovation in some hard scientific fields. The paper also explores some points for potential return policies of expatriates researchers.

H.2. | [Special session] The changing of academic profession in the contemporary university

235 Precarity, Lack of Belongingness and Boredom: Beginning a career in Polish academia

Mariusz Finkielsztajn |

Keywords: Boredom, Precarity, Trajectory, Academic Career

It is common for early career academics to face mixed feelings of enthusiasm, motivation and apprehension, when obtaining their first academic position. However, after a few semesters, an odd paradox sets in: academics are keen about teaching, but often reluctant to actually teach (Jacobson, 2016). Systemic components contribute to this, for example through the massification of higher education, shortage of time to pursue research, undervaluing of teaching activities, low salaries, particularly in the Polish system. Thus, initial enthusiasm is superseded by opportunity cost, frustration and boredom and a lack of belongingness to the institution constitutes a looming problem. This is especially prominent among early career teachers who still adjusting to their new role as a teacher work under precarious terms of employment and carry out a substantial share of administrative duties and frequently teaching on unpopular courses (Simpson et al. 2012). As a theoretical framework, the chapter employs the concept of 'trajectory' (Riemann, Schütze 1991) and the tradition of symbolic interactionism (Goffman 1982; Blumer 1986). The presentation is to emphasize the relationship between the individual young academic teacher without a steady position and the academic system, particularly the transition from engagement to the experience of distance. Significant role in the analysis shall take an experience of boredom and its concomitants felt by the early career academics.

Method

Qualitative research (2013-2018, (Mason 2002)) on academic boredom among academic teachers of University of Warsaw, 72 interviews with representatives of 15 departments (humanities, social and natural sciences) at each level of academic career (advanced PhD students, PhDs, Habilitation holders, full professors) and more than 300 hours of participant observation during university classes, staff meetings and scientific conferences. Additionally, data were generated from researcher's own experience (auto-ethnography, (Muncey 2005)) as a PhD student, academic teacher, conference attendee and organizer.

References

- Blumer H. (1986) *Symbolic Interactionism: Perspective and Method*. Berkeley, Los Angeles, London: University of California Press.
- Goffman E. (1982) *Interactional Ritual: Essays on Face-to-Face Behavior*. New York: Pantheon Books.
- Jacobson D. (2016) *Causes and Effects of Teacher Burnout*. PhD Thesis, Walden University.
- Mason J. (2002) *Qualitative Researching* (2nd Ed.). London, Thousand Oaks, New Delhi: SAGE Publications.
- Muncey T. (2005) Doing Autoethnography. *International Journal of Qualitative Methods* 4(1): 69-86.
- Riemann G., Schütze F. (1991) "Trajectory" as a basic theoretical concept for analyzing suffering and disorderly social processes. In: Maines D. (eds.) *Social organization and social process: essays in honor of Anselm Strauss*. New York: de Gruyter, pp. 333-357.
- Simpson R., Slutskaya N., Lewis P. and Hopfl H., ed. (2012) *Dirty Work: Concepts and Identities*, Palgrave Macmillan.

H.2. | [Special session] The changing of academic profession in the contemporary university

307 The extra-academic activities of university professors: authorisation, incompatibility and liability

Luca Galli |

Keywords: University Professors, Extra-Officio Activities, Incompatibility, Liability, Case Law

The liability of university professors for unauthorized extra officio activities has recently become a hot topic in the Italian judicial system. Several trials are now pending in front of different judges and a suggestion for new law on the matter has been recently expressed by some members of the current governing coalition. The source of the ongoing controversies – affecting the judicial and the political dimension, but also the public opinion – is deeply rooted in the lack of completeness and coordination of the norms regulating this subject. In few words, the legislator has never been able to fully recognize the speciality of the university professors and of their role: it treats them as ordinary civil servants and it underestimates the margin of compatibility and the possible positive effects of supplementary working activities on their teaching. An unclear and inconsistent regulation

has brought to contradictory courts decisions, founded on radically different interpretations of the norms and able to produce a significative difference in treatment of similar cases.

Method

This study starts with a reflection on the historical evolution of the rules disciplining the incompatibility of extra-academic working activities for university professors and researchers. Furthermore, the core of the research consists in the analysis of around one hundred courts decisions about university scholars liability for unauthorized extra officio activities, occurred in the last five years.

Outcomes (expected)

This research aims to stress the inconsistency and the inadequacy of the current norms regulating the incompatibility of extra-academic working activities for of university professors and researchers and, as a consequence, the unacceptable contradiction affecting the case law. Nevertheless, the real goals are, on the one hand, to suggest a more Constitution-oriented interpretation of the norms, and on the other hand, to give some hints on what would be a more rational regulation of the topic.

References

A. MARRA, L'amministrazione imparziale, Milano, 2018; R. DE LUCA TAMAJO, O. MAZZOTTA, Commentario breve alle leggi sul lavoro, Milano, 2018; V. TENORE (a cura di), La nuova Corte dei conti: responsabilità, pensioni, controlli, Milano, 2018; G. BOTTINO, Rischio e responsabilità amministrativa, Napoli, 2017; M. RAMAJOLI, Inconferibilità e incompatibilità di incarichi nelle pubbliche amministrazioni, in Nuove autonomie, 2014, 577 ss.; V. TENORE (a cura di), Le incompatibilità per i pubblici dipendenti, le conseguenze e gli incarichi dirigenziali esterni, Milano, 2014; G. AMOROSO, V. DI CERBO, L. FIORILLO, A. MARESCA, Il diritto del lavoro. Il lavoro pubblico, Milano, 2011; M. BROLLO, R. DE LUCA TAMAJO (a cura di), La riforma dell'università tra legge e statuti, Milano, 2011; D. CARINCI, V. TENORE, A. DAPAS e L. VIOLA (a cura di), Il pubblico impiego non privatizzato, 2010; F. CARINCI, L'elezione a Preside di Facoltà di professori con regime di impiego a tempo definito, in Giorn.dir.amm., 2010, 106 ss.; F.G. SCOCA (a cura di), La responsabilità amministrativa ed il suo processo, Padova, 1997.

H.2. | [Special session] The changing of academic profession in the contemporary university

311 The feudalism relationship in Italian University: Is sunset coming on?

Alfredo Marra |

Keywords: University; Professional Ethic; Academic Power

“This personal tie between the professor and his assistants (instead of an organizational tie between the young professional and the institution) is one of the trademarks of the Italian academic system and it is usually referred to in the current language in Italy as a “feudal” relationship; Powerful chair-holders are usually called baroni” . In 1977 Guido Martinotti and Alberto Giasanti portrayed with these words the dynamics of the academic career in Italy. Over forty years later, the situation was similarly described by Roberto Perotti affirming that “tutti i professori dell’università italiana sanno di decine di concorsi truccati, e moltissimi vi hanno partecipato, spesso acconsentendo loro malgrado a promuovere il protetto del barone locale per riuscire a promuovere in cambio almeno un candidato serio” . In synthesis, the “academic feudalism” has been for a long time a specific feature of Italian University scholars. The reforms of these last years have tried to intervene on this situation, and some changes are in action. On one side, the introduction of new practices of evaluation to all levels has transferred significant amount of academic power from the so called “baroni” to the “academic gatekeepers.” On the other side, the reforms have introduced some remarkable novelties. Those novelties concern, first of all, the selective procedures for the access and, secondly, the progression in the academic career, in an attempt to combat university nepotism, to weaken the bonds between scholars and to guarantee fair selective procedures. Particularly, the law n° 240/2010 have limited the possibility to participate in selective procedures. The competition is foreclosed to those people who have family relationship or other relative connection with one of the professors, in the structure with the open position, or with the chancellor, the general manager or a component of the board of directors of the University. Furthermore, at least the 20% of the available positions

must be reserved to external scholars of different universities. Moreover numerous subsequent provisions (so called anticorruption) extended the scope of conflict of interests influencing the university selective procedures and, specifically, the relationship between commissioner and candidate. In this context, the paper aims to offer, in a critical and juridical perspective, a syntethic overview of the open issues that arise in the interpretation and enforcement of the mentioned provisions, also through the analysis of specific cases decided by the administrative courts.

H.2. | [Special session] The changing of academic profession in the contemporary university

401 How hard is becoming an academic in Italy ?

Daniele Checchi | Tindaro Cicero |

Keywords: Academic Career, Ph.D. Graduates, Research Grant, Survival Analysis, Italy

While PhDs is often considered as the first necessary step to start an academic career, only a small fraction of PhD (20%) holders obtain an academic position within 6 year from obtaining a degree. While we do not have information about their labour market outcomes, we can focus on the determinants of these transitions, in order to study whether entry into an academic job is becoming more selective and more precarious (givent the temporariness of postdoc and assistant professor positions). Disciplinary differences may play a role: many STEM PhD graduates work outside academia and enter careers in industry or government, while SSH PhD graduates suffer the absence of a non-academic market. In this context, this paper tries exploring the capacity of Italian academic system to recruit Ph.D. graduates within a predetermined time window. Firstly, we analyse the propensity to attain a postdoc position. Secondly, the focus is analyse the length of time to promotion to the role of Assistant Professor.

Method

As preliminary step, we define the cohorts of Ph.D. graduates to be analysed. To guarantee a minimum of time laps to analyse how they transitioned from the Ph.D, we have considered six cohorts, from 2007 to 2012. WE use administrative data the Ministerial statistical office and cover all research areas (defined according to the MIUR-CUN classification). Given the average cohort size of 9-10.000 individuals, we work with a sample of 60,000 PhDs. We apply survival analysis to model the career paths of Ph.D. graduates, with a focus on the critical transition into Academia. We can control for usual covariates (gender, age, research area, geographic location).

Outcomes (expected)

We are interested to analyse whether transitions from completed PhDs to postdoc positions and later on to Assistant or Associate professors have changed over time, making it more competitive the entry into the academia. Gender and geographical location do affect the outside options, and therefore could play a role.

References

1. McAlpine, L., Amundsen, C., & Turner, G. (2013). Constructing post-PhD careers: Negotiating opportunities and personal goals. *International Journal for Researcher Development*, 4(1), 39-54.
2. Sauermann, H., & Roach, M. (2012). Science PhD career preferences: levels, changes, and advisor encouragement. *PloS one*, 7(5), e36307.
3. Ballarino, G., & Colombo, S. (2010). Occupational outcomes of PhD graduates in Northern Italy. *Italian Journal of Sociology of Education*, 2(2).
4. Visser, M. S., Luwel, M., & Moed, H. F. (2007). The attainment of doctoral degrees at Flemish universities: a survival analysis. *Higher Education*, 54(5), 741-757.

H.2. | [Special session] The changing of academic profession in the contemporary university

422 Academic Careers in a Rapidly Changing World: Biographies of Academics Who Stayed or Left Belarus After the Year 1991

Svetlana Poleschuk |

Keywords: Belarus, Higher Education, Academic Careers, Qualitative, In-Depth Interviews

In my PhD project I examine academic careers of a single cohort of Belarusian scholars who started their tertiary education at the beginning of the 1990s. I am particularly interested to describe and understand how the fall of the Iron Curtain and the specific historic situation after the collapse of the Soviet Union have affected three types of Belarusian academics: those who graduated from a university in Belarus and then continued their career outside the country, those who pursued careers within the country, and those who returned to Belarus after their studies or employment abroad. In addition to the three migration patterns (Stayers, Leavers, and Returners), I differentiate between 'soft' and 'hard' sciences as well as gender (which gives 12 subgroups in total with minimum five career cases in each subgroup). The research questions are: Over the last two decades, how similar or different have careers of individuals been within the three migration patterns?

Method

The life course theory is used to organize the data collection and analysis. The data were collected through retrospective semi-structured problem-oriented qualitative interviews (67 in total) which covered both the chronology and persons' interpretations of transitions experience and their activities in moving in and out of status passages in the domains of education, employment, and family. Interviews help to explore events in the context of individual lives and trace the cumulative effect of previous experiences and transitions.

Outcomes (expected)

Academic jobs in Belarus are generally low paid, need additional employment to make a living, and are quite restricted and therefore not very attractive.

Authoritarian dynamics: apparently stable authoritarian regime has unstable institutional context with changing legislation and ideological censorship. Compliance with the authority's rules does not guarantee a career success. Instead, social capital and networking are of particular importance for career development.

Career ladder: being accepted to a graduate school in Belarus does not guarantee a successful completion (only about 20 per cent of graduates finish the thesis). For both men and women, the progress up the career ladder tend to stop at the Docent position.

Gendered patterns: the glass ceiling for academic women in Belarus is situated at promotion from Docent to Professor. Men and women respond differently to low remuneration. Ex.: Married men with children tend to take more than one full-time position or supplement their work in science with paid work in other areas.

Migration: returning to the Belarus academic system is hard for people who spent a longer period of their academic life abroad. Human capital and international networks brought by returners are not valued at home. 'Anchored moves' are common for hard sciences. Both men and women make migration decisions on the basis of their family circumstances. A common pattern in soft sciences is the need for re-schooling in the host country.

References

- Bjerfj n, Gunilla, and Inga Elgqvist-Saltzman, eds. 1994. *Gender and Education in a Life Perspective: Lessons from Scandinavia*. Aldershot, Hants, England; Brookfield, Vt., USA: Avebury.
- Blossfeld, Hans-Peter, and Sonja Drobni , eds. 2001. *Careers of Couples in Contemporary Societies: From Male Breadwinner to Dual Earner Families*. Oxford; New York: Ox.Un.P.
- Brannen, Julia, and Ann Nilsen. 2011. "Comparative Biographies in Case-Based Cross-National Research: Methodological Considerations." *Sociology* 45 (4): 603–18.
- Elder, Glen H. 2000. "The Life Course." In *Encyclopedia of Sociology*, edited by Edgar F Borgatta and Rhonda J. V Montgomery, 1614–22. New York: Macmillan Reference USA.
- Hermanowicz, Joseph. 2016. "Longitudinal Qualitative Research." In *Handbook of the Life Course*. Volume II, edited by Michael J. Shanahan, Jeylan T. Mortimer, and Monica Kirkpatrick Johnson, 491–513. *Handbooks of Sociology and Social Research*. Cham: Springer.

Merton, Robert K. 1979. "The Matthew Effect in Science." In *The Sociology of Science: Theoretical and Empirical Investigations*, edited by Norman W. Storer, 439–59. Univ. of Chicago Press.

Miles, Matthew B., and A. M. Huberman. 1994. *Qualitative Data Analysis: An Expanded Sourcebook*. 2nd ed. Thousand Oaks: Sage Publications.

Sackmann, Reinhold, and Matthias Wiggins. 2003. "From Transitions to Trajectories: Sequence Types." In *Social Dynamics of the Life Course?: Transitions, Institutions, and Interrelations*, edited by Walter R. Heinz and Victor W. Marshall, 93–115. Aldine de Gruyter

H.2. | (Special session) The changing of academic profession in the contemporary university

606 New temporal regimes in Italian academic governance

Ilenia Picardi | Maria Carmela Agodi |

Keywords: Chronopolitics, Time Regimes, Glass Door, Academia

Recent studies focusing on academic institutions have highlighted the deep impact of normative and organizational change on research practices. The new academic orientation is mainly defined by New Public Management principles (Ferlie, Musselin and Andresani, 2008) and the need for greater accountability, that are shaping the audit structures of academic institutions and research (Power 1999), according to the main pillars of the NPM ideology (Amaral, Bleiklie, and Musselin 2008). One of the most innovative analytical perspectives – looking at the socio-material metamorphosis of research practices – has introduced the concept of chronopolitics to stress the use of multiple time generators in the regulation of academic knowledge production and academic work (Felt 2009, Felt, 2017, Gibbs et al. 2015, Ylijoki and Mäntylä 2003). This paper uses time as an analytical category to understand the impact of recent reforms - in funding structures, research assessment, accountability procedures - on Italian academia. Combining the analysis of MIUR data on academic composition, with qualitative research on scientific biographies of academics, the work identifies some relevant dimensions and indicators to understand the transformation of the Italian academic body and the re-timing of the research system. The temporal dilation of temporary positions and the raising of the average age of the academic tenured staff provide relevant indications to understand the reshaping of scientific careers through temporal regimes re-defining research practices and work conditions in academic environments. The Glass Door Index measures gender asymmetries in the recruitment process, adding up to the Glass Ceiling Index, showing a new emerging gender mechanism in the Italian academia (Picardi, 2019). The analysis points to mechanisms of positive feedback that contribute to the amplification of processes of segregation, and intensify the gap between genders, generations, Northern and Southern regions in academia.

References

Amaral, A., Bleiklie, I. and Musselin C., (2008). *From Governance to Identity. A Festschrift for Mary Henkel*. Springer.

Felt, U., (2009). *Knowing and Living in Academic Research. Convergence and Heterogeneity in Research Cultures in the European Context*. Prague: Institute of Sociology of the Academy of Sciences of the Czech Republic.

Felt U. (2017). *Under the Shadow of Time: Where Indicators and Academic Values Meet Engaging*. *Science, Technology, and Society* (3), 53-63

Ferlie, E., Musselin, C. and Andresani, G. (2008), *The steering of higher education systems: a public management perspective*. *Higher Education*, 56(3), 325–348.

Gibbs, P., O.-H. Ylijoki, C. Guzmán-Valenzuela, and R. Barnett, (2015). *Universities in the Flux of Time: An Exploration of Time and Temporality in University Life*. London: Routledge

Picardi, I. (2019) *La porta di cristallo dell'accademia italiana: un'analisi gender-sensitive dell'impatto della riforma universitaria sull'accesso alle carriere scientifiche*, sottomesso a *Quaderni di Sociologia*

Ylijoki, O., Mäntylä H. (2003). *Conflicting Time Perspectives in Academic Work*. *Time & Society* 12 (1): 55-78.]

H.2. | [Special session] The changing of academic profession in the contemporary university

612 Editorial membership: scientific, institutional or social capital? A network analysis of the affiliation of Italian sociologists to journals' editorial boards.

Marco Serino | Maria Carmela Agodi |

Keywords: Academic Field, Bourdieu, Forms Of Capital, Social Network Analysis, Scientific Journals

Academia can be conceived of as a system of power relations driven by logics of dominance within each scientific field and sometimes across different fields as well. As Bourdieu (1984) has argued, academics exert their power thanks to their positioning within the academic field, whose structure is based on different species of capital possessed by agents. Among these, the “capital of academic power” or the “capital of scientific power” are becoming increasingly important as they sustain and reinforce academics' positions of power in a time of great uncertainty for research institutions and researchers' personal trajectories in universities. As the recruitment and career progression systems are becoming more dependent on standardized criteria - publishing in high ranked journals being the most important - the role of gatekeepers is more and more played by journals' editorial boards rather than by recruitment committees. Scholars who are editors of distinguished journals or who participate in the latter's editorial boards have the opportunity of managing their position in the academic field. They acquire symbolic capital due to participating in editorial committees and, as members of the teams that manage the selection of the works to be included in such publications, they also act as gatekeepers for those who aspire to publish in those journals. In sum, this is a key form of capital of scientific power. The aim of this paper is to analyse the academic field of sociologists as a relational social space within which academics position themselves thanks to the participation in editorial boards, particularly those of top-ranked journals (Class “A”).

Method

Our analyses are conducted by translating the participation in boards into an affiliation network made of scholars involved in such boards as members or even as editors in chief. In our approach, starting from the Italian sociologists belonging to the boards of Italian top-ranked sociological journals, we construct a network of sociologists affiliated to journals' boards. We then conceive of such network as a field in the Bourdieusian sense and analyse it by applying Multiple Correspondence Analysis to network data (D'Esposito et al. 2014).

Outcomes (expected)

The analysis of the network positions of Italian sociologists based on affiliations to journals' boards is used as a preliminary test of the field structure. Bourdieu's thesis on the trade-off between scientific reputation and (extra)-academic institutional power vs. the thesis of an opposition between a group of established incumbents and socio-demographically marginal challengers who try to gain access to the profession are tested (Buhlmann et al. 2017). We adopt the theoretical lens of the field and that of affiliation networks to understand how sociologists turn out to belong to different positions in terms of their availability of symbolic capital (e.g. their status as university professors or researchers) and how they occupy dominant or dominated positions in the network of affiliation to editorial boards.

References

- Bourdieu P. (1984), *Homo academicus*, Minuit, Paris
- Bühlmann, F., Benz, P., Mach, A. et al. (2017), Mapping the Power of Law Professors: The Role of Scientific and Social Capital, *Minerva*, 55(4): 509-531
- D'Esposito M.R., De Stefano D. and Ragozini G. (2014a), “On the Use of Multiple Correspondence Analysis to Visually Explore Affiliation Networks”, *Social Networks*, 38: 28-40.

H.4. | Tools, models and methodological perspectives for school improvement and innovation

425 Poles of integration. A case of study in the Roman suburbs

Enrico Marani | Rosanna Labalestra | Carla Ghezzi | Giorgio Quintiliani

Keywords: School, Integration, Suburbs, Urban Polarities

In the reflection that we intend to propose converge: the socio-pedagogical research - that has been focusing on the integration for a few years now - complementarity, flexibility and versatility of learning environments, and the architectural research as a collaboration in the definition of new and better learning spaces. The main areas of observation are the Suburbs, where schools play a fundamental social role for the integration and establishment of active communities. The schools of the suburbs are center of gravity and crossroads of a cultural pluralism, coherent with the socio-urban composition of the context in which they are inserted, schools that can open up to the territory, becoming a place of reference for the community and thus a new urban centrality (Borri, Indire, 2016). The schools - identified by an accurate observation of the territory and analyzed with the instruments of the two disciplines, having as an objective the possibility to transform them - In the project objectives become the poles of integration of the districts, chosen for conditions of marginality and exclusion. The study takes very care of the reflections of Sociomateriality (Latour, 2005), according to which in the school spaces, considered in the two meanings of macro (building) and micro (classrooms), human and non-human elements create relationships and connections on which the actions and performances of social actors depend, contributing to the definition of an "integrated school system". Architectural research has considered as fundamental the studies on space and distribution and also the relations between the different parts of the school and the outsides. Moreover, particular attention was given to the relations between "school and neighbourhood"; the observation came out directly from the listening of the inhabitants, the associations and all those who "live" the school.

Method

In the research is presented a "case study", a school in one of the "Peripheries" of Rome, which is useful to highlight the interconnections between sociology, pedagogy and architecture in order to determine ways and forms of this disciplinary dialogue and to outline a methodological path of intervention on the school environment at the same time, relatively re-iterable. The design will be supported by an analysis of the socio-economic framework, realized with quantitative and qualitative tools of social research (questionnaires and focus groups).

Outcomes (expected)

The final goal is to imagine new learning environments, in which all the actors involved (pupils, teachers, families and inhabitants of the district) can acquire no more and not only knowledge, but those new competences of active citizenship required by the EU on Agenda 2030. We believe that achieving this goal involves the inhabitants and institutions, for which architecture can build welcoming and inclusive spaces.

References

Borri, S. (a cura di), Spazi educativi e architetture scolastiche: linee e indirizzi internazionali. Indire, Firenze 2016.

Latour B. Reassembling the social. An introduction to Actor-Network Theory, Oxford, OUP, 2005

Hertzberger H., Space and learning, 010 Publishers, Rotterdam, 2007.

Leschiutta F.E., Nuova architettura per la scuola, proposte di rinnovamento tipologico. Armando Editore, Roma, 1970.

H.4. | Tools, models and methodological perspectives for school improvement and innovation

605 Unmet expectations and adjusted innovation: the enactment of Law 107/2015 in schools.

Giulia Montefiore |

Keywords: Enactment, Autonomy, Accountability, Policy, Mechanisms

In 1997, the School Autonomy Reform, identifying in excessive bureaucracy and centralist structure one of the main issues of the Italian education system, conferred more autonomy to schools, in a soft decentralisation framework. The reform never fully took off and accountability measures largely failed to follow school autonomy, as would have instead been expected with New Public Management Reforms (Tolofari, 2005). This qualitative study focuses on Law 107/2015, known as the Good School Law, as the most recent component of the school autonomy and accountability regime in the Italian education system. The study presented here investigates the gaps between the expected mechanisms (Pawson, 2006) of Law 107/2015 autonomy and accountability policy instruments and their enactment (Ball, Maguire, & Braun, 2012) in schools. The study explores how and to what extent the instruments introduced by Law 107/2015 have been used for organizational changes, organizational learning, and for the planning and achievement of schools' strategic objectives. The specific policy instruments investigated are: principals' increased powers for school identity and school mission definition, the autonomous school role in teacher training in connection to the use of the Teacher Card funds, the use of the Autonomy Staff and its selection in the years when direct recruitment was a possibility, the teachers' reward system, and the schools three-year training plan (PTOF).

Method

The study takes as sample five Comprehensive Schools (IC) differing by SES, in one administrative area in Rome. Semi-structured qualitative interviews to policymakers have been conducted to explore expected policy mechanisms, together with document analysis of the Good School Reform "red notebook" policy document and of legislative proposal developments resulted in Law 107/2015. School enactment of Law 107/2015 policy instruments was investigated through semi-structured interviews with Principals, Vice-principals, General and Administrative Services Directors (DGSA) and teachers responsible for the school three-year training plan (PTOF), teacher training, and INVALSI. Document analysis of schools' PTOF was also performed.

Outcomes (expected)

Preliminary results suggest that schools' uses of Law 107/2015 policy instruments differ from policymakers' expectations, but do not necessarily nullify their intentions. An initial analysis of the results suggests a degree of school creativity striving to develop and work on strategic objectives both when adopting or when resisting the new policy instruments. Degrees of adoption and resistance appear to be widely dependant on principals' beliefs, leadership styles, existing school culture, school composition, but also on what are perceived as the school "emergencies". Interestingly, the adoption of creative organisational solutions working towards strategic objectives appears in some cases to have been perceived as enabled by the inputs of Law 107/2015 regarding specific themes, such as teacher training and school planning.

References

- Ball, S. J., Maguire, M., & Braun, A. (2012). *How schools do policy: Policy enactments in secondary schools*. London: Routledge.
- Pawson, R. (2006). *Evidence-based policy: a realist perspective*. London: Sage.
- Tolofari, S. (2005). New public management and education. *Policy Futures in Education*, 3(1), 75-89.

H.4. | Tools, models and methodological perspectives for school improvement and innovation

624 Towards the construction of a professional profile of the expert teacher

Ilaria Salvadori |

Keywords: Expert Teacher, Shared Leadership, Professional Identity

The recent school models give centrality to the teacher as a factor of change that can make the difference to respond to the dynamic nature of learning (Gulamhusein, 2013) to the point that his level of specialization can become a predictive factor in determining the educational success of the students (Hattie, 2003; 2008; 2013; Fenstermacher & Richardson, 2005; Stronge et al., 2007; Stronge et al., 2011; Darling-Hammond & Richardson, 2009; Katzenmayer & Moller, 2009; & Stoelinga, 2010; Darling-Hammond, Hyler et al., 2017). At the international level, the topic of teaching professionalism stands at the center of reflections and studies on indispensable skills (Schön, 1996, Perrenoud, 2002 and Altet et al., 2006) that show a changing nature of the

teaching profession (Warrior, 2017). In a school that is «re-occupying the center of our social life» (Cambi, 2017, p.21) and that needs to redefine its mission, the training of teachers is a very debated issue with (sometimes) opposing focuses, but that converge to consider the definition of specific professional skills of the teacher as indicators of individual and system quality for the pedagogical implications that they require. In order to articulate the complex teacher profile, it is essential to act on training in order to guarantee teachers the tools necessary to become expert. Teacher expertise combines theoretical knowledge, didactic-methodological issues, organizational aspects of school middle management and teacher leadership (Bufalino, 2018; Darling-Hammond, 2017; Hattie, 2012; Nigris, 2016; Perla, 2011; Rossi et al., 2012; Trincherò, 2016; Wenner & Campbell, 2017). The teacher needs to structure his expertise not in the exercise of a solitary leadership, but in the expression of a shared commitment with all the other colleagues to acquire a quality educational leadership that could be configured as «expert teacher & teaching leadership» through the dynamic formation of one's professional identity, in balance between the personal and the contextual dimension. Teaching leadership thus becomes a means of stimulating the improvement of teaching processes (Muijs and Harris 2006, Fairman & Mackenzie, 2012, Wenner & Campbell, 2017) through the dynamic formation of the teaching identity as a peculiar style of professionalism that can promote school improvement and can positively impact on the learning outcomes of the students. In Italy the current legislation recalls the construct of the «quality of teaching» as a goal to be reached and the issue of professional development of teachers; the quality of in-service training has begun to emerge starting from the identification of quality indicators and professional standards that will have to be validated at an empirical-experimental level. This paper intends to conduct a theoretical analysis of the teacher's professional competences in the Italian context to outline the complex and articulated profile of the expert teacher, starting from collecting data through focus groups conducted in sample schools, in order to highlight the areas of expertise and the indicators of the teaching expertise that will then serve to structure a quantitative questionnaire with Likert scale that will be submitted to a larger sample.

References

- Bufalino, G. (2018). Teacher leadership: eresia o possibilità? *Rivista dell'Istruzione* n. 1, 13-16.
- Cambi, F. (2017). Quale scuola per il XXI secolo? Un'identità possibile, *Studi sulla Formazione*, vol. 20, n. 2, 21-28.
- Cravens, X., & Wang, J. (2017). Learning from the masters: Shanghai's teacher-expertise infusion system. *International Journal for Lesson and Learning Studies*, 6(4), 306-320.
- Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). *Effective Teacher Professional Development*. Palo Alto, CA: Learning Policy Institute.
- European Commission/EACEA/Eurydice, (2015). *The Teaching Profession in Europe: Practices, Perceptions, and Policies*. Eurydice Report. Luxembourg: Publications Office of the European Union.
- Fairman, J. C., & Mackenzie, S. V. (2012). Spheres of teacher leadership action for learning. *Professional development in education*, 38(2), 229-246.
- Findell, C. R. (2007). What differentiates Expert Teachers from others? *Journal of Education*, vol. 188, n. 2, 11-23.
- Forde, C., McMahon, M. A., Hamilton, G., & Murray, R. (2016). Rethinking professional standards to promote professional learning. *Professional Development in Education*, 42(1), 19-35.
- Gronn, P. (2002). Distributed leadership as a unit of analysis, *Leadership Quarterly*, 13, 423-451.
- Hanushek E. A, Rivkin, S. G. (2006). Teacher Quality in Hanushek & Rivkin *Handbook of Economics of Education*, Vol. 2, 1051-1078.
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.
- Lachner A., Jarodzka H, Nuckles M. (2016). What makes an expert teacher? Investigating teachers' professional vision and discourse abilities, *Instructional Science*, vol. 44. n. 3, 197-203.
- Muijs, D., & Reynolds, D. (2017). *Effective teaching: Evidence and practice*. Sage.
- Nigris, E. (2016). Percorsi di formazione per gli insegnanti fra teoria e pratica. Un percorso lungo tutta la vita, in L. Dozza, S. Ulivieri (ED.). *L'educazione permanente a partire dalla prime età della vita*, Milano, FrancoAngeli, 139-152.
- Perla, L., & Vinci, V. (2011). Implicit in Teaching: a Contribution to the Development of the Proficient Teaching. *ISATT 2011*, 302.

- Perrenoud, P. (2002). Dieci nuove competenze per insegnare, Anicia, Roma.
- Rossi, P.G., Magnoler, P. & Scagnetti, P. (2012). Professionalizzazione degli insegnanti: dai saperi per la pratica ai saperi della pratica, in AA.VV, Il futuro della ricerca pedagogica e la sua valutazione. Quaderni della rivista Education Sciences & Society, 2012, 545-561.
- Spillane, J. (2012). Distributed Leadership, Vol. 4, Wiley, san Francisco, CA
- Spillane, J., Halverson, R. e Diamond, J. (2001). Investigating school leadership practice: a distributed perspective, Educational Researcher, Vol. 30, n. 3, 23-18.
- Stronge, J. H. (2018). Qualities of effective teachers. ASCD.
- Trincherò, R. (2016). L'expertise dell'insegnante, la rappresentazione delle sue competenze e i percorsi per formarle e valutarle, Form@re, vol. 16, n. 2, 1-7.
- Wenner, J. A., & Campbell, T. (2017). The theoretical and empirical basis of teacher leadership: A review of the literature. Review of Educational Research, 87(1), 134-171.

H.4. | Tools, models and methodological perspectives for school improvement and innovation

699 School change and innovation: Strategic planning as a lever for school improvement

Francesca Storai | Sara Mori |

Keywords: Innovation, Improvement, Strategic Plan, Vision

A “school as a learning organisation” (Kools e Stolls, 2015) focuses on developing and sharing a vision centred on the learning of all students. Other important factors are: the creation and the support of continuous learning opportunities for the staff; the promotion of team learning and collaboration to establish a culture of inquiry, innovation and exploration; the construction of a system for collecting and exchanging knowledge and learning; the improvement of the learning environment and the development of a learning leadership. In this process the capability of organization to innovate takes on a central role: “A range of teaching practices that allow students to think, evaluate, collaborate and build a variety of skills across the curriculum can be considered innovative (OECD, 2019, p2). This work aims to illustrate how the tools available to the Italian schools can promote improvement and innovation.

Method

The results of INDIRE's research on the use of the Improvement Plan model proposed by the Institute since 2015 to 2018 highlighted the importance for schools of using tools that allow the promotion of strategic planning, in order to explain a mission and a shared vision. These evidences have led to the development of a new format of Strategic Plan which is currently contained within the online PTOF: the dimensions of this new model refer to the DigCompOrg framework (2015) and to the projects of INDIRE relating the change of organization and teaching practices. The paper intends to illustrate and analyze the connections between the main documents of the schools (RAV, PTOF and PDM), highlighting the elements that refer to the development of innovation, the organization of learning environments, the attention to the digital competences and to the soft skills, the teaching methodology and the collaboration strategy used in order to promote a coherent change in the school.

Outcomes

The authors propose a model of reflection useful to guide the analysis of the school organization in order to promote the sharing among teachers on the level of innovation of their organization. This tool will be able to support the school's strategic planning process.

References

- Kampylis P., Punie Y. e Devine J. (2015). Promoting Effective Digital-Age Learning – A European Framework for Digitally-Competent Educational Organisations.
- Kools, M. & Stool, L. (2016). What Makes a School a Learning Organisation? OECD Education Working Paper No. 137. <http://dx.doi.org/10.1787/5jlwm62b3bvh-en> (ver. 22 .08.2017).
- OECD (2019) Teaching in Focus. How teachers and schools innovate: New measures in TALIS 2018. DOI:<https://doi.org/10.1787/71101b69-en>

H.4. | Tools, models and methodological perspectives for school improvement and innovation

378 Narratives against narratives. A grounded and narrative-based analysis of discriminations

Matteo Botto |

Keywords: Discrimination, Narratives, Human Rights, Counter Narratives, Gender

ControNarrazioni* (<https://www.contronarrazioni.com/>) is an Italian narrative-based project that was created for three reasons:

- to understand what people think discrimination is with an anonymous survey online that collects the definitions of the phenomenon (<https://www.contronarrazioni.com/la-discriminazione.html>);
- to collect stories of suffered, inflicted or assisted discriminations to understand what is common among all the people who experienced it from different points of view (<https://www.contronarrazioni.com/le-storie.html>);
- to create a safe place online that could be used as a self-empowerment tool and that could help to start a debate about the nature and the characteristics of this phenomenon.

At the moment, we have collected 54 stories of discrimination, especially set in schools or based on gender and sexual orientation. In addition to it, a Facebook and Instagram page were created to present the project.

Method

The method used to analyse all the data is the grounded theory (2008) because we intend to outline a theory of discrimination that could merge directly from the words of the people who lived it, not from the ex ante categories of the researcher.

In addition, we took inspiration for our work from the counter narratives method as designed by the Council of Europe (2017).

About the stories:

- they can be anonymous;
- they must not contain hate speech;
- they can be narrated in different ways (text, audio, video);
- the editing details (title and image) are chosen by the narrators;
- if the narrator is unable to tell his/her story (f.e. due to disability or to a low Italian knowledge), they can be told by another person.

Outcomes (expected)

The aim is to reach the highest number possible of stories to understand the roots of discrimination directly from them. For this reason, ControNarrazioni is configured as a longitudinal study to analyse the discrimination phenomenon and its change over time, always maintaining a human rights-based approach. The final goal is to make it a benchmark for those who work in schools and in the socio-educational field.

References

- DE LATOUR A., PERGER N., SALAJ R., TOCCHI C., VIEJO OTERO P. (2017), WE CAN! Taking Action against Hate Speech through Counter and Alternative Narratives, Council of Europe, Strasbourg.
- TAROZZI M. (2008), Che cos'è la grounded theory, Carocci, Roma.

H.4. | Tools, models and methodological perspectives for school improvement and innovation

459 The measurement of political ideologies and its implications for education. How can a liberalism-conservatism index say something about regressive forms of post-democracy?

Andrea Marchesi |

Keywords: Quantitative Methods, Liberalism-Conservatism, Sociology Of Everyday Life, Socialization, Gender

The lack of a political ideologies index that is not country specific makes impossible to compare results of analyses from all over the world about this topic (Selvestrel et al. 2013). After the introduction of a new methodological approach, the focus shifts to the items that compose the index itself. Each item chosen, indeed, comes from large-scale assessment surveys, as Eurobarometer studies. Therefore, it is possible to compare also their distributions, in order to understand, with an interpretative lens derived from sociology of everyday life (Jedlowski & Leccardi 2003), whether and how conservative ideas are shared by the population.

Method

The first section of the contribution is intended to explain how it was obtained an Italian index of political ideologies that allows comparisons with other countries. A more accurate definition of what an ideology is in political sociology is reached. Then, choosing the analytical approaches of Barisione (2004) and Everett (2013), a new pool of item is selected. Finally, through an Explanatory Factor Analyses, a new scale of conservatism and liberalism is provided. Primary data derives from a survey diffused among students of University of Milan-Bicocca, during 2018. The second section focuses the attention to the items selected. In fact, the information gathered using this quantitative method can be interpreted through the sociology of everyday life approach. Comparing Eurobarometer and Milan-Bicocca data, it is possible to analyze conservative and liberalist way of thinking: conservatism ideology deals with the maintenance of status quo and inequalities that characterized it, therefore it is possible from this data to understand which issues shows more liberal or conservator ideas.

Outcomes (expected)

The aim of this contribution is dual. First, is intended to widespread the knowledge about the possibility to analyze political ideologies through new and current quantitative methods. Secondly, the work proposed can be useful in order to understand how quantitative methods, in this case a synthetic index and its items, can say something about the regressive forms of post-democracy, or anti-democratic tendencies (for example, opinions towards the reduction of civil rights). The sociology of everyday life approach allows to interpret this data through a lens that takes into account socialization process (Sarlamanov & Jovanoski 2014) and the reproduction of socially constructed meanings, ideas, and stereotypes. Finally, it is considered of interest to analyse if these forms of anti-democracy are widespread among a sample of university students, inserted in a context in which the equality of rights is accompanied by educational measures.

References

- Barisione M. (2004), Tradizionalismo etico, liberalismo economico: oltre la destra e la sinistra?, in <<Polis>>, 2/2004, 237-266.
- Everett J. A. C. (2013), The 12 Item Social and Economic Conservatism Scale (SECS), in <<PLoS ONE>>, 8(12)/2013, 1-11.
- Jedlowski P., Leccardi C. (2003), Sociologia della vita quotidiana, Bologna, il Mulino.
- Sarlamanov, K. Jovanoski, A. (2014), Models of Voting, in <<Journal of Arts, Science & Commerce>>, V(1)/2014, 16-24.
- Selvestrel L., Russo S., Roccato M., Mosso C. (2013), Il conservatorismo ha origini genetiche?, in <<Psicologia Sociale>>, 3/2013, 313-333.

H.5. | Teacher professionalism, teacher quality and school improvement in international contexts

305 The research-based professionalism in the initial teacher education: a Nordic perspective

Beatrice Cucco |

Keywords: Teacher Professionalism, Research-Based Knowledge, Initial Teacher Education, Denmark, Finland

Teacher professionalism has been affected by important changes and challenges since the last thirty years. Research-derived knowledge may help to overcome these new problems and then strengthen teachers' professionalism. Indeed, the research-based knowledge bridges the educational theory with the teaching practice. Thus, it is fundamental for teachers being engaged within a research-derived environment (BERA and RSA, 2014). Moreover, research-based teacher professionalism enhances the teaching practice and thus it improves the school system (Mincu, 2015). In this work, I differentiated the declarative from the procedural research-based knowledge. Briefly, the first can be translated into "the knowing that" and thus referring to the research-literate professionalism. Contrarily, the procedural knowledge is decoded as the "knowing how" and it relates to the production of scientific results. This knowledge sustains a research-engaged perspective (BERA and RSA, 2014; Révei & Guerriero, 2017). One of the most effective ways to grow teachers as research-literate and engaged, is to socialize student teachers during their initial teacher education (BERA and RSA, 2014). Indeed, ITE is the first moment in which future teachers are educated into the teaching profession. Nevertheless, knowledge is profoundly affected by the socio-historical context (Furlong & Whitty, 2017). Thus, it is important to understand either the socialization into the teaching profession as well as the institutional surrounding.

Method

In this work, I used a comparison between two cases: the Danish and Finnish ITE. I chose them since they are quite similar from a socio-historical point of view. Although, the two cases differ from their institution. Indeed, Danish student teachers are educated in non-university institutions. Contrarily, Finnish teachers gain a master degree from the universities. Particularly, in this work I will answer the following research question: are the Danish and Finnish future teachers socialized into similar research-based professionalism? Further, whether the comparison is dissimilar, may the divergence be explained along the ITE institution? In order to answer these questions, I collected qualitative data. These are either interviews and policy documents.

Outcomes (expected)

The main finding is that research-based professionalism is quite different between the cases. The Danish ITE prefers to socialize their students into a more declarative knowledge. Contrarily, Finnish teachers are educated also to procedural knowledge. This difference can be explained partially in connection with the type of ITE institution.

References

- BERA and RSA. (2014). Research and the Teaching Profession: Building the capacity for a self-improving education system. Retrieved from <http://www.bera.ac.uk/project/research-and-teacher-education>
- Furlong, J., & Whitty, G. (2017). Knowledge traditions in the study of education. In G. Whitty & J. Furlong (Eds.), *Knowledge and the Study of Education: an international exploration* (pp. 13–60). Oxford: Symposium Book.
- Mincu, M. E. (2015). Teacher quality and school improvement: what is the role of research? *Oxford Review of Education*, 41(2), 253–269.
- Révei, N., & Guerriero, S. (2017). Knowledge dynamics in the teaching profession. In S. Guerriero (Ed.), *Pedagogical Knowledge and the Changing Nature of the Teaching Profession* (pp. 37–72). Paris: OECD Publishing

H.5. | Teacher professionalism, teacher quality and school improvement in international contexts

313 Teacher professionalism, teacher quality and school improvement in international contexts

Monica Mincu |

Keywords: Teacher Effectiveness; School Improvement; Teacher Education; Research Knowledge; Teacher Quality

In a rapidly changing world, students' success depends upon the schools' capacity to deal with their specific instructional needs. Thus, effective teaching plays the role of a unique protective factor that may reduce and even close the achievement gap. Two broad questions structure this study: What is the research contribution to teacher quality and improvement? What elements of teacher quality support school improvement? As one driver of school improvement, teacher quality is especially pertinent for underperforming students, while school improvement is much more likely to emerge through collective capacity building. More specifically, I will argue that research-derived knowledge is key to ensuring both effective learning processes and whole school improvement. To develop my understanding of the research contribution to teacher quality and school improvement, I have formulated a broad research question: Which elements of teacher quality support school improvement and are most effective with underperforming students? This question has been further broken down into several sub-questions, as follows:

- (1) Do research-based teacher competences relate to teacher effectiveness, particularly of a differential type, and if so, how?
- (2) Does teacher education relate to teacher quality and to students' achievement?
- (3) Does teachers' capacity to innovate through collaboration contribute to school improvement, and if so, how?
- (4) How do school leaders contribute to a culture of change?
- (5) What is the role of research-derived knowledge in school improvement?

Method

This article is positioned at the intersection of several strands of academic inquiry and engages with a complex network of topics: (1) educational change, (2) teacher quality and effectiveness, (3) school improvement, (4) equity, and (5) the role of research. An initial decision to draw exclusively on research reviews to produce a meta-review has been reconsidered in order to include the breadth of scholarship illuminating this complex conceptual nexus.

Outcomes (expected)

The research evidence on improvement projects presented here clearly demonstrates the links between teacher effectiveness and school improvement and the particular roles played by teacher education and research knowledge. Teachers are the main actors in their classrooms and may promote in complex ways effective learning processes. At the same time, teachers act collaboratively at the school level and have the potential to greatly transform outcomes, by building bridges between classrooms and departments, and by engaging as (and with) leaders and researchers.

Ideally, research infusion from outside or the possession of an inquiry habit of mind in the decision making process may guarantee a horizon of expert knowledge and habits that might lead to school change. However, the relationship between these issues is not straightforward or simple. Moreover, teacher policies need to reflect the complexity of teaching, which in turn is influenced by the many elements of teacher quality. The same complexity emerges when the use of research in organisational contexts is analysed. Having said that, it is however possible to identify some major findings of this article that relate to the opening questions.

References

- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.
- Sammons, P. (2007). *School effectiveness and equity: Making connections. A review of school effectiveness and improvement research—its implications for practitioners and policy makers*.
- Seashore Louis, K. (2010). *Better schools through better knowledge? New understanding, new uncertainty*. In A. Hargreaves, A. Lieberman, M. Fullan, & D. Hopkins (Eds). *Second international handbook of educational change* (pp. 3–27). Dordrecht: Springer.

H.5. | Teacher professionalism, teacher quality and school improvement in international contexts

316 The governance of a school network and implications for Initial Teacher Education

Peter Davies | Monica Mincu |

Keywords: Initial Teacher Education; England; School Improvement; Teacher Professionalism; School Networks And System Governance

Since 2010 education policy in England has shifted initial teacher education (ITE) towards a 'school-led' system with an emphasis on an apprenticeship model. Through an in-depth case study of one school network, this paper extends the firstly small knowledge base on how this policy turns out in practice. It also provides evidence that can contribute to a judgement about whether government expectations or the fears of critics are fulfilled. The paper begins with a brief summary of the debate over professional and apprenticeship models of ITE. The following section sets the case study in the context of government policy in England. The remainder of the paper presents the method, results and a discussion. The discussion considers implications of the results as well as reviewing results in the light of previous studies.

Method

This school network was chosen for the case study because it was a well-established school network providing ITT which was graded as outstanding by inspectors. It should exemplify mature provision that shows what this form of organisation is capable of offering. The ethnographic approach and the timescale (5 months) were designed to allow trust to be developed so that the data collection could probe participants and processes and offer a fair account of operations and the thinking behind those operations.

Outcomes (expected)

We have presented a case study of a mature and stable school-led ITE programme which has been judged by government inspectors to be consistently successful. We have viewed the operation of this programme within the context of competing governance systems: hierarchy, markets and networks. We believe that this perspective can guard against simplifications in either eulogising or critiquing the devolution of responsibility for ITE to schools. In particular, we have identified two important tensions between the local and the social which temper expectations that school-led ITE will necessarily lead to an improvement in the preparation of new teachers that benefits society as a whole. The first tension is concerned with the ownership of knowledge. In our case study it was evident that ownership of knowledge remained a contested and conflicted topic. Regardless of judgements of its success, this example of school-led ITE was not characterised by the development of knowledge through careful scrutiny of evidence and evaluation of competing knowledge claims from theory and practice. The second tension is concerned with the purpose of ITE. A focus on the needs of a particular group of schools did not appear to be well suited to the wider needs of society. These PSTs were not being prepared to serve other types of school and the requirements in national standards were not overcoming the limitations of a local focus. Our major theme is the value of trying to make sense of the operation of any route into teaching in the context of competing systems of governance in which it is called to operate. The quality of any particular route into teaching will be affected by adjustments in that combination of governance.

References

- Chapman, C. (2015). From one school to many Reflections on the impact and nature of school federations and chains in England. *Educational Management Administration & Leadership*, 43(1), 46-60.
- Davies, P. (2018). *Paying for education: debating the price of progress*. London, Routledge.

H.5. | Teacher professionalism, teacher quality and school improvement in international contexts

350 Scuolinsieme/School Together: a case study of school improvement of the Fondazione per la Scuola of the Compagnia di San Paolo

Claudia Mandrile |

Keywords: School Capacity, Improvement, Tutorship, Counterfactual Approach, Reflective Practice

Which are the possible improvements for a school that is located in disadvantaged contexts and can weakly support its students? In order to provide an answer to this question, the Fondazione per la Scuola of the

Compagnia di San Paolo elaborated a relevant improvement project Scuolinsieme/School Together (2013-2018) (run with an importance finance and involving 50 schools, of which 26 treated school as per RCT methodology). This school improvement project has started before the introduction of the national system of evaluation it is an important experiment of school improvement in Italy, where the improvement efforts are at the beginning. Scuolinsieme considered improvement of the school organisation and as a support to achievement results. The presentation of the mains results of this improvement project will also indicate its sources of inspiration: (1) a careful consideration of the national peculiarities of the Italian school functioning and institutional arrangements as well as (2) important international practices tried elsewhere, and most notably the self-improving school systems idea through a school-to-school support strategy. Scuolinsieme presents as a multilevel improvement project, oriented to support classroom teaching, teacher professionalism and school organisation. It has involved lower secondary schools in Piedmont and Liguria regions. The target has been the head teachers, vice head teachers and middle leaders/teachers working with a school counsellor or “tutor” identified in the person of an experienced head teacher. The project has allowed to develop highly contextual interventions.

Method

A counterfactual impact evaluation, a qualitative analysis with follow up after 1 year since the improvement intervention have been envisaged. The improvement strategy has implied support to capacity building (tutoring and school networking) as well as a financial contribution for specific actions variously targeting students' achievement. This presentation will engage with a description of the results on a background of the Italian specificities and its larger international inspiration. It will take the form of a case study of school improvement account.

Outcomes (expected)

The improvement actions showed to be rather successful around the school-to-school support dynamic and to the process of internal school organisation:

- The efficacy of the “tutoring couple” developing complementary competences;
- A significant involvement of the head teacher, that shows strong ownership and commitment to the project of school improvement, in line with international experiences and as a relevant development related to the usual institutional arrangements in the Italian context
- Openness to improvement and change through a “shared time” of school teachers and tutors, planning together for improvement, even after the conclusion of the project
- School climate and pupil's motivation have improved overall.

References

- Faubert, B. (2012), “A Literature Review of School Practices to Overcome School Failure”, OECD Education Working Papers, No. 68, OECD Publishing, Paris. <http://dx.doi.org/10.1787/5k9flcwwv9tk-en>
- OECD (2018) Education Policy Outlook 2018: Putting Student Learning at the Centre, OECD Publishing, Paris, <https://doi.org/10.1787/9789264301528-en>
- Hopkins, D. (2006), A Short Prier on System Leadership. OECD activity on Improving School Leadership. International Conference on International perspectives on School Leadership for Systemic Improvement, London, 18
- Hopkins, D., (2007), *Every school a great school*, Open University Press, 2007

H.5. | Teacher professionalism, teacher quality and school improvement in international contexts

389 A cohesive assessment system? The teachers' point of view

Serafina Pastore | Michela Freddano |

Keywords: Large-Scale Assessment, Classroom Assessment, School-System Evaluation, Coherence, Conceptions

Over the years, accountability has put remarkable pressure on teachers, who are now more conscious about the need of using data for their decision-making. Even though there is great attention on educational assessment, how teachers use data in their assessment practices represents a neglected research field. Several research studies have already highlighted how teachers do not use data drive decision-making. They

use data in limited way (Mandinach, Gummer, 2012). If, on the one hand, teachers recognize the importance of using evidence and data for their teaching practice, and not only personal opinions, preferences and intuitions, on the other hand, they should be able to manage several sources and kind of data for classroom assessment and school self-evaluation. Although the consolidated international scientific debate, in countries with consolidated large-scale assessment programs teachers continue to perceive large-scale assessment as improper. What are the reasons of these so negative representations of large-scale assessment? What do teachers think of both classroom and large-scale assessment? This paper reports on a qualitative study realized in Italy in order to examine, in a more deeply perspective, what conceptions Italian primary and middle school teachers have about assessment aims and about the relationship between classroom and large-scale assessment.

Method

This study is qualitative in nature. In order to assure a number of methodological possibilities within the interpretative paradigm, a phenomenological methodology was used to explore teachers' conceptions of assessment. 40 primary and 30 middle school teachers (selected from a population of 5 schools in the Apulian school district) have been included in order to assure a multiple representation of cases. Only teachers of Math and Italian have been involved. Semi-structured interviews were used. The interview, composed by 15 questions, was divided into four sections:

1. Respondents' biographical sketch;
2. Assessment conceptions;
3. Assessment and teaching practice;
4. Use of data.

Descriptive codes were compared with each participant. The interviews have been coded following these two steps:

- Analysis of each interview to identify emerging issues;
- Comparison between interviews in order to find possible common themes. Specifically comparison has been made respect to different variables (e.g., teachers' age of service; teaching subject matter).

Outcomes (expected)

Results of the qualitative analysis allowed shedding light not only on teachers' assessment conceptions, but also on the effects that conceptions have on assessment, teaching practice, use of data, and decision-making. The paper also tries to identify what challenges must be addressed to contribute to teacher education for assessment, and what improvement actions can be suggested and shared in order to implement a comprehensive and coherent school system.

References

- Hanushek, E. A., Woessmann, L. (2011). How Much Do Educational Outcomes Matter in OECD Countries?. *Economic Policy, CEPR & CES & MSH*, 26(67), 1-65.
- Mandinach, E. B. (2012). A Perfect Time for Data Use: Using Data-driven Decision Making to Inform Practice. *Educational Psychologist*, 47(2), 71-85.
- Wayman, J. C. (2005). Involving teachers in data-driven decision-making: Using computer data systems to support teacher inquiry and reflection. *Journal of Education for Student Placed at Risk*, 112(4), 521-548.

H.5. | Teacher professionalism, teacher quality and school improvement in international contexts

505 Teacher Opinions about Self Efficacy and Teacher Trainings: Case of Primary School Teachers with Refugee Students in Rome

Ceyda Şensin | Oksana Stashina |

Keywords: Self Efficacy, Primary School Teachers, Teacher Training, Refugee Students

Primary school teachers have a great influence on students since they have the responsibility of preparing students into a continuous education. Having refugee students in the classroom puts more responsibility on teachers shoulders (Akpınar, 2008). Therefore it is a need to pay enough attention on teacher trainings to

experience also extraordinary cases such as teaching refugee pupils. For this study, Rome was chosen to collect the data since the city has a great population for refugees.

Problem questions:

How do the teachers consider themselves as on their preparedness of teacher trainings about the intercultural education?

In case of emergencies such as in need of teaching refugee students even with the lack of language a/o cultural concept how does it affect to have a good teacher training? How does the teaching experience affect self efficacy

Method

To see how well prepared the primary school teachers web-based questionnaire (Aarons, 2014; Schwarzer, Schmitz & Daytner, 1999) with a five point likert scale was prepared. It was sent to the primary school teachers in Rome where it is tend to have refugees on the 21st of January 2019. Since then the data is still collecting.

Outcomes (expected)

According to that ongoing research by now it came out that initial teachers have great self-efficacy even though they expressed that think they did not receive well qualified teacher trainings. As another outcome, it is expected to see the negative correlation between the self efficacy on teaching refugee students and experience on teaching. By time, it can be seen that the more experienced the teachers are having the bigger lack of self efficacy about teaching refugee students since they do not know the new methods to approach those students.

References

Aarons, G. A. (2004). Mental health provider attitudes toward adoption of evidence-based practice: The Evidence-Based Practice Attitude Scale (EBPAS). *Mental health services research*, 6(2), 61-74.

Akpınar, B. (2008). Eğitim sürecinde öğretmenlerde strese yol açan nedenlere yönelik öğretmen görüşleri. *Kastamonu Eğitim Dergisi*, 16(2), 359-366.

Schwarzer, R., Schmitz, G. S., & Daytner, G. T. (1999). Teacher Self-Efficacy Scale. Retrieved from http://userpage.fu-berlin.de/~health/teacher_se.htm.

H.5. | Teacher professionalism, teacher quality and school improvement in international contexts

552 Emotional intelligence and Creativity at school

Camilla Brandao De Souza |

Keywords: Creativity, Critical Thinking, Teachers, Creativity Climate, Emotional Intelligence

Success in education is no longer about reproducing content knowledge, but about extrapolating from what we know and applying that knowledge creatively in novel situations; it is also about thinking across the boundaries of disciplines. The process of connecting new knowledge to familiar knowledge, thinking divergently and creatively about novel solutions or about how knowledge can be transferred – are more likely to help students complete the more demanding PISA tasks that are more predictive of tomorrow's world (Schleicher, 2018). Employers now seek individuals able to think critically and communicate effectively in order to meet the requirements of the new Knowledge Economy (AHELO, 2012; Hart Research Associates, 2006; Levy & Murnane, 2004). Therefore, the skills taught in higher education are changing with more emphasis being placed on so called "generic skills"(Clanchy & Ballard, 1995; Crebert, Bates, Bell, Patrick, & Cragolini, 2004; Kearns, 2001) such as analytic reasoning and evaluation, problem solving, and written communication. Hence, the aim of this study is to investigate the impact of teachers' emotional intelligence on their pupils' emotional intelligence and creativity and the impact that creativity climate has on students' emotional intelligence. Although some studies in the field of education have been focused on the emotional intelligence of students and on the role that this plays with respect to academic achievement, demonstrating that students with higher emotional intelligence had more success at school (Di Fabio, Giorgi, Majer & Palazzeschi, 2005; Parker et al., 2004; Parker, Summerfeldt, Hogan, & Majeski, 2002), other studies have demonstrated that teachers who promote emotional intelligence skills emphasize the value of individual differences, enhance group work and problem-solving ability, and channel students to develop adequate social competences (Kaufhold & Johnson, 2005).

Moreover, in their study, Reyes, Brackett and Rivers (2012), attribute student engagement and academic performance at least in part to how teachers promote classroom interactions. Some research indicates that the scarcity of utilising emotional intelligence in the classroom may lead to serious diminishment in the significance not only of the knowledge of the subject but also learning and teaching techniques applied by the teachers. In addition, creativity is now seen as a multidimensional and psychosocial phenomenon (Alencar, Fleith & Bruno-Faria, 2010), comprising the combination of cognitive aspects, affective and personality characteristics, in addition to the variables contextual (family, educational and social).

Method

The sample is comprised by 339 students aged between 8-10 years old, attending public schools, and teachers of Italian and mathematic for each class. In order to measure teachers' EI it has been used the TEIQue-Short Form, a 30-item questionnaire designed to measure global trait emotional intelligence and the TEIQue Children form for students (36 item questionnaire). For the creativity construct was instead used the Torrance Test of Creative Thinking-Figural (TTCT. Torrance Test Creative Thinking, 1998) which comprises figural and verbal parts for students. For the creativity climate it was used the Person-Environment Fit Scale for Creativity (PEFSC) for simultaneous assessment of person- and environment-related aspects of creativity and their fit.

I.2. | Post-democracy and the field of Arts and Music Education

162 Music education and middle-class identities: examining the contingent commitment of the middle-classes to the common good

Anna Bull |

Keywords: Music Education, Middle Classes, Social Distance, Uk, Classical Music

This paper uses music education in the UK as a lens through which to examine the contingent commitment of the British middle classes to a wider shared culture and values. According to Reay et al., (2011, 3), the civic spirit of the middle classes in the UK is at risk as they struggle to protect their privilege amidst conditions of increasing inequality. As the middle classes are historically important players in public and civic institutions, including in culture, music and music education, such a move away from their historic role as 'agent citizens' who contribute to the common good (Reay et al., 2011, 12) facilitates a shift to a postdemocratic society.

Method

This paper draws on data from an ethnographic study of young people playing in classical music groups in the south of England.

Outcomes

The young classical music groups in this study drew together 'like-minded' young people who were identified as being of similar 'calibre', based on a judgement of social value rather than strictly musical ability. These groups of like-minded people are the basis of class formation and reproduction. This is illustrated through describing the defections of two of the groups in this study from publicly funded music education provision on the rationale of 'excellence' and 'musical standards'. I argue this is an example of 'middle-class secessionism' (Bacqué, Bridge, and Benson 2015, 20) from public services to establish and protect the middle classes' own spaces, following similar patterns to education and housing, using boundary-drawing practices around aesthetic values of 'excellence' to justify this. Against earlier approaches in the sociology of music (eg Becker, 1982), this boundary-drawing around musical standards demonstrates how the classed social relations of classical music can be heard in the music itself, through the practices required to create 'excellence'. The paper examines how these practices might contribute to creating postdemocratic conditions by increasing the 'social distance' (Bourdieu, 1987) between certain fractions of the middle classes and other groups in society. Overall, I argue that examining classical music education makes visible tensions in the middle-class identities, most notably between a sense of social responsibility pushing the middle classes towards engagement with the world, while against this, the drive to retain classical music as a space of freedom outside of the world of politics, inequality and suffering facilitates their 'exit' from public services (Bacqué et al., 2015).

References

- Bacqué, M.-H., Bridge, G., Benson, M., 2015. *The Middle Classes and the City*, Palgrave Macmillan, Houndmills, Basingstoke, Hampshire ; New York, NY.
- Becker, H.S., 1982. *Art Worlds*. University of California Press, Berkeley, California; London.
- Bourdieu, P., 1987. What makes a social class? On the theoretical and practical existence of groups. *Berkeley Journal of Sociology* 32, 1–17.
- Reay, D., Crozier, G., James, D., 2011. *White Middle-Class Identities and Urban Schooling*. Palgrave Macmillan, Basingstoke, Hampshire; New York.

I.2. | Post-democracy and the field of Arts and Music Education

201 Artistic dreams. A qualitative study on students at Italian secondary art schools.

Anna Uboldi |

Keywords: Habitus, Art School, Aspirations, Creative Fields, Class Identity

The artistic education has received little but relevant attention from sociological research, within a broader interest towards the creative fields and cultural labour (Verger 1982, Burke & McManus 2011; Allen 2013; Banks & Oakley 2016). The proposed research is on pupils at artistic upper secondary schools and it looks at some early dynamics of formation of creative fields. It explores the scholastic experiences of the students at art schools in northern Italy schools, through the lenses of cultural class differences. The Italian secondary art school (after the Gelmini's reform of 2009) is the least prestigious lyceum for her practical dimension and it has an ambiguous status. It is beyond the division (Willis 1981) between theoretical dimension, feature of the 'lyceum', and those practical, of the technical and vocational schools. It is dedicated to the cultivation of an artistic sensibility, which still presents today distinctive features. It is also a place in which manual skills are developed. It represents a school with mainly practical basis which looks at the 'elective' field of creative activities. I investigate how the cultural differences of class and gender form different ways of experiencing the choice of artistic studies. The notions of cultural capital and habitus allow interpreting some significant differences in these educational paths and in the aspirations concerning the future of the youngsters (Reay et al. 2005).

Method

The research is on pupils at artistic secondary schools and it looks at some early dynamics of formation of creative fields. It explores the scholastic experiences of the students at art schools in northern Italy schools, through the lenses of cultural class differences. It is a qualitative research carried out in two Milanese secondary artistic schools, 'lyceums', through focus groups and in-depth interviews (with timeline) to pupils (aged 16-21)

Outcomes (expected)

The class cultures contribute to forming different scholastic dispositions (Bourdieu & Passeron 1970) and, above all, skill in imagining the future. The art schools gather two very different profiles of students. There are privileged young people who are ambitious, self-confident and with great forward-thinking skills but academically lazy (Aggleton 1984). There are also disadvantaged students who do not perceive the value of their artistic and intellectual skills and are not able to develop biographical projects. It is found that there are deep gender and class intersections in action. The research on social class disparities in artistic educational pathways could contribute to understand the process making of inequalities in creative fields (Oakley et al. 2017).

References

- Aggleton, P. (1984), *Rebels Without a Cause*, London, The Falmer Press.
- Allen, K. (2013), «Social Class, Place and Urban Young People's Aspirations for Work in the Knowledge Economy», *Urban Studies*, 50, 3, pp. 499-517.
- Banks, M., Oakley, K. (2016), «The Dance Goes on Forever», *International Journal of Cultural Policy*, 22 (1), pp.41-57
- Bourdieu P., Passeron J.C. (1970), *La reproduction*, Minuit, Paris
- Burke, P. J., McManus, J. (2011), «Art for a Few», *Discourse*, 32(5), pp. 699-712.
- Oakley, K. et al. (2017), «Cultural Capital: Arts Graduates, Spatial Inequality, and London's Impact on Cultural Labor Markets», *American Behavioral Scientist*, 61(12), pp. 1510-1531.
- Reay, D. (2005), «Beyond Consciousness?», *Sociology*, 39, 5, pp. 911–928.
- Verger A. (1982), *L'artiste saisi par l'Ecole*, «Actes de la recherche en sciences sociales» 42, 1, pp. 19-32
- Willis P. (1981), *Learning to labour*, Columbia University, New York

1.2. | Post-democracy and the field of Arts and Music Education

335 "One for the money"? The digitization and "disk crisis" impact on the incomes of "ordinary musicians": The case of Switzerland

Pierre Bataille | Perrenoud Marc |

Keywords: Digitization, Incomes, Inequalities

These past two decades, the rise of music digitization and/or music piracy did often make the headlines of general and specialized newspapers. The impacts of these metamorphosis on the more visible actors of the national musical industries (major companies and internationally renowned artists) are relatively well documented (Williamson & Cloonan, 2007). Nevertheless, little is known on the impact of these changes on the « ordinary musicians » (Perrenoud, 2007) incomes. Based on the case study of musicians in activity in the French speaking part of Switzerland, our paper will contribute to shed a light on the ways of making a living through music for musicians located at the intermediary and the bottom stages of the professional hierarchy at the so called era of digitization. Some researchers (Hracs, 2012) defend that the digitization has been an opportunity for musicians to free themselves from the major companies and create their own music when and where they want to. From this point of view, the digitization may have augured a redistribution of symbolic and economic resources in favor to less well-known musicians. From a more critical perspective, we defend that the digitization process did rather increase the unequal allocation of resources within the several profiles of ordinary musicians. Former study (Perrenoud & Bataille, 2017) showed that two main profiles of “ordinary musicians” can be identified. On the one hand, there is the “artist” type, who mostly play his original compositions, mainly on stage for an audience of peoples interested in listening music and who have the opportunity to play gigs outside the area where he/she come from. On the other hand, there is the “craftsman profile”, who mainly play covers, sometime for an audience but most of the time in support for non musical events (wedding banquet, club animation...) and most of the time, in an area near from the place he/she live. We hypothesize that the “disk crisis” and the digitization process did increase the opposition between these two profiles.

Method

To do so, we use longitudinal data collected by us among a representative sample of musicians in activity in the french-speaking part of Switzerland in the early 2010's. These data mainly consist in life calendar-data, with retrospective information on income sources for every years of the career since the first gig played in public to 2013.

Outcomes (expected)

Using sequence analysis tools (Abbott & Hrycak, 1990), we are thus be able to analysis how the “digitization” impact concretely the income of these musicians and how its occur a career reorientation to one of the two “poles” structuring this professional space (“artist” or “craftsman”). We also analyze the impact of the social origin or the gender on these potential career inflections.

References

- Abbott, A., & Hrycak, A. (1990). Measuring resemblance in sequence data: An optimal matching analysis of musicians' careers. *American Journal of Sociology*, 96(1), 144–185.
- Hracs, B. J. (2012). A Creative Industry in Transition: The Rise of Digitally Driven Independent Music Production. *Growth and Change*, 43(3), 442–461.
- Perrenoud, M. (2007). *Les musicos: enquête sur des musiciens ordinaires*. Paris: La Découverte.
- Perrenoud, M., & Bataille, P. (2017). Artist, Craftsman, Teacher: “being a musician” in France and Switzerland. *Popular Music and Society*, 40(5), 592–604.
- Williamson, J., & Cloonan, M. (2007). Rethinking the music industry. *Popular Music*, 26(2), 305–322.

1.2. | Post-democracy and the field of Arts and Music Education

365 Art education: a bulwark against the post-democratic trends of modern states? Critical approach

Marie-Pierre Chopin | Jérémy Sinigaglia |

Keywords: Art Education, Artists, Post-Democracy, Critical Mind, Agency

The mission of artistic and cultural education as it has been institutionalized in France (but also in other countries, Fourreau, 2018) is to “revitalize the civic dimension of education based on free will and critical mind” (Bordeaux, 2013). Drawing on findings from sociology, political science and the educational sciences, this paper starts by offering a brief historical overview of the construction of art education policies, at the crossroads of the fields of education and culture (Dubois, 1999). It shows how the first policies implemented in the early 1970s

were already intended to provide pupils and future citizens with tools to develop a critical understanding of mass media communication. It then underlines the fact that, despite the permanence of this recurring theme, art and cultural education has deeply evolved over the past decades. This leads to the presentation of an art education project conducted since 2018 with primary school pupils in France, entitled "EspritDeCorps_Critique" (Chopin, 2018). Since this project is precisely officially devoted to fight against "fake news" and other forms of politico-media manipulation characterizing the post-democratic trends of modern states (Crouch, 2004), the research objective is to analyze how teachers, artists and students can or cannot grasp the emancipatory aim claimed by the public institution. Using this example, we also show how this educational mission offers an opportunity to a number of artists to assume the historical role of the "committed artist" (Bourdieu, 1992) and a job opportunity allowing them to live from their work (Sinigaglia, 2017).

Method

The paper relies on two types of survey data. On the one hand, it is based on an archive analysis, running from the early 1970s to the present day, focusing especially on art education (collection of the Ministry of Culture's History Committee). On the other hand, it is based on an ethnographic study on the art education project (EspritDeCorps_Critique) conducted in 6 primary school classes (combining observations and interviews with schoolchildren, teachers and artists).

Outcomes (expected)

The analysis of the archives shows that the development of the critical mind and the citizens' agency through art education is, paradoxically, a relatively constant concern of cultural policies. However, the ethnographic study shows that the very same concern is interpreted in many different ways by teachers/artists and students, according to schoolchildren's social and academic backgrounds and situations (type of school, involvement and experience of teachers/artists, etc.).

References

- Bordeaux Marie-Christine, Deschamps François, 2013, Education artistique, l'éternel retour ? Editions de l'Attribut.
- Bourdieu Pierre, 1992, Les règles de l'art, Seuil.
- Crouch Colin, 2004, Post-Democracy, Polity Press.
- Chopin Marie-Pierre, 2018, « Réfracter le temps pour éduquer dans le cadre partenarial », Éducation permanente, n°217.
- Dubois Vincent, 1999. La politique culturelle. Belin.
- Fourreau Eric (dir), 2018, L'éducation artistique dans le monde. Récits et enjeux. Editions de l'attribut.
- Sinigaglia Jérémy, 2017, « La consécration qui ne vient pas. Réduction, ajustement et conversion des aspirations des artistes ordinaires du spectacle ». Biens symboliques / Symbolic Goods 1 (1).

1.2. | Post-democracy and the field of Arts and Music Education

525 The musical and choreutic high school in Italy: status and perspectives

Anna Scalfaro | Nicola Badolato |

Keywords: Musical And Choreutic High School, Music Education, History Of The Italian School

The new organization of the Italian upper secondary school implemented by the Gelmini reform in 2008 set up the new Musical and choreutic high school, in force from June 16, 2010. The art. 2 of the Presidential Decree (15 March 2019), containing the regulation of the ordinamental, organizational and didactic planning of high schools, specifies that the six high schools born from the reform must all provide students with cultural and methodological tools for an in-depth understanding of reality, in order to refine knowledge and acquire adequate skills for the continuation of studies and entry into social and working life. Compared to the other high schools, the Musical and choreutic high school, according to the aforementioned decree (art. 7), offers an essentially technical-practical training, in a professionalizing and cultural perspective. Our paper aims at highlighting the problems related to professional provided in the musical high schools curricula (not without taking into account the disappearance of the teaching of music from the programs of all the other Italian high school degrees), both

in relation to the problematic and never clarified relationship with the Conservatoires – interdependence, collaboration or succession – as in reference to the professional figures, the formation of which this high school would aim, and a concrete spendability of these in the world of work today.

Method

Reading and analysis of normative documents of the Musical and choreutic high school, with reference to general pedagogical-didactic aspects, and in relation to particular professional figures in the musical field.

Outcomes

Measure and evaluate the relevance and actual impact of the musical training offered by the Musical and choreutic high school.

References

- Badolato N., Scalfaro A. (2014), Music education in Italian schools from the Unification to today
- Casula C. (2018), Diventare musicista. Indagine sociologica sui Conservatori di musica in Italia, Mantova: Universitas Studiorum.
- Delfrati C. (2010), Licei musicali tra professionismo e pratica amatoriale, «Amadeus», febbraio, pp. 40-43.
- La Face G., Scalfaro A. (2011), La musica tra conoscere e fare, Milano, FrancoAngeli.
- «MusicaDocta» (2014), VI, pp. 1-135.
- Santoro M. (2006), Musical identity and social change, «Journal of Modern Italian Studies», 3, pp. 275 -281.
- Scalfaro A. (2014), Storia dell'educazione musicale nella Scuola italiana. Dall'Unità a oggi, Milano, Franco Angeli.

1.2. | Post-democracy and the field of Arts and Music Education

527 To succeed otherwise: Study of new modes of punk democratic transmissions on the sidelines of institutions

Manuel Roux Luc Robène | Solveig Serre |

Keywords: Subcultures, Punk Intelligence, Do It Yourself, Deviance, Practice

As part of our research conducted at the university of Bordeaux (France) and our participation in the research project PiND! Punk is not dead, a history of the punk scene in France (1976-2016) supported by the ANR, we realized that an ethno-centered report to the transmission of knowledge shows us the transmission (and education) processes in the context of institutionalized forms of social life. It is therefore an opportunity for us to analyze the punk scene in its pedagogical and educational dimensions, in order to question these alternative ways of building and transmitting forms of knowledge. Our study is centered around the conceptualization of the notion of "punk intelligence" and the definition of punk career which assumes that punk could be a form of ontological matrix decisive for all or part of the life of individuals that is to say, in the construction of their relationship to the world and to life in society or in their way of "succeeding" their lives.

Method

The role of actor participating in the scene that we have occupied for years - a crucial condition for conducting research on punk (Robène & Serre: 2017) - allows us to have access to this environment and thus to collect results from an empirical work centered on the ethnology of a concert tour, incorporating methodological tools such as participant observation, the exploratory video, the very tight hold of an ethnographic notebook, the set completed by twenty semi-directive interviews with various punks of all ages.

Outcomes (expected)

This work allowed us to show that a social reproduction was at work in an unexpected perspective - paradoxically Hein (2012) also raises the idea of a reproduction of entrepreneurial careers in this microcosm valorizing an ideology wanting anticapitalist - because beyond the accepted ideas, the punk scene would answer to a specific public, certainly in refusal, but nevertheless socially and culturally adapted to the school culture. The "punk career" seems to allow forms of catching up or hanging up where the school fails, by creating new forms of fulfillment, and allows these individuals to build life courses by reinjecting social meaning. The scene is producing the potential societal changes of tomorrow and it seems that the in-depth study of these transmission practices could ultimately question what we might call "the normal forms" of education and the

transmission of knowledge as well as school dysfunctions, and to provide answers to our institutions for new democratic perspectives in education.

References

- Becker, H. (1963). *Outsiders*, Métailié, 1963, 247 p.
- Hebdige, D. (1979). *Subcultures : The Meaning of Styles*. Routledge, New Ed edition. 195 p.
- Hein, F. (2012). *Do It Yourself ! : autodétermination et culture punk*, Le passager clandestin, 176 p.
- Robène, L., & Serre, S. (2017). *La scène punk en France (1976-2016)*. Guichen (Ille-et-Vilaine): Editions Seteun.
- Wacquant, L. J. D. (2004). *Body & soul: notebooks of an apprentice boxer*. Oxford ; New York: Oxford University Press.

I.2. | Post-democracy and the field of Arts and Music Education

633 Music Education and Democratic Education

Carla Cuomo |

Keywords: Competences, Democratic Education, Music As Culture, Competent Musical Thought, Listening Didactics

In today's complex, global, multicultural society, not yet pluralistic enough, subject to rapid changes, there are urgent formative models that promote citizenship competences to counter the drifts of post-democracy. How can music education promote these competences and eminently contribute to a democratic education based on the active participation of citizens in res publica? Starting from a pedagogical and didactic model that integrates knowledge, competences and capabilities (Baldacci 2010; 2012; 2014), the paper will present the foundations of the pedagogical and musical didactical model developed by the research of the DAR of the Bologna University (Cuomo 2018). This model, which pursues the pedagogical aim of educating people to know and to understand music in history and culture, and on the didactic level implements it with the integration of listening, musical production (performance, composition and improvisation) and historical-musical training, is oriented to develop the 'competent musical thought'. It's a thoughtful, critical and intelligent thought that develops on musical contents through a workshop teaching strategy aimed at educating to learn. Within the allowed time, the paper will propose a brief example of listening didactic based on a piece of western art music, to demonstrate the fruitfulness of the presented musical educational model respect on the training of citizenship competences.

Method

1. Oral presentation.
2. Listening teaching musical laboratory (example).

Outcomes (expected)

On the basis of the pedagogical and didactic constructs, general and musical, placed with the paper, the expected outcomes, above all through the debate, are:

- discuss musical education models based on purely 'practical' learning, separated from 'knowing';
- deepen the sociological vision of today's diffusion of the aforementioned models in Western educational institutions;
- discuss how to set up training curricula for teachers capable of training in 'competent musical thought'.

References

- Baldacci M. (2010), *Curricolo e competenze*, Mondadori, Milano.
- Baldacci M. (2012), *Trattato di Pedagogia generale*, Carocci, Roma.
- Baldacci M. (2014), *Per un'idea di scuola. Istruzione, lavoro, democrazia*, FrancoAngeli, Milano.
- Cuomo C. (2018), *Dall'ascolto all'esecuzione Orientamenti per la Pedagogia e la Didattica della musica*, FrancoAngeli, Milano.

I.2. | Post-democracy and the field of Arts and Music Education

642 Music as a tool, Arts as a domain: non-formal learning to reframe the conceptualization of social equity in the era of Globalization, in a Post-Democracy political climate

Simona Quaglia |

Keywords: Art And Music Education, Learning For All, Community Music, Musiking, Emotional Regulation

Non-formal learning, as opposed to a concern of formal and standardized educational model, can generate - through Music and Art interventions- practices of aggregation, dialogue, comparison, sharing, self-motivation, negotiation and social transformation, transcending class, gender, ethnic, professional divisions, to reframe the conceptualization of Social Equity in the era of Globalization in a political climate of Post-Democracy.

From an individual point of view, identity, health and well-being are strictly connected with cultural practices in a local contest: how and in which ways Music and Arts can be the means of transportation from the individual micro-level to the community level, based on an inclusive perspective of interactions of different kind of people -and the creation of valuable relationships among them- is the aim of this paper. People, Places, Participation, Inclusion, Diversity are the underpinning of Community Music (Coppi, 2017) as a Social Activity. Emancipation, empowerment and cultural capital are tools for an interventionist hybrid approach involving musician and art facilitators and participants, in a common experience of good practices throughout the country.

Method

Technological innovations and economic changes bring about the opportunities to enhance creativity and identity of common people as well as professional artists and musicians, conciliating with traditional models of Art and Music-making taken from different origins and different cultures and social status. Moreover, nowadays -thanks to the advent of new technologies- people have the access to online streaming services and in particular young generations can make and easily share music and easily learn to play electronic music too, without depending on traditional musical instruments and classical studies. Music and Arts “in action” (Bonde, 2011) can be provided in educational environments for didactic purposes in many different modalities: Action painting with sound conduction can be played in a contest of music ensemble of the class; the Art of recycling, the manufacturing of musical instruments enhancing creativity through informal processes by the means of a music and art facilitator allows to propose didactic planning for schools -starting from primary education level to long-life training- taking in consideration respect for the Environment: learning can be achieved by “practical doing” and “sound making” dealing with formal learning.

Outcomes (expected)

Music is the most common form of culture. Scientific literature declared that music affects our perception and emotions and represents a direct communicational tool: both playing and singing, and listening or dancing, with active or passive involvement of the individual, knowledge becomes embodied by implicit learning. Music influences behaviour and identity at personal and social level, working as a self-regulator, allowing the expression of intentions, acting for the construction of self-identity, making sounds, writing songs, playing rap and singing (Uhlig et al., 2017), or in informal situations, as well as being employed for therapeutic intervention. The outcome is to promote a change of canons in educational contests, redefine formal and non-formal learning processes to raise coping strategies to interact with new threats and opportunities offered by post-modern and post-democratic globalized societies and to fight racial, gender, social class inequalities backfires. The promotion of health, well-being and flexible thinking (DeNora, 2007; 2014) must be provided by welfare state interventions to build in this very present the future for the new generations through educational channels.

References

- Batt-Rawden, K., & DeNora, T. (2005). Music and informal learning in everyday life. *Music Education Research*, 7(3), 289-304.
- Bonde, L. O. (2011). Health Musicing-Music Therapy or Music and Health? A model, empirical examples and personal reflections. *Music and Arts in action*, Volume 3, Issue 2, pag. 120-140
- Coppi, A. (2017). Community music: nuovi orientamenti pedagogici. FrancoAngeli.
- DeNora, T., & Ansdell, G. (2014). What can't music do? *Psychology of Well-being: Theory, Research and Practice*, 4(1), 23.
- DeNora, T. (2007). Health and music in everyday life—A theory of practice. *Psyke & Logos*, 28(1), 17.

- Nikoghosyan, N. (2017). Music and Wellbeing – a sociological perspective. *Musicalist blog*
- Uhlig, S., Jansen, E., & Scherder, E. (2018). "Being a bully isn't very cool...": Rap & Sing Music Therapy for enhanced emotional self-regulation in an adolescent school setting—a randomized controlled trial. *Psychology of music*, 46(4), 568-587.
- Uhlig, S., Dimitriadis, T., Hakvoort, L., & Scherder, E. (2017). Rap and singing are used by music therapists to enhance emotional self-regulation of youth: Results of a survey of music therapists in the Netherlands. *The Arts in Psychotherapy*, 53, 44-54.
- Uhlig, S., Jaschke, A., & Scherder, E. (2013). Effects of music on emotion regulation: A systematic literature review. In *The 3rd International Conference on Music & Emotion*, Jyväskylä, Finland, June 11-15, 2013. University of Jyväskylä, Department of Music.

I.2. | Post-democracy and the field of Arts and Music Education

649 DZplaying and Humanistic Transformative Music Therapy in an educational perspective oriented towards empowerment

Sergio Meloni |

Keywords: DZplaying, Transformative, Music Therapy, Transdisciplinary, Art And Music Education

The word dZplaying defines the sound generated by drawing, Disinneddas (dZplayer) is the instrument I designed, created and developed to allow to perceive and to use musically these "small sounds" (Cage, 1980). This work analyzes the results of the research, in which dZplayer has been used in a Music Therapy field, based precisely on the Humanistic Transformative Music Therapy (HTMT, Ghiozzi 2016), a transdisciplinary approach that involves: empathic relationship, the active participation of the person, mutual respect and unconditional acceptance of the other. The theoretical foundations and techniques of the HTMT are the tools and points of reference of this research. Using dZplaying means having two communication channels (graphics and music) and provides new expressive possibilities. To invite people, who say "I cannot play, nor draw", to dZplay (drawing and playing) means making people to discover the possibility of expressing themselves and communicating through signs and sounds. It also means developing their self-esteem. Music and Art should not remain areas reserved only for professionals: people can be active through educational practises oriented towards knowledge, skills and empowerment (Joseph Beuys, 1973).

METHOD the research was carried out in a global rehabilitation center and in two protected communities in group and individual meetings (with pre-adolescents, adults with degenerative diseases and adults in protected communities). All the meetings were videotaped and at the end of each there was a feedback; there were also frequent feedbacks with center operators and relatives.

OUTCOMES (EXPECTED) the main outcomes expected and observed are of educational type and include: the activation and development of autonomy by actors involved, their recognition and expression of emotions, their discovery of the possibility of communicating through sounds and signs while not being musicians or artists.

REFERENCES

- Beuys Joseph, Böll Heinrich, *Manifesto Free International School for Creativity and Interdisciplinary Research*, Düsseldorf, 1973
- Boulez Pierre, *Il paese fertile. Paul Klee e la musica*, Abscondita, Milano, 2004
- Cage John, *Silenzio*, Feltrinelli, Milano, 1980
- Eco Umberto, *Opera aperta*, Bompiani, Milano, 1962
- Foucault Michel, *Questo non è una pipa*, SE studio editoriale, Milano, 1988
- Ghiozzi Roberto, *Musicoterapia Umanistico Trasformativa un approccio in divenire*, Borla, Roma, 2016

I.2. | Post-democracy and the field of Arts and Music Education

669 Abstract title Do women hate jazz? Preliminary results from an empirical study on female playing in brass bands

Clementina Casula |

Keywords: Gender Segregation In Education, Gender And Music, Women And Jazz, Brass Bands, Post-Democracy.

In Western societies, the participation of women to music worlds has been regulated by a series of prescriptions and prohibitions. A wide range of instruments were historically precluded to women because technologically complex, altering their image for executive need or requiring postures deemed to be licentious or provocative (GREEN 1997). Allowed instruments were those with plucked strings and, from the 18th century, the piano: musical education of young girls at the keyboards became a means for bourgeois families to exhibit their newly achieved wealth and status (LOESSER 1954). Within modern Conservatories of music, girls were gradually albeit reluctantly accepted as students, but only in classes matching this gendered model (harp, piano, singing). A recent research of the author on Italian Conservatories (CASULA 2018) traces the persistent normative strength of this gendered canon throughout the XX century. At the end of the century, Italian Conservatories are inserted, with other national arts institutes, within the tertiary level of education following an extensive reform (law n.508/1999). While new curricula allow for a wider variety of genres and repertoires, female students' choices still stick to the classical canon, where they enlarge their presence. Qualitative interviews allowed the author to envisage a 'double standard' in female's access to the study of brass instruments: within Conservatories, both classical and jazz classes remain a masculine realm, while within organizations still associated to lowbrow culture, such as music bands, a wide-ranging gender equality is reached. These findings raise further questions over the persistent educational and professional segregation of women within music worlds, here addressed in the case of jazz: a theme already discussed in international debates (TUCKER 2000, BUSCATTO 2007, McGEE 2012, BJÖRCK & BERGMAN 2018), but still unexplored within the Italian one.

Method

Qualitative interviews and focus groups have been realised with female players of brass instruments as well as with other informed actors, particularly focussing on the role of music bands in the enhancement of gender equality in musical practice and performance.

Outcomes (expected)

Findings could contribute, at the theoretical level, to unveil the mechanisms behind formal and informal rules hampering an equal access of women to legitimated educational and professional paths within jazz worlds in post-democratic societies, while showing, at the practical level, the windows of opportunities offered by more informal organizational settings in allowing women to pursue less segregated trajectories.

References

- BJÖRCK C., BERGMAN A. (2018). "Making Women in Jazz Visible. Negotiating Discourses of Unity and Diversity in Sweden and the US", *IASPM@Journal*. 8/1:42-58.
- BUSCATTO, M. (2007). *Femmes du jazz. Musicalités, féminités, marginalités*. Paris: CNRS Editions.
- CASULA C. (2018). *Diventare musicista. Indagine sociologica sui Conservatori di musica in Italia*. Mantova: Universitas Studiorum.
- GREEN, L. (1997). *Music, Gender, Education*. Cambridge: Cambridge University Press.
- LOESSER, A. (1954). *Men, Women and Pianos. A Social History*. New York: Simon and Schuster.
- McGEE C. (2012). "The Feminization of Mass Culture and the Novelty of All-Girl Bands: The Case of the Ingenues". *Popular Music and Society*, 31/5: 629-662.
- TUCKER S. (2000). *Swing Shift: "All-Girl" Bands of the 1940s*, Durham, NC: Duke University Press.

I.3. | [Special session] Education, cultural heritages and the Mediterranean space: History and creative processes of intergenerational transmission

100 Is it really up to us? DiCultHer Network and its implications in developing cultural heritage learning

Letizia Bindi |

Keywords: Digital Cultural Heritage, Education and Training, Ethnography of Institutions, Inclusiveness And Participation, Networking Educational Experiences

'DiCultHer' is a network, built in 2015, developing its activities in Italian Schools through a regional network of Institutions. Its concern is about the on-going digitalization of culture, the increasing influence of digital technologies in bio-cultural heritage education in 'school communities'. It aims at proposing critical advices and innovative methodologies for evaluating digital tools impact in understanding of cultural heritage.

Method

The 3-years research/action has been conducted both observing decision-making and project planning/realization of different activities organized in different regions such as Molise and Lombardia, particularly. Ethnographic methodologies have been: semi-structured Interviews, focus groups, participant observation, shared repositories, digital platforms co-production and management.

Outcomes (expected)

We aim at a reflexion on the ambivalent relationship between a quite centralized discourse on digital cultural heritage in education and a peripheral, often alternative interpretation of digital technologies and media in the educative process. School communities, in fact, are producing interesting projects on digital cultural heritage dissemination as well as digital knowledge transfer and inclusion. This paper tries to give account of some of these experiences involving students, teachers, local stakeholders. Usual ideas about teaching uses of ICT and training in digital cultural heritage are going to be subverted by ethnographic reliefs.

References

Bindi Letizia, Digital Landscapes and Representations of Cultures. Cultural Heritage and Participatory Processes, in Borofwska A. (Ed.), Cultures in trasformations, Wien, in press.

Bindi Letizia, Folklore virtuale. Per un'etnografia delle tradizioni sul Web, "Ricerca folklorica", 57/2008, pp. 57-95.

Cameron Fiona - Kenderdine Sarah (eds.), Theorizing Digital Heritage: A Critical Discourse, Cambridge and London, MIT Press, 2007.

Gubrium Aline – Harper Krista, Participatory Visual and Digital Methods, New York/London, Routledge, 2016.

Hennessy Kate (a), The Intangible and the Digital. Participatory Media Production and Local Cultural Property Rights Discourse, www.unesco.org 2009.

Underberg Natalie, – Zorn Elaine, Digital Ethnography: Anthropology, Narrative, and New Media, Austin, University of Texas Press, 2013.

I.3. | [Special session] Education, cultural heritages and the Mediterranean space: History and creative processes of intergenerational transmission

114 Land Art as a Tool For Heritagization in the Ecoheritage Model

Carmen Gómez Redondo |

Keywords: Heritage Education, Land Art, Walking Art, Natural Heritage, Heritagization Processes.

After a progressive period of industrialization and urbanization, the uses and therefore the values associated with the natural landscape have changed. New heritagization processes linked to new conceptions of heritage appear, it is time to generate new uses, new links and new ways of building heritage meanings. In this context, a procedural model has been developed for heritage education in natural environments that is born from heritage education and outdoor education, it is the ecoheritage model (Pérez-Brunicardi and Gómez-Redondo, 2016) that runs between the processes: know, feel, ecoaware, value and be-living. However, in this proposal

we understand that art plays an important role in the construction of links since it provides aesthetic values that guide heritage education towards an enjoyment that does not depend on the utility of the heritage, towards the relationships between elements for the conformation of heritage systems and towards the acquisition of critical and reflective thinking in the construction of heritage (Fontal, Gómez-Redondo and Pérez, 2015). Thus, complementing the ecoheritage model (Pérez-Brunicardi and Gómez-Redondo, 2016), aesthetics arises as a form for the integration of the conceptual, the kinesthetic and the affective ideas. It appears here as a unifying tool in the model, the act of walking, which, beyond being a physical activity, is understood as a way to build meaning (Careri, 2013), in this case about heritage meaning. The artistic technique becomes a metaphor for the cognitive and affective process of heritagization. Artistic expression is the ideal channel for the relationship between the exterior and the interior. (Corvo, 2013).

Method

The procedure used for this work could be included in the specific bibliographic review of this topic, however, as stated by Leal (2017), the results obtained from the bibliographic review must be presented in a well-argued way and with a clear orientation towards the achievement of the objectives. In the case of this study, the main objective is the design of a specific heritage education model for the natural context and the search of artistic tools for the development of learning within this model.

Outcomes (expected)

Through the review of the main references in terms of the epistemology of heritage education and educational models in relation to heritage education and education in nature, a didactic tool has been proposed that endows the ecoheritage model of artistic methods for learning.

References

- Careri, F. (2013). Walkscapes: El andar como práctica estética. Madrid: Gustavo Gili
- Corvo, J. (2013). Walking art: Práctica, experiencia y proceso generadores de paisaje y pensamiento. (Tesis doctoral inédita). Barcelona: Universidad de Barcelona.
- Fontal, O., Gómez, C. Y Pérez S. (2015). Didáctica De Las Artes Visuales En La Infancia. Madrid: Paraninfo.
- Leal, F. (2015). ¿Qué función cumple la argumentación en la metodología de investigación en ciencias sociales?. Espiral, (24) 70, s/p. Recuperado de:
- Pérez-Brunicardi, D. Gómez-Redondo, C. (2016). La Educación Patrimonial En Espacios Naturales Protegidos A Través De La Actividad Física Y El Deporte. Actas Del III Congreso Internacional De Educación Patrimonial Madrid: Ministerio De Educación, Cultura Y Deporte. (pp.241-258).

I.3. | [Special session] Education, cultural heritages and the Mediterranean space: History and creative processes of intergenerational transmission

308 Between similarities and cultural diversities: intercultural education meets intangible cultural heritage. The example of traditional games.

Francesca Berti | Valentina Lapicciarella Zingari |

Keywords: Intangible Cultural Heritage, Intercultural Education, Traditional Games

The present paper addresses the integration of the safeguarding of intangible cultural heritage within the intercultural education practice. The goals of intercultural education, in fact, overlap with those of the “Convention for the Safeguarding of Intangible Cultural Heritage” (2003) in the challenge of balancing the recognition of cultural diversity and the elements shared by cultures to overcome boundaries and foster dialogue. The paper will bring the example of traditional games, focusing the Mediterranean space, as a tool for didactics and teacher training. Many games – played by children, adults or both - have transcended both time and space and exist today in innumerable varieties throughout all the regions of the world: games of skittles, bowls, balls, spinning tops, but also card and board games, etc. Games and toys invented before the industrial revolution (circa mid-19th century) are indicated as “traditional play”. At times, they have travelled with their

players across regions, or traversed seas, and are still widely played, at other they remain particular to local traditions.

Method

In the intercultural education practice traditional games represent a vehicle through which families of similar games can be explored, highlighting resemblances, varieties or correlations expression of cultural contacts. The project with traditional games and toys involves pupils and teachers in a research, exploring history, geography and science, as well as in play moments. The project aims at mapping the games discovered in the classroom and the ones collected by children, interviewing parents and elderly people concerning the own play experience. These stories sometimes recall forgotten games and play practices typical of the region/country of origin. The exploration of traditional games from various regions intercepts the educational goal of cultural heritage to be "an instrument of integration and intercultural dialogue" (UNESCO 2003/2018, p. 50), since some traditional games – the so-called Traditional Sports and Games (TSG) - are recognised by the UNESCO as part of the Intangible Cultural Heritage of Humanity. UNESCO refers to physical games played by adults, expression of the cultural identity of a community and its territory. During the '80s, these practices seemed to be disappearing, needed being revitalised (cf. Parlebas 2018). Thirty years later, they are not only directly addressed by the UNESCO, but also at the core of an ongoing dialogue amongst civil society, local, national and international institutions, NGOs networks, and the scientific community, all engaged in the support of communities of players custodian of such practices. This movement around TSG involves the practitioners in participatory research and inventorying processes, representing thus an exceptional example of application of the UNESCO Convention.

Outcomes (expected)

The involvement of schools in the inventorying, meeting with communities and mapping local traditional games, as well as other expressions of cultural heritage, would further develop didactic tools in line with the Convention and enrich the intercultural education practice with traditional games.

References

- Parlebas P., (Ed.) (2016). *Jeux traditionnelles, sports et patrimoine culturel. Cultures et education*. Paris: L'Harmattan.
- UNESCO (2003/2018). *Basic Texts of the 2003 Convention for the safeguarding of the Intangible Cultural heritage* (2018 Edition).

I.3. | [Special session] Education, cultural heritages and the Mediterranean space: History and creative processes of intergenerational transmission

319 Education is Heritagization. Anthropological reflections from some ethnographical cases

Katia Ballacchino |

Keywords: Intangible Cultural Heritage, 2013 Unesco Convention, Faro Convention Action Plan, Local Communities And Cultural Heritage, Role Of Education And Participation

The 2003 UNESCO Convention for the Protection of Intangible Cultural Heritage focuses on the immaterial aspects of heritage such as oral traditions, performing arts, rituals and social practices, conceptions of nature and the fields of craft manufactures and knowledge. Concretely speaking, the 2003 UNESCO Convention marks a turning point in the evolution from the Western conception of culture as monumental apparatus to a more anthropological approach closer to local and popular cultural practices. Focusing on this evolution of meanings and dynamics which are contributing to promoting local cultural tangible and intangible heritage, a lively demethno-anthropological debate has bloomed. Among many new suggestions, the 2003 UNESCO Convention encourages the transmission of intangible cultural heritage through education as part of the protection and renovation measures to be designed for specific local cultural assets. Furthermore, the Council of Europe Framework Convention on the Value of Cultural Heritage for Society, better known as Faro Convention, recognizes the need to put people and human values at the centre of an enlarged and cross-cutting concept of cultural heritage. Indeed, the Faro Convention is at the crossroads of a newly emerging tendency to consider

heritage not just for its own sake, namely for its artistic, historical or scientific value, but also as a driver for sustainable development of the whole society, at environmental, economic and social level, as well as for the promotion of cultural diversity, mutual understanding and peace. Consequently, the Convention focuses not on how the heritage should be protected, but on why it should be accorded value and for whom. The pivotal role of the “Community of inheritance” to be played in both safeguarding and promoting demo-ethno-anthropological heritages should be stimulated via educational programs and initiatives. To incorporate the intangible heritage in the schools increases participation actions and puts in connection the scholastic world with the communities and it strengthens the sense of affiliation between the young students, the teachers and the civil society. Incorporating intangible heritage into schools’ curricula, teaching and learning activities means to connect educational and socializing dimensions to the vitalization of local communities and helps to strengthen the sense of belonging between young students to civic identities. For many Italian UNESCO recognised heritages there has been local initiatives and workshops activities with a deep involvement of younger generations, students and schools’ classes, responsible for maintaining and reproducing knowledge and practices, cultural traditions and meanings which represent values and symbolic feelings transmitted by older generations. The feast of the “Gigli di Nola” in 2013 - which the author has been studying through a ten-year ethnography - has been included in the UNESCO Representative List of the Intangible Cultural Heritage of Humanity in the National Network of Festivals Celebrations of big shoulder-borne processional structures. Since the early 2000s some local associations have started to invest in schools’ programmes and initiatives to plan the candidacies of the “Gigli di Nola”. If we consider education and cultural transmission as a first form of cultural promotion of heritage community, and then as a first form of heritagization, when an ethnographic heritage becomes part of the UNESCO List, local communities are charged to implement a safeguard plan which is often a delicate and complex set of processes to put into practice. Starting from some ethnographic examples, in this paper I will assess how the involvement of local teachers and students may be beneficial to the promotion of cultural heritage in preparation of, or after, the inscription on the UNESCO List. Further, I will describe the actions which are useful for assuring a sustainable development of the inclusion of younger generations into the socio-cultural maintenance of cultural practices and values.

1.3. | [Special session] Education, cultural heritages and the Mediterranean space: History and creative processes of intergenerational transmission

651 Il calcio, la storia, il patrimonio e l'educazione attraverso la "Jeunesse sportive bonifacienne"

Didier Rey |

Keywords: Football, Migration, Mediterranean Culture, Tolerance, Education

The objective of this communication is to propose an example of using football to civic purposes from the history of the Jeunesse Sportive Bonifacienne (JSB), Corsican local football club, that is evolving in the only regional championship. It is possible to link sport, history, and heritage with a view to opening to the Mediterranean as part of a teaching for middle and high school students. The city of Bonifacio is all the more interesting to study that, located in the extreme south of Corsica, it allows to show how what could be just a simple border town, between Corsica and Sardinia, between France and Italy, is, in fact, a city interface. Through the JSB, read of local identity in connection with outside, the testimonies of different migratory flows and ongoing reinvention of an identity linked to these mechanisms, thus invalidating the rejection speech of the Other and the fantasies of ethnically pure community. Indeed, the history of this club allows to demonstrate how the JSB, beyond the simple athletic aspect, is also a link for the community - including women - externally, starting with its closest neighbours. She is also a identity landmark for the outside Bonifaciens. But, distant echo of the Latin concept of citizenship that favors the right to the soil (*jus soli*) on the right of the blood (*jus sanguinis*), and more prosaically for reasons of sporty efficiency, integrated club regularly newcomers in his breast, without to worry about their origins, thus giving them some sort of patent of local citizenship. Originally, the JSB is content to play friendly matches, some of the 'prestige' against the big island teams. This does not travel in the South of Corsica but also in Sardinia, where the Bonifaciens go at their request in 1931, because family ties unite them

some cases to the people of La Maddalena and Santa Teresa Gallura. After a hiatus of several years, the links with the neighbouring island reunited in the early 2000s. The training of the young men is, before 1940, strongly turned towards military preparedness. During the 1960s, training is now strictly sports and link, sometimes with physical activities offered at the middle school of the city. The concern to train generations of good sportmen/sportwomen, but also and especially from 1990s, the desire to provide strong guidance to the younger generations in an environment become confusing because of the deep transformations economic and sociocultural that sustained the city, become a major resort, brought the club to focus on the educational aspect. This education also involves the development of own to the JSB heritage, whether through the evocation of members missing or by scrupulous holding archives, thus giving the club a « *mémoire vive* » as a reference for the future. In the first decades of the 21st century, the JSB continues to enjoy a real popular support and bonifacienne identity marker.

I.5. | For an integrated school: Territory-institutes, projects and trainings to build an educative community of the third millennium

106 School and territory joined thanks to the project Archeoambiente: twenty years of field observation

Domenico Nisi |

Keywords: Trial Project, Discovery'S Pedagogy, Educating Community, Cooperation, Environment

Method

Trough the historic dimension's recovery that is in every person and in the community the project encourages the natural and anthropic territory's intimate knowledge: the students can acquire and reorganize their capacities of orientation in the world as part of a group agent n the environmental.

The body is reread ad medium of knowledge trough the sensorial perception's activation: the proposal didactic has the ludiformi features enabling the knowledge's resurfacing grace emotional sheer. Cooperation and authenticity are activate by using the method "go to the discovery", this enables to try the learning: nobody is excluded from know's building.

Outcomes (expected)

Project's archeological and naturalist aspect does the background for to achieve citizenship's, sustainability's and diversity's education. The teachers participle an update in the pipeline and the families are accepted inside the school as participants. The project is interdisciplinary and transdisciplinary, it uses and new technology and laboratory's teaching.

References

Agazzi A., Nisi D. (1985), Quaderno "Camminando alla scoperta di Verona Romana, Medioevale, Moderna e Contemporanea", CISDE, Verona.

Bernardi A., Nisi D., Villa M., (2011), Archeoambiente. Alla scoperta del nostro territorio con il cacciatore paleolitico e il contadino neolitico, Sintesi, Rasai.

Camuzzo M, Vayer P. (2005), Come il bambino apprende, Magi, Roma

Lamberti S. (2010), Apprendimento cooperativo e educazione interculturale, Edizioni Centro Studi Erickson, Trento

Merleau-Ponty M. (2003), Fenomenologia della percezione, Bompiani, Torino.

Vayer P. (1976), Il corpo nella dinamica educativa, Emme, Milano.]

I.5. | For an integrated school: Territory-institutes, projects and trainings to build an educative community of the third millennium

109 "Walking to the discovery of...": Ethnographic Research about an experimental project school-citizen territory in North Italy some areas

Marta Villa |

Keywords: Active School, Participated Planning, Discovery'S Pedagogy, Community, Ethnographic Research

This research has held in some areas North Italy (urban contest and rural contest, plane's cities and mountain villages). The research has analyzed the experimental project's "Walking to the discovery of..." impact in the classes: this project is allowing the students to recognize and to experience separately and collective the urban territory's roman plant. This is the discovery of various cities: Verona, Trento, Monza, a lot of teachers participants, hundreds classes and thousands families involved. The activity foresees a meeting in the classroom where the teacher show the basic characteristic of roman civilization and a trip to the town territory where the classes themselves built the way with participant planning's methodology. They find as treasure hunt the elements of roman urban foundation.

Method

During fifteen years (2004-2018), the research utilized participant observation, in-depth interviews to the project's participants, analysis to the verification's materials produced by the pupils, search of file about the experiments of the 1908s in Verona city, promoter the educational project with the Centro Studi in Dinamica Educativa (CSIDE) and the prof. Aldo Agazzi.

Outcomes (expected)

The researcher show the specific characteristic of the educational project: it enables important and lasting results in the participant students. The dimension of "to walk to the discovery" justifies the people to put attention towards hidden details and to find a synthesis that favors the learning. The experience's conductor uses a natural didactic related to "put in direct situation" and he favours the students' limelight.

References

Agazzi A., Nisi D. (1985), Quaderno "Camminando alla scoperta di Verona Romana, Medioevale, Moderna e Contemporanea", CSIDE, Verona.

Camuzzo M, Vayer P. (2005), Come il bambino apprende, Magi, Roma.

Comincioli G., Gheza F. (1989), Didattica della cooperazione, Editrice La Scuola, Brescia.

Merleau-Ponty M. (2003), Fenomenologia della percezione, Bompiani, Torino.

Polito M. (2003), Comunicazione positiva e apprendimento cooperativo. Strategie per intrecciare benessere in classe e successo formativo, Edizioni Centro Studi Erickson, Trento

I.5. | For an integrated school: Territory-institutes, projects and trainings to build an educative community of the third millennium

131 Discovering the discovery -In the footsteps of the 19th century explorers-

Bruno Robal |

Keywords: Discovery, Synergy, Explorers, Problems, Environment

Philosophers and scientists maintain that asking questions is what truly matters. The current school system, however, prefers to standardize answers. To discover something new you have to start looking for clues that allow you to move towards the right path. This attitude, which is innate in children, is often lost during school attendance, because it is suffocated by requests that try to be as objective as possible, in order to allow a standardized measurement. However, there are alternative ways to allow children to get involved and experiment with ways to find solutions to seemingly complex problems. In these years I have organized residential outings of 4/5 days for high school students on the mountainous territory of Trentino, accompanied by experts external to the school staff. The first day is dedicated to the arrival of the participants in the lodge that will host them, chosen so that it can be reached by public transport and on foot. This journey is useful to detach oneself from the repetitive everyday life and to face an environment of which very little is known. In the following days small groups led by experts explore issues related to the territory, independently from each other. Evenings are dedicated to the comparison of the various experiences and to the arrangement of the data collected during the days. The workings groups are formed according to the interests expressed in regard to the issues presented and are followed by the same expert every day of activity, to allow synergy among the participants. This type of experience leads to findings that can be used to set up exhibitions or to justify hypotheses made earlier, re-proposing the scientific method followed by the first explorers who had to investigate totally unknown environments.

Method

Outcomes (expected)

References The Children's Machine: Rethinking School in the Age of the Computer, 1993]

I.5. | For an integrated school: Territory-institutes, projects and trainings to build an educative community of the third millennium

181 From protagonist child to conscious adult

Roberta Robol |

Keywords: Protagonist, Everyday Life, Small Group, Welcoming Social Group

The Tagesmutter Domus has developed its own line of action beginning from recognizing that the well-being of a child entrusted to their care depends on the environmental, social, and relational conditions in which a child is placed and in which he / she develops. The goal is to create a welcoming social group, that involves all aspects of a child's everyday life and takes into account their family and character, as well as the home of the Tagesmutter Domus and its surrounding environment. Establishing a welcoming group formed by all the people in relationship with the Tagesmutter Domus and by their environment is the peculiar characteristic of the service. A child is welcomed in the home of a Tagesmutter Domus where they find a small group of up to five children, between three months to three years of age. In this context they are helped and encouraged to act freely and followed by the careful eye of a Tagesmutter Domus who, from time to time, adapts the previously programmed activities according to the dynamics of the group. The Tagesmutter Domus becomes for a child a figure of reference that is welcoming him/her into their home, together with other children, where the educational activity takes advantage of actions of everyday life and tangible places of life. In this privileged environment children have the opportunity to relate with other children, following timing and methods adapted to their needs and their emotions. Moreover, this creates a connection between a child's skills and its competences, as each of them is in a position to choose what to do and with whom to interact while the adult guide allows them to learn the rules of interactions between children. In this pedagogical approach the individual learning process is enhanced. The expected result is to make a child able to make decisions and be a protagonist of their own actions, acquiring self-determination starting from everyday actions. Independence will become a fundamental trait of a child's personality, allowing them to find appropriate solutions to every situation. Children who are allowed to be protagonists of their knowledge will become adults aware of their actions and their relationships.

450

I.5. | For an integrated school: Territory-institutes, projects and trainings to build an educative community of the third millennium

203 The school at the heart of territorial network. The good example of the Institute San Martino di Lupari (PD)

Andrea Bernardi |

Keywords: Network, Associations, Territory, Participant Planning, Cooperation

The school fall his mission if it don't use the territory as the privileged place to develop the learning. The formative system must be integrated, polycentric, able to invest about the young. The territory and the school are linked really: the school is the centre of the scene. The autonomy can allow of to identify territory's other agencies for the interaction. The school learn to the public administrators that it isn't a debt but an investment, a cultural and social laboratory. The San Martino di Lupari Comprehensive Institute shall cooperate for years with the Public Authorities and Associations of territory. The school devices projects in and for the territory and it is coordinator of the cultural work. The Institute works in synergy with the Municipality and with Alpines Group for telling history and visite the places that tell the history. The Institute shall cooperate with sport associations for make sportive culture in the school. The Institute shall cooperate with local social world for valuing to the well-being and to the person. The school puts to the centre the students and all the projects are designed to give answers in the daily comparison with them. The outcomes are very encouraging and they invite to continue along this path.

I.5. | For an integrated school: Territory-institutes, projects and trainings to build an educative community of the third millennium

375 The QuaMMELOT Project and the European School of the Future

Anna Di Giusto |

Keywords: Erasmus+, Minor Migrants, International Cooperation, Inclusive Education, Transnational Innovativeness

The QuaMMELOT is an acronym for “Qualification for Minor Migrants Education and Learning Open access - Online Teacher-training.” In Italy, this project, financed by Erasmus+ and the European Union, is promoted by the University of Florence. The goal of QuaMMELOT is the reinforcement of the competences of the high school teachers, promoting the integration of minor migrants in the educational.

I.5. | For an integrated school: Territory-institutes, projects and trainings to build an educative community of the third millennium

409 Educational community and common responsibility to foster children’s future.

Maddalena Sottocorno |

Keywords: Educational Community, Common Responsibility, Educational Poverty

At the end of 2016, Italian government approved an experimental provision to contrast ‘educational poverty’ (n°280/2015 law). Save the Children (2016) defines this phenomenon as the lack of educational opportunities in four areas: to know, to be, to live together and to do. Social entrepreneurs and this NGO promote “common responsibility” between educators and the reinforcement of “educational community” as ideal solutions to contrast it (Save the Children, 2016; Con I Bambini, 2016; 2018). What do these terms mean? Can “common responsibility” and “educational community” be concrete solutions to contrast “educational poverty”? What do they mean on the field, in projects funded by Con I Bambini? These are the main questions for an explorative research (Becchi e Vertecchi, 2003; Dewey, 1951). The theoretical exploration of the topics (educational poverty, common responsibility and educational community) supports the conduction of a holistic case-study (Yin, 2018) about the project “Sulla Buona Strada”, settled in Genoa (Italy). The project involves different actors: families and children; institutional stakeholders; teachers from seven infant schools; social workers; workers of culture. All the project activities aim to improve the connections between citizens and experts. Data collection and interpretation use ethnographical sources (Hammersley and Atkinson, 1995), to investigate this case understanding the different meanings on the research’s topics that come from citizens, institutional stakeholders and social workers. The main sources of data are depth interviews and focus group. The contribution aims to present the first findings of this ongoing research, with a specific attention to stress the necessity to conceptualize the topic of “educational poverty” from a pedagogical perspective and to support that with a critical analysis (Saarinen, 2008) about the assumed positive effects of the mentioned provisions.

References

- Becchi E. e Vertecchi B. (2003), *Manuale critico della sperimentazione e della ricerca educativa*, Franco Angeli, Milano.
- Con I Bambini - Impresa Sociale (2016), *Bando prima infanzia 2016*.
- Con I Bambini - Impresa Sociale in collaboration with DEPP Srl (2018), *Povertà educativa. Servizi per l’infanzia e i minori*. Report febbraio 2018, Rome.
- Dewey J. (1951), *Le fonti di una scienza dell’educazione*, La Nuova Italia, Firenze.
- Hammersley M. and Atkinson P. (1995), *Ethnography principles in practice*. Routledge, London - New York.
- Law n° 208, December 2015, *Disposizioni per la formazione del bilancio annuale e pluriennale dello Stato*.
- Saarinen T. (2008). Position of text and discourse analysis in higher education policy research, in: *Studies in Higher Education*, 33:6, 719-728.
- Save the children (2016), *Ending education and child poverty in Europe*, Save the children Europe, Brussels.

Yin R. K. (2018), Case study research and applications: design and methods, SAGE, Los Angeles.]

1.5. | For an integrated school: Territory-institutes, projects and trainings to build an educative community of the third millennium

564 The ScuolaViva program. An example of an integrated school

Amalia Caputo | Lucia Fortini |

Keywords: Education, Integration, School Drop-Out, Best Practice

The article describes the activities concerning the ScuolaViva program, an intervention by the Campania Region destined to school institutes against early school leaving. The three-year program kicked off in 2016 and has so far involved 451 schools and 400.000 students. It was founded on European and national policies for lifelong learning: schools in the areas of Campania where there is social hardship and economic and cultural poverty, can plan actions to promote social inclusion, reduce early school leaving and social inequality through cooperation in an integrative. Operationally, the program provides for the formation of networks made up of schools, families and local operators with a synergistically relationship with local administrations.; the network must favor the processes of democratic participation and increase the cultural level. In this perspective, schools must plan the interventions and must coordinate the structures, the social actors and the resources of the territory in the planning and implementation of the interventions. ScuolaViva is one of the most interesting programs of the last 20 years because schools, families and students can work together to avoid and combat school drop-out.

Method

The aim of the article is to highlight the strengths and weaknesses of ScuolaViva by describing the experiences of the networks in the first two years. For this reason the authors intend to compare the experiences of schools in the areas of Campania at risk by analyzing the six types of projects activated by the school networks (laboratories and learning paths for basic skills, technical / professional laboratories, thematic workshops, consultancy for choices of training paths, family projects)

Outcomes (expected)

Three strengths. The first one, the network guarantees a correct analysis of the needs of the territory and promotes a targeted planning of the interventions. The second is the idea that school dropout should be countered even outside the school by also intervening on those who have definitively left the training circuit. The third strong point is the duration within which it is possible to develop, implement and evaluate a project. The downside is that the three strengths are never found in the same intervention program.

References

- Caputo A. (2006), L'analisi della dispersione scolastica. Teorie, metodi e pratiche di ricerca, Oxiana, Napoli.
- Colombo, M. (2015), Abbandono scolastico in Italia: un problema serio, molti circoli viziosi e qualche strategia di prevenzione, Scuola Democratica, 411-424.
- Commissione Europea (2013). Reducing early school leaving: key messages and policy support. http://ec.europa.eu/dgs/education_culture/repository/education/policy/strategicframework/doc/esl-group-report_en.pdf (ver. 15.12.2016).
- De Luca Picione G.L., Madonia E. (2017), L'istruzione degli adulti nei CPIA in Campania. Rapporto preliminare di ricerca del Centro Regionale di Ricerca, Sperimentazione e Sviluppo, Guida Editori, Napoli.
- Eurostat (2017), <http://ec.europa.eu>
- Lotti, P. e Pedani, V. (a c. di). (2016). Rapporto di monitoraggio e analisi dei prototipi di intervento territoriale. Indire, Firenze
- Rossi Doria, M. (2007) Democrazia, scuola, equità, Insegnare, Editoriale CIID, Roma.
- Santagati, M., (2015) Indicatori di dispersione scolastica. Un quadro internazionale, Scuola Democratica, 395-410.
- Scales, H.H. (2015), Another look at the drop out problem. The Journal of Educational Research, 62, 339-343.

I.6. | The debate: Strategy for training in democracy

161 The Art of Finding Arguments in the Digital Era

Letizia Mingardo |

Keywords: Argumentation, Digital Era, Digital Skill, Topics, Debate

The art of finding arguments, or 'Topics' - as Aristotle called them -, is fundamental to any Debate. Argument invention, in fact, selects premises to be used in a chain of argumentation from a database of premises accepted by the audience a speaker is trying to persuade. With the advent of internet, online data-bases and computational argumentation systems, a technology is now available to help an arguer to find arguments that support his/her claim, and to refute counter-arguments opposing his/her claim. The actual challenge is to use technology to make Topics a digital skill, preserving -and not undermining- critical thinking, creativity, communication and collaboration. As shown in 'New Vision for Education' by the WEF, these four competencies are crucial in the 21st Century Lifelong Learning. In order to achieve this goal, we need to promote an effective dialogical/dialectical culture among students, teachers and citizens. It is better to use technology to find arguments and build argumentation by adopting a 'telematic methodology' inspired by Aristotle. The ancient Greek idea of Topics and Debate is able to teach everyone to respect their opponent. However, nowadays, other cultural models of Topics seem to be mostly used: the 'computational methodology' inspired by Lullo, and the 'cyber methodology' inspired by Viehweg. But these monological models transform Topics into topicism, forgetting the fundamental role of the adversarial principle and undermining liberty of thought, responsibility and respect for others in the context of dialogue and, in the final analysis, of democracy too. Therefore, the art of finding arguments in the digital era must remember the past to improve the future.

Method

I will achieve my outcomes by collecting information on the state of the art in national and international literature. Then, I will practice my critical thinking on this information, in order to develop an original perspective on 'Topics for Debate' in the Digital Era

Outcomes (expected)

My outcomes will:

- show the fundamental role of the art of finding arguments (Topics) in any Debate
- clarify the relation among Topics, technology, and digital skills
- explain the presence of three cultural models of Topics in the digital era: the dialogical one of Aristotle, in connection with Telematics; the computational one of Lullo, in connection with Informatics; the pragmatic one of Viehweg, in connection with Cybernetics
- promote an effective dialogical/dialectical (and finally democratic) culture of Debate, by developing digital skills in finding arguments, inspired by Aristotle's idea of Topics

References

Budzynska K. et al., Towards Argument Mining from Dialogue, in *Frontiers in Artificial Intelligence and Applications*, 2014, vol. 266, 185-196

Athreya Balu H. and Mouza Chrystalla, *Thinking Skills for the Digital Generation*; Springer, 2017

van Dijk Jan A.G.M. and van Deursen Alexander J.A.M., *Digital Skills : Unlocking the Information Society*, Palgrave Macmillan US, 2014

Moro Paolo, *Topica digitale e ricerca del diritto. Metodologia e informatica giuridica nell'era dell'«infosourcing»*, Giappichelli, 2015

Sommaggio Paolo, *Contraddittorio, giudizio, mediazione. La danza del demone mediano*, FrancoAngeli, 2012

Walton Douglas, *The Art of Finding Arguments*, in *Argumenta: Festschrift fur Manfred Kienpointner*, 2015, 595-617

I.6. | The debate: Strategy for training in democracy

214 Future physicians, current citizens. A proposal for the use of the debate within the medical schools.

Marco Mazzocca |

Keywords: Debate; Bioethics; Education; Civic Debate; Critical Thinking.

The main purpose of this work is to introduce and analyze an original educational methodology, primarily addressed to health professionals and based on the debate. To do this, the teaching methodology of the course titled "Philosophical aspects of medical practice" provided by the Faculty of Medicine in cooperation with the Faculty of Philosophy of the Pavol Jozef Šafárik University in Košice (Slovakia) is analyzed. Such a course, indeed, aims to enhance the critical thinking of students through, on the one hand, the theoretical knowledge of basic philosophical and anthropological concepts related to medical practice (such as for example, the concepts of Human Being or Health) and, on the other hand, the active practice of Socratic debate. Thus, students (and future physicians) are able to prove themselves not only as doctors and scientists but also as human beings and citizens. Therefore, starting from this model of teaching, a further training model is developed and presented. A model, also based on the debate, which allows future doctors to engage not only with each other but also with experts of other fields of knowledge (such as, for example, lawyers, economists or sociologists) as well as citizens and patients. In other words, what is proposed in this paper is a training model that, by involving different knowledge and different professional skills, could not only allows future physicians to enrich their preparation of a human and social dimension, that to date seems to be not provided by most of the universities, but it could also be an opportunity for citizens to face and understand concepts, choices, and opinions which are generally not prepared to deal with.

Method

Starting from an analysis of the case and from the description of the teaching methodologies concretely operating in the course of "Philosophical aspects of medical practice" provided by the Faculty of Medicine in cooperation with the Faculty of Philosophy of the Pavol Jozef Šafárik University in Košice (Slovakia) in the academic year 2018/2019, is theoretically developed and proposed a new teaching methodology inspired by the study of the most recent bibliography on the subject of the debate as an instrument for the education to democratic life.

Outcomes (expected)

In terms of scientific contribution, the expected results of this work are related to the advancement of theoretical understanding of the training in ethics and integrity in the medical practice, which represents a phenomenon that is relevant to most of the fields of knowledge (not just those directly connected to the medical one) as well as for the whole society itself. By combining different knowledge and strategy the project will provide a theoretical-practical perspective of the topic. Having a cross-disciplinary approach, the project will have the potential to discover whole new theoretical openings in the areas of medicine, ethics and active citizenship.

References

Colbert K (1995) Enhancing critical thinking ability through academic debate. *Contemporary Argumentation and Debate* 16: 52–72.

Fisher A (2011) *Critical thinking: an Introduction*. Cambridge: Cambridge University Press.

I.6. | The debate: Strategy for training in democracy

229 Democracy is Complexity: Rethinking education to inhabit the future

Piero Dominici |

Keywords: Education, Rethinking Education, Global Citizenship, Hypercomplexity, Democracy Is Complexity

[In the Hyperconnected Society, rethinking education is not linked only to technological innovation and to its disruptive velocity; it is not simply a matter of extending or adjusting the traditional educational methods and processes to deal with the digital revolution and with the paradigm shift it has determined. It is not simply a matter of updating contents. The idea that education and educational processes are questions of a purely technical and/or technological nature, solely a problem of skills and know-how and nothing more, is the "great mistake" we are making. It is necessary to rethink education radically because the extraordinary scientific

discoveries and the dynamics of the new technologies have completely overturned the complex interaction between biological and cultural evolution, doing away with the borders between the natural and the artificial, leading us not towards simplification, but in quite the opposite direction. There is, however, a widespread conviction among some scientists and academics that technology will simplify and improve our lives, reinforcing social bonds and reactivating the social mechanisms of trust and cooperation. There is no doubt that many improvements have been and will be made, but in my opinion, complexity has been increased, not reduced. This is why today we have the enormous responsibility of teaching complexity and a systemic approach to reality from the first years of school on. The urgency of rethinking education is also closely correlated to the new rules of engagement of (global) citizenship, which is no longer merely a legal/judicial question. A citizenship which has been completely transformed by new asymmetries and inequalities, which are being produced and reproduced precisely within the educational and formative institutions. Today we are running the risk of creating a citizenship without citizens. Without drastically modifying our educational pathways, we will be left only with a simulation of participation in the dialectics of democracy. Because «democracy is complexity» (1995). Democracy means continual dialectics between liberty and equality. It means acknowledgement and mediation of conflict, multiplicity of identities and subjectivities. We must learn how to inhabit the tensions, the conflicts, the differences, the unpredictability, the plurality of social groups, of human beings, of life. To do this, what is urgently needed is an educational method which will heal the fractures and separations, the false dichotomies I have always pointed out (not only within our educational institutions), an educational method which encompasses doubt and an epistemology of uncertainty (Morin). Rethinking education to inhabit the future.

Method

Debate

Systemic Thinking

Complexity Approach

Avoiding false dichotomies

Doubt and epistemology of uncertainty

Outcomes (expected)

Capacity to see objects as systems

Critical thinking

Actuating Interdisciplinarity

Understanding interaction between biological and cultural evolution

Recognizing the inadequacy of the narratives on disintermediation and on direct democracy

References

Arendt H. (1958), *The Human Condition*, trad.it., *Vita activa. La condizione umana*, Milano: Bompiani 1964.

Bellamy R., *Citizenship. A Very Short Introduction*, Oxford University Press, Oxford 2008.

Byung-Chul H. (2012). *Transparenzgesellschaft*, trad.it., *La società della trasparenza*, Roma: nottetempo 2014;

Castells M. (2009). *Communication Power*, trad.it., *Comunicazione e potere*, Milano: EGEA-Università Bocconi Ed. 2009.

Cattani A., *Botta e risposta. L'arte della replica*, Il Mulino, Bologna 2001.

Coleman J.S. (1990). *Foundations of Social Theory*, trad.it., *Fondamenti di teoria sociale*, Bologna: Il Mulino 2005.

Dahl R.A. (1998). *On Democracy*, trad.it., *Sulla democrazia*, Roma-Bari: Laterza 2000.

Dewey J. (1916), *Democracy and Education. An Introduction to the Philosophy of Education*, trad.it., *Democrazia e educazione. Un'introduzione alla filosofia dell'educazione*, La Nuova Italia, Firenze 1992.

Dominici P. (1996). *Per un'etica dei new-media. Elementi per una discussione critica*, Firenze: Firenze Libri Ed.1998.

Dominici P.(2005). *La comunicazione nella società ipercomplessa. Condividere la conoscenza per governare il mutamento*, Roma: FrancoAngeli 2011.

Dominici P. (2008), *Sfera pubblica e società della conoscenza in AA.VV. (a cura di), Oltre l'individualismo. Comunicazione, nuovi diritti e capitale sociale*, Milano: Franco Angeli 2008.

Dominici P. (2010). *La società dell'irresponsabilità*, Milano: FrancoAngeli.

- Dominici P. (2014). *Dentro la società interconnessa. Prospettive etiche per un nuovo ecosistema della comunicazione*, Milano: FrancoAngeli.
- Dominici P. (2014). *La modernità complessa tra istanze di emancipazione e derive dell'individualismo*, in «*Studi di Sociologia*», n°3/2014, Milano: Vita & Pensiero.
- Dominici P. (2015). *Communication and Social Production of Knowledge. A new contract for the Society of Individuals*, in «*Comunicazioni Sociali*», n°1/2015, Milano: Vita & Pensiero.
- Dominici P. (2016). *La filosofia come "dispositivo" di risposta alla società asimmetrica e ipercomplessa*, in AA.VV., *Il diritto alla filosofia. Quale filosofia nel terzo millennio?*, Bologna: Diogene Multimedia.
- Dominici P. (2016). *L'utopia Post-Umanista e la ricerca di un Nuovo Umanesimo per la Società Ipercomplessa*, in «*Comunicazioni Sociali*», n°3/2016, Milano: Vita & Pensiero.
- Dominici P., *Oltre la libertà di "essere sudditi"*, in F.Varanini (a cura di), *Corpi, menti, macchine per pensare*, Casa della Cultura, Anno 2, numero 4, Milano 2017.
- Dominici P. *The Hypercomplex Society and the Development of a New Global Public Sphere: Elements for a Critical Analysis*, in, RAZÓN Y PALABRA, Vol. 21, No.2_97, Abril-junio 2017 - ISSN: 1605-4806, pp.380-405
- Dominici P., *L'ipercomplessità, l'educazione e la condizione dei saperi nella Società Interconnessa/iperconnessa*, in «*Il Nodo. Per una pedagogia della Persona*», Anno XXI, n°47, Falco Editore, Cosenza 2017, pp.81-104.
- Dominici P., *The hypertechnological civilization and the urgency of a systemic approach to complexity. A New Humanism for the Hypercomplex Society* in, AA.VV., *Governing Turbulence. Risk and Opportunities in the Complexity Age*, Cambridge Scholars Publishing, Cambridge 2017.
- Dominici P., *For an Inclusive Innovation. Healing the fracture between the human and the technological*, in, *European Journal of Future Research*, Springer, 2018.
- Dominici P., "Objects as systems. The educational and communicative challenges of the hypertechnological civilization", in P.L.Capucci, G.Cipolletta (eds), *The New and History. Art*Science*, Noema, Ravenna 2018 - pp.121-133.
- Dominici P., *Oltre la linearità. Esplorare le connessioni... tra ordine e caos*, in *Programmare il mondo. Sfida e opportunità*, OTM, Media Duemila, n. 1 - anno 2018;
- Dominici P., "Fake News and Post-Truths? The "real" issue is how democracy is faring lately", in «*Sicurezza e scienze sociali*», V, 3/2017, FrancoAngeli, Milano 2018, pp.175-188.
- Dominici P., *Controversies on Hypercomplexity and on Education in the Hypertechnological Era*, in A.Fabris & G.Scarafile, *Controversies in the Contemporary World*, John Benjamins, Amsterdam 2019.
- Elias N. (1987). *Die Gesellschaft der Individuen*, trad.it. *La società degli individui*, Bologna: Il Mulino 1990.
- Emery F.E. (a cura di) (1969), *Systems Thinking*, trad.it., *La teoria dei sistemi. Presupposti, caratteristiche e sviluppi del pensiero sistemico*, Milano: FrancoAngeli 2001.
- Galli C. (2011). *Il disagio della democrazia*, Torino: Einaudi.
- Marshall T.H. (1950), *Citizenship and Social Class and Other Essays*, Cambridge: Cambridge University Press 2002
- Maturana H.R., Varela F.J. (1980). *Autopoiesis and Cognition. The Realization of the Living*, trad.it., *Autopoiesi e cognizione. La realizzazione del vivente*, Venezia: Marsilio 1985.
- Morin E. (1973), *Le paradigme perdu: la nature humaine*, trad.it., *Il paradigma perduto. Che cos'è la natura umana?*, Milano: Feltrinelli 1974.
- Morin E. (1977-2004), *La Méthode*, trad. it. vol I-VI. *Il Metodo*, Raffaello Cortina Editore, Milano 2001, 2002, 2004, 2005, 2007, 2008.
- Morin E. (1990), *Introduction à la pensée complexe*, trad.it., *Introduzione al pensiero complesso*, Milano: Sperling & Kupfer 1993.
- Norris P. (2011). *Democratic Deficits: Critical Citizens Revisited*, Cambridge: Cambridge University Press.
- Nussbaum M.C. (2010). *Not for Profit. Why Democracy Needs the Humanities*, Princeton: Princeton University Press, trad.it., *Non per profitto. Perché le democrazie hanno bisogno della cultura umanistica*, Bologna: Il Mulino 2011.
- Sloman S., Fernbach P. (2017), *The Knowledge Illusion. Why We Never Think Alone*, trad.it., *L'illusione della conoscenza*, Raffaello Cortina Editore, Milano 2018.

- Taleb N.N. (2012), *Antifragile*, trad.it., *Antifragile. Prosperare nel disordine*, Milano: il Saggiatore 2013.
- Todorov T.(1995). *La vie commune. Essai d'anthropologie générale*, trad.it., *La vita comune. L'uomo è un essere sociale*, Milano: Pratiche Ed. 1998.
- Veca S., *Cittadinanza. Riflessioni filosofiche sull'idea di emancipazione*, Feltrinelli, Milano1990.
- Weber M. (1922). *Gesammelte Aufsätze zur Wissenschaftslehre* trad.it., *Il metodo delle scienze storico-sociali*, Torino: Einaudi, 1958.
- Weil S. (1955), *Réflexions sur les causes de la liberté et de l'oppression sociale*, trad.it., *Riflessioni sulle cause della libertà e dell'oppressione sociale*, Adelphi, Milano 1983.
- Weil S. (1959), *Leçons de philosophie*, trad.it., *Lezioni di filosofia*, Adelphi, Milano 1999.
- Wiener N. (1948), *Cybernetics: or Control and Communication in the Animal and the Machine*, trad.it., *La cibernetica*, Milano: Il Saggiatore, 1968.

I.6. | The debate: Strategy for training in democracy

312 Developing skills for the future through the art of debate

Chiara Tamanini |

Keywords: Debate, Civic Participation, Innovation, Social Emotional Skills, Values

For nine years, the Provincia Autonoma di Trento has been experimenting an original way, named “A Suon di parole - il gioco del contraddittorio” to teach students communication skills. This debate tournament has already involved 5000 high school students who have practiced dialectics and have learned the rules of personal comportment argumentative and counter-argumentative methods and socio-emotional attitudes that help them become active citizens. Girls and boys involved in the project have been mentored by many tutors, judges and experts in civil and regulated forms of communication. The tournament is successful because students are actively involved: after collecting information on discussion themes, they have to show, during the debate, “what they can do with what they know”, using their skills and expertise. Moreover, students have to face interdisciplinary problems that cannot be completely developed during traditional lectures and usually raise curiosity. Examples of discussion themes are: climate change, sustainability, innovation in technology, demographic changes, migration, globalization and political uncertainty. This debate model builds a learning environment that deconstructs and recreates the traditional class setting in an innovative way. Furthermore, it builds a sort of “inverted” class-room in which students work in teams, independently from teachers, to search for and evaluate different sources, create an argument and hypothesize a counter-argument in order to have a respectful debate. This model, finally, is based on multiple relational, cognitive and communicative modalities that students have to learn and use appropriately. During the track session the many competences that the project “A suon di parole” develops in its participants, such as critical thinking, problem solving, team work, communication and negotiation skills, analytical skills, creativity, and intercultural skills” (see Council Recommendation on Key Competences for Lifelong Learning, May 2018) will be analyzed. Such social, emotional and cognitive skills are essential to face the future in a rapidly changing world.

Method

Experimentation, qualitative and quantitative monitoring of the project “A suon di parole – il gioco del contraddittorio

Outcomes (expected)

Show how the debate innovates teaching and develop soft skills for school-work alternatives and, more broadly, for the challenges of the 21st century

References

Council of the European Union, Council Recommendation on Key Competences for Lifelong Learning, may 2018, in: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2018.189.01.0001.01.ENG

Schleicher, A. (2018), *World Class: How to Build a 21st-Century School System, Strong Performers and Successful Reformers in Education*, OECD Publishing, Paris

Harari, Y.N. (2018), *21 Lessons for the 21st Century*, Jonathan Cape, London

I.6. | The debate: Strategy for training in democracy

428 Debate and contradictory: new strategies for forming democracy

Paolo Sommaggio |

Keywords: Debate, Contradictory, Constitution, Socratic Model, Democracy

School and university education in today's society cannot be limited to providing concepts or developing problem-solving skills. It is necessary to train the ability to make autonomous and motivated choices, i.e. to consider alternatives to one's own subjective option in order to make it stronger, less open to criticism. Well, to do this it is necessary to develop the debate as a new formative model: the comparison between the reasons of two opposing positions. To go in this direction means to train the "contradictory" for how it presents itself in the legal tradition. The contradictory, understood as a Socratic confrontation, allows not only to absorb notions or to face problems, but also to compare the reasons of a choice with the reasons that can oppose it. By dramatizing, by playing at building a competitive opposition and assuming the role of an argumentator (who finds the reasons in favour) and a counter-argumentator (who finds the reasons against), the learner and his classmates play the role of participant in a confrontation which, like a "game", has its own peculiar characteristics. Thereby, it is possible to notice how the dialectical confrontation, lived as a sporting competition, is able to promote in young people the desire and the capacity to appear their own reasoning with those of others in an independent manner. This way to consider the debate is part of the tradition of the Anglo-Saxon school debate. However, its specific peculiarity consists in its greater effectiveness compared to other experiences, able to train to public speaking or teamwork: it is a model of training much more pervasive in terms of the use of critical reason and human promotion. In other words, it is an educational/training proposal that we can define as 'socratic' precisely because it is functional to the consideration/confrontation of a possibility with its alternatives. And this, from a theoretical point of view, constitutes a unique element in the panorama of school debates, functional to constitute a model for dealing with the themes of "Citizenship and Constitution" in new and truly constructive terms.

References

Sommaggio Paolo, Contraddittorio, giudizio, mediazione. La danza del demone mediano, FrancoAngeli, 2012
Walton Douglas, The Art of Finding Arguments, in Argumenta: Festschrift für Manfred Kienpointner, 2015

I.7. | Learning futures

127 Fut-Labs in the Classroom

Roberto Poli |

Keywords: Futures Labs, Futures Literacy, Learning To Use The Future

During the past three years, -skopia[EDUCATION], the educational branch of the recently established start-up of the University of Trento, -skopia, has conducted an extensive series of future laboratories in the classroom, working in particular with students aged twelve years old (second year of “medie inferiori”) and fifteen years old (second year of “medie superiori”). Future labs follow an explicit protocol (initial and final tests, three major steps, respectively, focused on the past, the future and the present).

I shall present the basics of a Fut-Lab and the main outcomes so far achieved.

Method

Description of real experiences and their protocols

Outcomes (expected)

Showing that Fut-Lab can be generalised and become a normal teaching activity

References

Chiara Emanuelli, Rocco Scolozzi, Francesco Brunori, and Roberto Poli, Fut-Labs in the classroom: The Experience of –skopia, *World Futures Review*, 10(4), 294-302, 2018.

I.7. | Learning futures

140 Soft skills development and students' future expectations. A study on Italian upper-secondary students.

Emiliane Rubat Du Mèrac | Pietro Lucisano | Giuseppina Rita | Jose Mangione |

Keywords: Soft Skills, Soft Skills Self-Evaluation Questionnaire 3Sq, Upper-Secondary Education, Future Expectations, Social Agency

The aims of the present study is to test the hypothesis that there is a significant association between the students' soft skill self-evaluation and their sense of social agency, on one hand, and future expectations regarding employment, welfare, religious faiths and socio-political climate, on the other hand. We think their vision of the future and, therefore their choices, may be related to their perceived abilities. Together with these results, we will present the findings relating to the students' soft skill self-perception, the description of their vision of the future and the characteristics of the instruments adopted to measure these variables.

Method

The instruments used are the Soft Skill Self-assessment Questionnaire (3SQ) and a set of Likert item statements on a 5-point scale on the students' future expectations and on their relation with society. The 3SQ scales are Self-confidence, Openness, Collaboration, Leadership, Empathy, Commitment, Autonomy, Curiosity, Problem solving and Resilience and the 10-factor model shows a good fit to the data.

The study was conducted in 2018 on a convenient sample, consisting of 1216 students enrolled in upper-secondary schools (11th and 12th grades) in 13 Italian cities.

Outcomes (expected)

The current research confirmed the hypothesis and showed the correlations between the 10 scales of the 3SQ and the measure of the students' sense of social agency are statistically significant. In addition, some of the 3SQ scales, especially Self-confidence and Resilience, are significantly associated with a more positive perception of the future social and political landscape, whereas academic failure is associated with a pessimistic view of the future

References

Bernardi, C., Bichi, R., Bignardi P., Bernardi C., Botturi F., Marta E., & Rosina, A. (2015). Chiedimi se sono felice... Benessere soggettivo e sociale dei giovani italiani. Milano: Vita e pensiero.

Bignardi, P., Campiglio, L., Cesareo V., & Marta E. (2014). *Giovani e lavoro*. Milano: Vita e pensiero.

- Cavalli, A. (2007). *Giovani non protagonisti*. Bologna: Il Mulino.
- Hannon, V. and Peterson A (2017), *Thrive: Schools Reinvented for the real challenges we face*, Innovation Unit Press, London.
- Howells, K. (2018). *The future of education and skills: education 2030: the future we want*. Working Paper. Paris: OECD.
- Istituto Toniolo (2018). *La condizione giovanile in Italia. Rapporto Giovani 2018*. Bologna: Il Mulino.
- Livi Bacci, M. (2008). *Avanti giovani, alla riscossa. Come uscire dalla crisi giovanile in Italia*. Bologna: Il Mulino.
- Lucisano, P. & du Mérac E.. *Soft Skills Self-evaluation Questionnaire (3SQ), Characteristics and Psychometric proprieties*. In *Italian Journal of Educational Research*, In press.
- Lucisano, P. & du Mérac, E. R. (2016). *Teen's Voice 2. Valori e miti dei giovani 2015-2016*. Roma: Nuova Cultura.
- Lucisano, P. & du Mérac, E. R. (2015). *Teen's Voice: Aspirazioni, progetti, ideali dei giovani*. Roma: Nuova Cultura.
- OECD (2015). *Skills for Social Progress: The Power of Social and Emotional Skills*, OECD Skills Studies. Parigi: OECD.
- OECD (2018). *The future of education and skills Education 2030*. OECD Publishing, Parigi.]

I.7. | Learning futures

175 'If I compared them to myself at their age...': discourses of youth futures and the generational bias

Valentina Cuzzocrea |

Keywords: Power Relations, Generations, Discourses Of The Future, Youth Agency, Intergenerational Relations

This paper discusses in some dept the interview material collected for the research project 'Youth, Citizenship and the Capacity to Aspire' with professionals working with young people in Sardinia, Italy. In the course of these semi-structured interviews, professionals express their views on possibilities for the future of young people from specific angles of educational expertise. In so doing, they express a generationally -biased set of priorities. This constitutes the object of this paper, considered in its potential to disentangle intergenerational asymmetries of power in discourses on the topic of the future of young people.

Method

While this material has not been analysed in previous publications, the same project has produced findings based on essay material written by young people, constituting the backdrop against which the empirical focus of this article is developed. Essays suggest repetition and continuities along family history, in a circular vein which can be interpreted in relation to the difficulties in imagining different futures, despite the narrative form chosen would allow great space for self-expression (Cuzzocrea 2018). Therefore, in the effort to construct meaningful narratives, youth's views of the future are repetitive of established normative models, and youth agency results de facto as confined in a restricted space. However, professionals' view gathered through interviews emphasises educational models and deficits of young people, suggesting what they should or could do, in line with their own (previous) generational values and priorities. Adults' views, conservative in nature, risk to impose themselves as necessarily guiding and patronizing. This raises important questions which I seek to address in the paper: if several generations produce imaginaries that could broadly be reconducted to one generation only, that of their parents, whose the future that ought to be created? Whose are the meanings embedded in lifestyles, values, aims and objectives of actions? And, whose agency it is behind capacity to enact in the world today and tomorrow? Ultimately, what possibilities for social action are left to young people?

Outcomes (expected)

Epistemological biases in studying young people are not new in literature; within these, I aim here to address intergenerational mechanisms in the way the future is depicted and enacted. Vis-à-vis potentials for flourishing of youth agency and youth resistance, but also threads of 'intergenerational warfare', the article makes three arguments: we need to elaborate narratives which contain elements of awareness of generational issues as

fundamental issues of power relations (a); we are urged to find ways to conceptualise how social action is structurally based on such generational unbalances (b), and, we ought to rethink data collection and analysis to systematically open the way to creative thinking and creative action in view of intergenerational mechanisms (c).

References

Cuzzocrea, V. (2018). A Possibility to Square the Circle? Youth Uncertainty and the Imagination of Late Adulthood. *Sociological Research Online*, 23(3), 671–686. <https://doi.org/10.1177/1360780418775123>

I.7. | Learning futures

237 Futures Cliniques as an innovative process for learning systematic futures thinking

Sofi Kurki | Sirkka Heinonen |

Keywords: Futures Learning, Systems Thinking, Futures Cliniques, Innovative Futures Creation, Anticipatory Methods

This paper describes the Futures Clinique as a process, and presents the results of recent cases of application. The Futures Clinique approach is a novel set of methods originally developed at the Finland Futures Research Centre, University of Turku by professor Sirkka Heinonen (2013), and it has been since utilised in a number of research projects for holistic anticipation of long-range futures, and creating empowering and hopeful futures imaginaries. The metaphor of the Futures Clinique refers to collaborative process of diagnosis, digging into the root causes of the issue, and identifying remedies. This kind of anticipatory process is thus apt to increasing the futures consciousness of individual learners, and enhancing systemic resilience of communities. Its specific features and elements enable participants to immerse into systematic futures thinking without a priori knowledge of futures thinking. The main difference from traditional futures workshops is the specially structured futures framework that combines a set of methods that are not only demonstrated but also applied to a chosen topic. Thus the Clinique is foremost a learning process of both theory and practice of creative futures thinking and design. The main distinction to other futures workshops is that the Clinique is designed to anticipate radical and transformative futures, address wicked and complex problems, identify and analyse weak signals, and deal with implications reaching far into the future through a co-creative workshop process.

Method

Description of the Futures Clinique model, which consists of three interconnected consecutive phases, is done by presenting case applications of innovative learning. The Futures Clinique approach conveys the capacity to address multifaceted futures oriented issues that require a systematic approach, taking into account differing approaches, views, opinions, and interests. The method, applying varying sub-tools and methods, encourages development of ideas that diverge radically from present notions on what is possible and probable. Cases of counterfactual futures reasoning are also demonstrated.

Outcomes (expected)

Participants will get a comprehensive understanding of the Futures Clinique process, learn to use innovative tools that help immersing in futures, as well as be able to apply the approach in their own teaching. This kind of a holistic futures learning process is especially well suited for supporting horizontal and critical futures oriented decision-making.

References

Heinonen, S. & Ruotsalainen, J. (2013). *European Journal of Futures Research*. 1: 7.
<https://doi.org/10.1007/s40309-013-0007-4>

Heinonen, Sirkka & Hiltunen, Elina (2012). Creative Foresight Space and the Futures Window: Using Visual Weak Signals to Enhance Anticipation and Innovation. *Futures* vol 44, 248-256.

Heinonen, Sirkka & Kurki, Sofi (2011). Transmedial Futuring in Creative Foresight Space. In: Wagner, Cynthia G. (ed.) *Moving from Vision to Action*. Essays published in conjunction with the World Future Society's annual meeting. World Future Society, Bethesda Maryland, pp. 119-128.

I.7. | Learning futures

251 Framing young people's futures: teacher's narratives of youth futurity

Giuliana Mandich |

Keywords: Future, Educational Discourses, Teachers, Learning, Empowerment

The paper aims to address to issues of the future in the educational institution through the frame of a small yet significant number of interviews aimed at the collection of teacher's view of young people's future. The starting point is the idea that educational discourses, providing the cultural elements in which the individual story of the future lies can draw scenarios not accessible to all alike, can obscure horizons and exclude subjects from the imaginary future. (Appadurai 2013). Educators' future visions shape their conversations with students and their commitments to teaching. From the analysis of the interviews a number of issues emerges that are of interest for the understanding of how whilst the future is a central aspect of education, in fact, schools) continue to be strongly past-oriented and are not able to disclose not yet visible potentialities and to generate possibilities for their students (Amsler and Facer 2017) (Sandford 2013). Teachers' narratives are overall contradictory. Three are the most interesting issues emerging from the interviews. 1) A sort of "façade optimism", often expressed in very enthusiastic terms, is dominant. Probably largely because teachers know they should feel responsible for their students' future and recognising young people's failure means recognising their own. On the other side, they believe that young people are not able to see their future and most of them live by the day. 2) Teachers describe the individual character as the most successful element in being able to "get a future". Therefore, the idea is that the future is private and personal and individuals are responsible for their futures is somehow accepted. However, this idea has to do less with the model of the neoliberal self-entrepreneurial self and more with a sort of «resilience», the ability to overcome difficulties and adapt to insecurity, which appears to be "naturalised," i.e. the result of personal psychological characteristics. 3) The link education-future is interpreted in an "institutionalised" and shortsighted way merely in terms of orientation to the University, thus replying the same inability to look further into the future that teachers blame on their students. Almost no hint of a broader responsibility of educational institution in helping these young people find their way.

Method

The empirical ground of this paper are narrative interviews collected between teachers in different schools in Sardinia. The interview's aim was to collect teachers narratives about both how they view young people's future and how they perceive young people's relation with the future is.

Outcomes (expected)

Understanding on how educators' future visions shape their conversations with students and the idea they have on future and Education.

References

- Amsler, Sarah and Keri Facer. 2017. "Introduction to 'Learning the Future Otherwise: Emerging Approaches to Critical Anticipation in Education.'" *Futures* 94(October):1-5. Retrieved
- Appadurai, Arjun. 2013. *The Future as a Cultural Fact: Essays on the Global Condition*. London: Verso Books.
- Sandford, Richard. 2013. "Located Futures: Recognising Place and Belonging in Narratives of the Future." *International Journal of Educational Research* 61:116-25.]

I.7. | Learning futures

450 Watch this liminal space: The future of possibility and the possibility of the future in education

Chryssa Sgouridou | Christopher Turner |

Keywords: Liminality, Anticipation, Aesthetics, Futurity, Emergence

Drawing on the pivotal idea of liminality, the paper discusses the critical role of education in taking care of the future through opening liminal spaces wherein new, previously unforeseen possibilities can emerge. From van Gennep's (1960) and Turner's (1969) anthropological insights into the significance of 'in-between' states of

being for both personal and social transformation, as seen in transitional 'rites of passage', to Conroy's (2004) theorisation of pedagogical encounters 'at the threshold of experience' (pp. 7-8) which serve to defy the 'discursive closure' (p. 3) of neo-liberal market-driven educational ideology, the concept of liminality is revisited, explored and theorised anew as a profoundly aesthetic mode of anticipating and generating educational futures that are organic and inherently democratic.

Method

It is against a complex background of socio-political and ecological post-humanist articulations that possibilities for the creation of non-normative educational landscapes are brought to the fore. In considering the (post)methodological premise of such ground-breaking endeavours, the paper contributes the notion of liminal anticipation, i.e. a systematic yet open-ended approach to engaging with the future, and weaves its conceptual fabric around a triptych of fundamental *modi operandi*: affectivity, responsibility and inventive action. Affectivity signifies the whole region of emotive sensibility, responsiveness and presence (*synaesthesia*) underpinning and facilitating all human interaction with the future. Responsibility is concerned with the non-regulative, or else de-colonising effort to anticipate and make decisions in the present through disruption and crucial threshold moments. Inventive action refers to the experimental, tentative and dynamic movement which emanates from liminal zones and proceeds into the future by way of possibility-thinking, agentic risk-taking and random events.

Outcomes (expected)

Laying theoretical foundations for an aesthetic view of anticipation, the paper focuses on developing a deep, multi-faceted understanding of the interplay between the future and the possibility of radical newness (emergence) in educational discourse and practice. The aim is to bring forth a new, dependable language, that has the affirmative capacity to steer uncertainty and experimentation towards organisational transformation, and is thus able to support the rising of education to the multiplicity of local and global challenges posed by the Anthropocene and the synchronous widespread crisis of democratic regimes and processes. As such, this paper hopes to enhance the futurity of education through inspiring individual and collective modes of responding aesthetically to the urgent call of the future.

References

- Conroy, J. C. (2004). *Betwixt and between: The liminal imagination, education and democracy*. New York: Peter Lang.
- Biesta, G. J.J. (2013). *The beautiful risk of education*. Boulder: Paradigm.
- Osberg, D. (2010). *Taking Care of the Future? The complex responsibility of education and politics*. In D. Osberg & G. Biesta (eds.), *Complexity Theory and the Politics of Education*. Sense Publishers.
- Osberg, D. (2018). *Education and the future: Rethinking the role of anticipation and responsibility in multicultural and technological societies*. In R. Poli (ed.), *Handbook of Anticipation*. Springer, Cham.
- Turner, V. (1969). *The Ritual Process: Structure and Anti-structure*. New York: Aldine de Gruyter.
- Van Gennep, A. (1960). *The Rites of Passage*. Chicago: University of Chicago Press.

1.7. | Learning futures

621 Our children's future is a competition to be won. Parents, education and the narrative of success

Caterina Satta |

Keywords: Parenting, Children, Future, Present, Leisure Activities

We are currently facing a change not only in traditional family patterns but also in the ways people construct their intimate and family relationships. In particular, we are witnessing a prevalence of what Basil Bernstein called personalizing family, where power is equally distributed between family members, every choice is negotiated and family life is characterized by an egalitarian style respectful of children's personality and aspirations. This is the result of trends leaning in the direction of a "democratization of intimacy" and an increasing individualisation (Beck, Beck-Gernsheim 2002), as well as what has been called the "new parenting culture" (Furedi 2002, Faircloth, Murray 2015). The term aims to stress the new role and responsibility that parents owe to children and the belief that children require special care and attention in order to achieve a

correct and successful development. This shift has evolved alongside a different conceptualization of the value of children in our societies, mainly in Western countries, no longer connected to their economic contribution through paid work but their “emotional value” and status within the family and society at large (Zelizer 1994). The combination of the two has led, on the one hand, to a new centrality of parents in the educational process and to increased parental involvement at school, and on the other to a focus on leisure time as a “value time” in children’s life (Coackley 2006). As a matter of fact, leisure and sports activities are now both designed and perceived as pivotal in shaping and constructing a desired future for young people. However, given that a new wave of mediatization is taking place in sports together with the rise of sporting celebrities, sports organizations for children are proving to be powerful incubators of an imaginary future, increasingly alternative to the one produced at school. Based upon in-depth interviewing with a sample of 30 mothers and fathers raising children aged 8-10 involved in sports activities, this proposal aims to show how mediatized sport shapes parents’ aspirations for their children’s future. If school is seen as important in teaching basic values and knowledge, many parents believe that the hard work done in fostering their children’s involvement in sport will set their children up to be the celebrities of tomorrow.

References

- Beck, U., Beck-Gernsheim, E. (1990). *Das ganz normale Chaos der Liebe*, Frankfurt, Suhrkamp Verlag.
- Coackley, J. (2006). The Good Father: Parental Expectations and Youth Sports. *Leisure Studies*, 25, 2, 153-163.
- Faircloth, C. & Murray M. (2015). Parenting: Kinship, Expertise, and Anxiety. *Journal of Family Issues*, 36,9, 1115-29.
- Furedi, F. (2002). *Paranoid parenting: Why ignoring the experts may be best for your child*, Chicago, Chicago Review Press.
- Zelizer, V.A. (1994). *Pricing the Priceless Child. The Changing Social Value of Children*. Princeton: Princeton University Press.

I.7. | Learning futures

686 “My 2035 in the valley ”: a pilot educational project focusing individual and social futures using tools from systems thinking and from futures studies

Rocco Scolozzi | Chiara Emanuelli | Matilde Meazzi | Paola Morizzo | Paolo Anderle | Irene Tessaro |

Keywords: Futures Literacy, Systems Thinking, Alpine Community, Middle School, Visioning

The pilot project “I miei futuri in valle 2035: in carriera e soddisfatto” was realized in two Alpine areas of Trento Province, relatively remote, involving 80 3rd year students of middle schools. The project was inspired by a complex problem: the loss of human capital in mountain areas, and focused on the question: what are the desirable futures of young people in these areas? The project was an experimental application of tools from futures studies and from systems thinking, aiming at testing approaches to introduce futures literacy and systems thinking in the middle school (short-term objective) and to cultivate pro-active attitude in the young citizens (long-term ambition).

Method

In collaboration with teachers, previously familiarised to the activities and educational tools, the students were introduced to systems thinking and futures thinking. The activities in the classroom included: group activities (adapted from Systems thinking playbook, L. B. Sweeney, D. Meadows, 1995), a tailored version of strategic interview that students conducted in their community outside the school (Ratcliffe, 2002), an exercise of visioning (“my price in 2035”), associated to the activity called “Connection Circles” (Creative Learning Exchange, 2019). The activities have been structured to develop with the students reflections about social changes and “strategic” discourses on personal future and future collective (or community).

Outcomes (expected)

In the first phase, the students tried to understand the changes in the present through a systems thinking-based reading of the reality in which to explore the systems that cause such changes, in practice the students tried to

recognize balancing and reinforcing feedbacks around them. in the second phase, they explored (through strategic interviews) social sub-systems of interest for their future professions or for their community: tourism, agriculture, services. In the third phase, they imagined a hypothetical prize won by their professional organization and tried to describe the qualities of such organization (personal relationships. organizational climate, resources, etc.) and the conditions that could make such organization successful. These conditions were described by relevant variables and the causal links between those. in conclusion, the students presented the results and conducted exercises with the public in a “flipped conference” with parents and families. The same students valued the project, just to mention one said: “I used systemic thinking also in the choice of the high school, I will use it also in the future”, “it would be nice that other classes did this programme”

I.8. | From data collection to the construction of a reticular collective intelligence

507 Bringing science into schools: Envisioning the students' knowledge co-production potential

Rosalba Manna | Samuele Calzone | Rocco Palumbo |

Keywords: Citizen Science, Knowledge Co-Production, Student Empowerment, Student Engagement, Participatory Science

Citizen science is arising as an increasingly relevant phenomenon moulding the shapes of scientific research ecosystems. In general terms, citizen science implies the involvement of lay people (i.e. non-expert scientists) in the design and/or delivery of specific research activities, such as data collection, classification, and analysis and evidence dissemination (Callon, 1999). Even though hard, natural sciences represent the most common disciplines which call upon the contribution of citizen scientists, social science is a fitting venue to implement citizen science interventions (Van Bouwel, 2009; Vitone, et al., 2016). Schools may perform as a fertile ground to design and implement citizen science projects intended to make pupils aware of their potential contribution in co-producing scientific knowledge (Jenkins, 1999; Paige, Hattam, & Daniels, 2015). However, to the best of the authors' knowledge, still little is known about the challenges and the implications which could be generated by the realization of citizen science program targeted to schools. This article aims at shedding light on this issue, discussing the distinguishing characteristics of a sample of international citizen science initiatives addressed to pupils attending primary and secondary schools.

Method

Secondary data will be collected from SciStarter®, a web platform connecting people to more than 1,500 citizen science initiatives, hosted both in the digital space and in various locations of the World. Only citizen science initiative that can be performed at schools and that are addressed to pupils attending at elementary (students aged between 6 and 10 years), middle (students aged between 11 and 13 years), and high schools (students aged between 14 and 17 years) will be taken into consideration (N=215). A preliminary descriptive analysis will be intended to shed light on the distinguishing characteristics of the citizen science projects; then, a comparative cross-sectional analysis will provide some insights on the potential implications of citizen science at school.

Outcomes (expected)

Citizen science has the potential to deeply reframe the conventional educational processes provided by schools. Indeed, proposing a pupil-centred approach and emphasizing the direct role that student may have in the process of knowledge generation and dissemination, citizen science is thought to boost the democratization and the depolitization of knowledge; besides, it is expected to increase the students' learning capabilities, contextualizing the whole educational system in the broader social, economic, technological and institutional environment.

References

- Callon, M. (1999). The Role of Lay People in the Production and Dissemination of Scientific Knowledge. *Science Technology & Society*, 4(1), 81-94.
- Jenkins, E. W. (1999). School science, citizenship and the public understanding of science. *International Journal of Science Education*, 21(7), 703-710.
- Paige, K., Hattam, R., & Daniels, C. B. (2015). Two models for implementing Citizen Science projects in middle school. *Journal of Educational Enquiry*, 14(2), 4-17.
- Van Bouwel, J. (2009). *The Social Sciences and Democracy*. New York: Springer.
- Vitone, T., Stofer, K., Steininger, M. S., Hulcr, J., Dunn, R., & Lucky, A. (2016). School of Ants goes to college: integrating citizen science into the general education classroom increases engagement with science. *Journal of Science Communication*, 15(1), 1-24.

I.8. | From data collection to the construction of a reticular collective intelligence

513 Good versus bad governance: the act of valuation in education

Tamar Nir |

Keywords: Valuation, Governance, Data Aggregation, Foucault, Genealogy

This paper will contribute to the discussion of the future of education through a democratic control over values, by attending to the debate through the field of valuation studies. The novelty in this study can be found in the rejection of the values used to evaluate the educational sector, instead critically addressing the origin of these values and their underlying politics. As the sector often relies on aggregated data in order to make policy decisions and to inform or assist in decision making, the production and regulation of this data can be viewed as a form of indirect governing, as it constructs the value of various activities. In other words, aggregating data means performing a society through an act of evaluation, configuring individuals in line with a politically fuelled agenda. Values therefore presuppose a relationship of comparison, in which there is an orientation towards the 'better' and a revulsion away from the 'worse', signifying an act of choice or agency.

Method

In order to understand the activity of valuing, how it is performed and what emerges in practices where the values of 'good' versus 'bad' are at stake, the author will embark on a theoretical discussion, employing two thinkers who draw attention to the process of valuation; Nietzsche and Foucault. The former will shed light on the act of valuation in which standards of measurements are appropriated to claim the orientation and historical significance of the values themselves. Thus, diving into a discussion over the genealogy of values calls attention to distinct ideas of the values a democratic state holds, raising questions that prevail in contemporary liberal democratic societies. Foucault complements the discussion on the origin of values by drawing attention to the process of governing through the use of data. This in turn produces a struggle not only over the meaning and value of knowledge but also over the public means of knowledge production, which cannot be dissociated from mechanisms of state power and control.

Outcomes (expected)

The outcome of this study will be an examination followed by an analysis of the values 'democratic' governments wish us to produce. Thus, offering a new way to think about the values educational bodies and students are asked to express. The importance of which is to reflect on how evaluating exercises exemplified in data aggregation shape and construct the values through various metrics and rankings. These in turn affect or remodel teaching and research by conforming to the criteria of rankings, proving the performativity of data.

References

- Andrew, E. (1995). *The genealogy of values: The aesthetic economy of Nietzsche and Proust*. Rowman & Littlefield.
- Ashenden, S., & Owen, D. (Eds.). (1999). *Foucault contra Habermas: Recasting the dialogue between genealogy and critical theory*. Sage.
- Foucault, M. (2007). *Security, territory, population: lectures at the Collège de France, 1977-78*. Springer.
- Heuts, F., & Mol, A. (2013). What is a good tomato? A case of valuing in practice. *Valuation Studies*, 1(2), 125-146.
- Simons, M., & Masschelein, J. (2010). Governmental, political and pedagogic subjectivation: Foucault with Rancière. *Educational philosophy and theory*, 42(5-6), 588-605.

1.8. | From data collection to the construction of a reticular collective intelligence

544 Models for the observation of the main phenomena characterizing the national school system of Italy

Simonetta Montemagni | Elettra Morini | Felice Dell'Orletta |

Keywords: Concept Of Skills, Natural Language Processing, School Improvement, Data Analysis. Semantic Resources.

Much of the information produced or collected by public agencies for their institutional goals can be structured in databases to be used for carrying out accurate studies of socially significant phenomena. The heterogeneous nature of this information is of particular importance when contributing to the construction of a comprehensive understanding of a system, such as the educational one. New knowledge management technologies are the key to enhance and increase the possibilities for analysis and information management for supporting decisions

in the Public sector. Among them, Natural Language Processing (NLP) can contribute significantly to extend information assets of educational sector. NLP-based technologies permit the automatic extraction and structuring of relevant information from running texts, that would otherwise remain buried under a sea of words. When qualitative information extracted from texts is combined with quantitative evidence, the spectrum of acquired information is widened: this makes it possible to more effectively monitor current status and ongoing transformations of the national educational system, thus meeting the needs of both policy-makers and agents operating within the system itself.

Method

The study, carried out by a multidisciplinary team covering different competence areas (i.e. educational research and computational linguistics), is characterized by an interdisciplinary approach aimed at the definition of innovative methodologies for analysing the school from different perspectives: on the one hand, to 'qualify' the activities of the different schools, to outline improvement plans and innovative solutions, on the other hand to describe the main 'phenomena' that characterize each school and to understand opinions and needs of the different actors participating in the process of 'transformation' of the school. The methodology has been tested against a corpus of improvement plans released by schools, with the final aim of reconstructing the complexity of the multi-faceted concept of skills. The developed analysis methodology is based on NLP, statistical text analysis and machine learning methods and techniques, which have been dynamically integrated to provide an accurate representation of the domain-specific contents. The methodology has been specialized to meet the specific needs of this study, concerning the semi-structured nature of texts, the peculiarities of the sub-language used in writing the improvement plans, and the complex and multifarious typology of information to be extracted. The developed software proceeds by extracting domain-specific information from texts, providing a structured organization of extracted knowledge, and indexing the document collection with respect to the semi-automatically acquired information. The results of the knowledge extraction step have been validated and corrected by domain experts and then used for knowledge organization and indexing purposes.

Outcomes (expected)

The main outcome of this study is concerned with the identification, extraction and aggregation of qualitative evidence which, combined with quantitative one, allows the monitoring of strategic choices by schools in the area of skills: the final aim is reconstructing how the concept is interpreted by the school community and what are the main skill types foreseen in different improvement paths. This creates the prerequisites for identifying general trends and for understanding if school choices are the result of an authentic and autonomous interpretation following from the identity of the school, or are rather 'guided' by the complex and regulatory framework proposed by National and European policies.

References

- Bonin F., Dell'Orletta F., Montemagni S., & Venturi G. (2010). A Contrastive Approach to Multi-word Extraction from Domain-specific Corpora. In LREC'10 – Seventh International Conference on Language Resources and Evaluation (Valletta, Malta, 17-23 May). Proceedings, pp. 3222 – 3229. N. Calzolari (Conference Chair), K. Choukri, B. Maegaard, J. Mariani, J. Odjik, S. Piperidis, et. al. (eds.). European Language Resources Association (ELRA).
- Cantini C., Chellini C. & Sagri M.T. (2016). Big Data Analytics National Educational System Monitoring and Decision Making. In World Journal Social Science Research, 3 (2).

1.8. | From data collection to the construction of a reticular collective intelligence

565 System monitoring, from reporting function to shared innovation of school system

Patrizia Lotti |

Keywords: Accountability, Collective Intelligence, Datafication, System Monitoring

The system monitoring has been introduced in the European Programs with the aim of checking and controlling the Programs (European Commission (EC), 1999) and after it spreads as supporting action to contribute and to transform the Educational System as a whole or in some of its segments. It has also contribute to develop the

data collection system in the Educational System strengthening the “governing through numbers” phenomenon (Grek: 2009). The system monitoring gave to the political power a complete framework in order to understand emerging phenomena in the educational system with the aim to adjust in itinere activities or to schedule future activities guiding the schools in the educational role. The process monitoring is conceived to evidence the entire cycle of an educational process from the planning to the fulfilment phase, to collect data which can be processed for school knowable ends and returned just in time. It can support in itinere and ex post decisions in relation to big data. It can represent, also, a school auto-consideration mean tailored on its capabilities and lacks, stimulating improvement process not closely connected to the measuring (Bottani; 2016). The GPU 2014-2020 online platform allows users to supervise, to monitor and to provide documentary evidence of activities related to “Programma Operativo Nazionale PON Per la Scuola 2014-2020”. In addition to the other functions above mentioned, it is a managing and documentary mean which permits to share data on the projects finalized by participating schools, through the use of differentiated informative instrument panel from local data to national one.

Methods

To facilitate in itinere evaluation the GPU is implementing the informative instrument panels which returns data at regional and national level both on the fulfilment developments and on school attendance and academic performance. Each informative instrument panel returns to each school in itinere data related to its projects that can be useful as self-assessment for future projects.

Outcomes

The spread of the use of informative instrument panels by schools involved will permit them to appropriate in a timely manner their monitoring data shifting the focus from the financial compulsory reporting to the voluntary monitoring for a just in time self-assessment. By doing this, each school will gain benefit from data sharing with the entire educational system. (Mulgan: 2017).

References

- Brancati R., Costa P., Firoe V. (1998), *Le trasformazioni del Mezzogiorno. Realtà e problemi tra l'antico e il nuovo*, Milano, FrancoAngeli,
- Grek, S (2009) *Governing by numbers: the PISA 'effect' in Europe*, in “Journal of Education Policy”
Volume 24
- Iannacci F., Cornford T., Cordella A., Grillo F., (2009) *Evaluation monitoring systems in the European social fund context: a sociotechnical approach*, in «Evaluation Review», October 33(5) , pp. 419-445.
- Kusek J. Z., Rist R. C., (2004) *Ten Steps to a Results-based Monitoring and Evaluation System: a handbook for development practitioners*, Washington DC, World Bank, p. 268.
- Mulgan G (2017), *Big Mind: How Collective Intelligence Can Change Our World*, Princeton University Press
- Mazzeo Rinaldi, F. (2012), *Il monitoraggio per la valutazione: concetti, metodi, strumenti*, Milano, Angeli.

1.8. | From data collection to the construction of a reticular collective intelligence

659 Monitoring the school innovation. The data construction and management in the Scuola Viva program

Domenico Trezza | Lucia Fortini |

Keywords: School, Data, Monitoring, Methodology, Innovation

Scuola Viva is a POR FSE 2014-2020 regional program for schools. Now in its third year, it involves almost half of all schools in Campania Region. Currently, educational policies insist on promoting the innovation of the school system, overcoming the traditional concepts of space, time and education (OECD 2016, Calzone et al., 2018a, European Commission 2018). Scuola Viva represents an important attempt to achieve these goals, providing forms of innovation in relation to:

- objectives: not only the prevention of early school leavers but also the return of the young and adult dropouts, so the areas with high marginalization are those favored by the program (see Caputo 2017);
- learners: the program is not focused only on students but also on the extra-scholastic population;

- local context: the school plays a major role in the territory, both through new targets (non-students) and thanks to the development of strong partnership networks;
- carrying out: the program promotes schools empowerment allowing self-planning activities through the experimentation of contents, methods, space and times for the development of new skills (Molino 2013).

Method

Another point of innovation is the data building and management for monitoring intervention. It's well known that education systems often lack the capacity to use and interpret the available data effectively (Colombo et al 2016, European Commission 2018). The innovation of a program depends also on its monitoring and evaluation system (Mengoli and Russo 2012, Pandolfi 2016). Scuola Viva recognized the need to implement efficient systems for data-produced processes according to non-traditional forms of monitoring (Mazzeo Rinaldi 2012). According these considerations this contribution aims to illustrate the evolution in the monitoring processes of the Scuola Viva. It defines three phases:

- I Data building starting from the secondary analysis of available self-evaluation data;
- II Implementation of qualitative and quantitative tools that involves all the stakeholders;
- III Methodological choices to sharing the information produced about program activities.

Outcomes (expected)

It is reasonable to think that the intervention has positive implications to this extent:

1. Simplify the schools accountability through more user-friendly monitoring platforms with reduced requests;
2. Improvement of the data quality;
3. Active involvement of program stakeholders to improve program performances.

References

- Calzone S., Malloggi N., Manna R., Il potenziamento delle Competenze di base nel PON "Per la scuola". Un'analisi statistica nazionale in tema di innovazione didattica, *Rivista Bricks*, 8(2), pp. 75-83, 2018a.
- Caputo A., Interventi contro la dispersione: Scuola Viva nei C.P.I.A., De Luca Picione G.L., Madonia E., (ed.) *L'istruzione degli adulti nei C.P.I.A. in Campania. Rapporto preliminare del Centro Regionale di Ricerca, Sperimentazione e Sviluppo*, Guida Editori, Napoli, 337-355, 2017.
- Colombo, M., Argentin, G., Pandolfini, V., *La Sociologia dell'Educazione in Italia: prospettive di ricerca di fronte alla "riformalità" dei sistemi educativi*, Corbisiero, F., Ruspini, E. (ed.), *Sociologia del futuro. Studiare la società del ventunesimo secolo*, Cedam, Padova, pp. 197- 222, 2016.
- European Commission Study on Supporting School Innovation Across Europe. Final Report to DG Education and Culture of the European Commission available at <https://www.schooleducationgateway.eu/en/pub/resources/innovation>, 2018.
- Mazzeo Rinaldi F., *Il monitoraggio per la valutazione. Concetti, metodi e strumenti*, Franco Angeli, Milano, 2012.
- Mengoli, P., Russo, M., *Innovazione nei sistemi educativi per migliorare la qualità dell'istruzione*, *Economia & lavoro, Rivista di politica sindacale, sociologia e relazioni industriali* 1, pp. 7-10, 2012.
- Molino D., *Una scuola che apprende*, *Quaderni di Sociologia*, 61, 76-98, 2013.
- OECD, *Innovating Education and Educating for Innovation: The Power of Digital Technologies and Skills*, OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264265097-en>, 2016.
- Pandolfi, L., *Programmi e azioni di contrasto della dispersione scolastica: casi e metodi di valutazione*, *Form@re*, 16 (3), 67-78. Available at <http://dx.doi.org/10.13128/formare-19127>, 2016.

1.8. | From data collection to the construction of a reticular collective intelligence

692 An Employability Index tested thanks to a national dynamic administrative database

Sergio Ferri | Federica De Luca |

Keywords: Employability, Active Citizenship, National Data Collection (Cob)

This contribute was born within a national survey of monitoring and evaluation of a major Italian national programme: The Civil Service (Inapp survey, 2016). The Civil Service Programme in Italy is not comparable to many international instruments, but we can define it like active citizenship experience and informal learning,

alternative to the military service in the past years and volunteer today. Moreover, in Italy, a unique experiment in Europe, the Civil Service is an instrument of the Youth Guarantee. At the start, our hypothesis was been that the dominant paradigm of Active labour market policies, which has seen up to now in education the only tool for employability of the workforce, should be enriched with a further dimension/factor, until now neglected: "Active citizenship". We wanted intending to assess, therefore, whether the dimension of "active citizenship" can be a "variable" to be considered in the process of employability of young people. But, in the second time, the great news was been the availability of new instrument of research: the national data collection of mandatory communications of the Ministry of Labour market and social policies – a large administrative and dynamic archive- to follow the performance of our subjects on the labour market. So, we started a new experimentation to improve our employability index respect to employment status.

Method

The General project of the survey has foreseen three samples based on CATI Methodology (for a total of 3500 interviews) to test our hypothesis. First of all, we have developed two multifactorial indices: (1) an "active citizenship" index; (2) an employability index, based on 4 dimensions and about 30 indicators. In the second time, thanks to the availability of "key indicators" of young interviewed (such as the Fiscal Code) it was possible to engage the samples interviewed at the national database of mandatory communications and follow their performance in the labour market for 3 years. This archive is very rich of information about quality and quantity of works.

Outcomes (expected)

The results confirm an interesting correlation between active citizenship and employability. But The most important results are about our employability index and the linkage process of our data base to COB-DB that show the capability of this benchmark respect to the probability of being employed and the quality of employment.

References

- De Luca, F.; Ferri, S. Capitale umano e capitale sociale, INAPP (presentazioni), Firenze, 2017.
- De Luca, F.; Ferri, S. Il SCN tra Cittadinanza Attiva e Occupabilità. Cosa accade un anno dopo? ISFOL (presentazioni), Roma, 2017
- De Luca, F.; Ferri, S. Il Servizio Civile in Garanzia Giovani. Una misura unica in Europa che attiva i neet? INAPP (presentazioni), Roma, 2017
- De Luca, F.; Ferri, S. Il Servizio Civile: una misura di Cittadinanza Attiva che stimola l'occupabilità? INAPP (presentazioni), Verona, 2017.
- De Luca, F.; Ferri, S.; P.di Padova. Cittadinanza attiva e occupabilità: una sperimentazione di due indici di misurazione nell'ambito di un'indagine sul Servizio Civile Nazionale (2019) – be issued shortly Paper on Sociologica Review.

Index of Abstracts' codes

| | |
|-----------|---------------------------|
| <hr/> | |
| 7 | |
| 76 | pp.331 |
| 77 | pp.47; 220; 317; 442; 452 |
| 78 | pp.303 |
| <hr/> | |
| 8 | |
| 80 | pp.274 |
| 82 | pp.264 |
| 85 | pp.332 |
| 88 | pp.150 |
| <hr/> | |
| 9 | |
| 98 | pp.265 |
| <hr/> | |
| 1 | |
| 101 | pp.302 |
| 104 | pp.108 |
| 105 | pp.265 |
| 106 | pp.521 |
| 107 | pp.151 |
| 109 | pp.521 |
| 111 | pp.214 |
| 113 | pp.323 |
| 114 | pp.516 |
| 115 | pp.47 |
| 116 | pp.339 |
| 117 | pp.40 |
| 118 | pp.220 |
| 119 | pp.259 |
| 122 | pp.122; 151 |
| 123 | pp.194 |
| 124 | pp.183 |
| 125 | pp.95; 543 |
| 126 | pp.184 |
| 127 | pp.534 |
| 128 | pp.51 |
| 129 | pp.287 |
| 130 | pp.266 |
| 131 | pp.522 |
| 132 | pp.420 |
| 133 | pp.267 |
| 136 | pp.163 |
| 137 | pp.324 |
| 138 | pp.460 |
| 139 | pp.421 |
| 140 | pp.534 |
| 142 | pp.422 |
| 143 | pp.446 |
| 144 | pp.207; 215; 458; 507 |
| 145 | pp.340 |
| 148 | pp.422 |
| 149 | pp.325 |
| 150 | pp.71 |
| 151 | pp.204 |
| 152 | pp.76; 174; 314; 493 |
| 155 | pp.215 |
| 157 | pp.473 |
| 158 | pp.50; 52; 76; 301 |
| 159 | pp.136 |
| 160 | pp.190 |
| 161 | pp.527 |
| 162 | pp.505 |
| 163 | pp.474 |
| 165 | pp.392 |
| 166 | pp.60; 197 |
| 167 | pp.31 |
| 168 | pp.435 |
| 175 | pp.535 |
| 176 | pp.347 |
| 178 | pp.423 |
| 179 | pp.333 |
| 180 | pp.172 |
| 181 | pp.523 |
| 184 | pp.288 |
| 185 | pp.230 |
| 186 | pp.77 |
| 187 | pp.348 |
| 188 | pp.164 |
| 189 | pp.334 |
| 190 | pp.151; 174; 428 |
| 191 | pp.411 |
| 192 | pp.122 |
| 193 | pp.275 |
| 195 | pp.479 |
| 197 | pp.399 |
| 198 | pp.52; 84; 373 |
| 199 | pp.61 |
| <hr/> | |
| 2 | |
| 200 | pp.289 |
| 201 | pp.505 |
| 203 | pp.523 |
| 204 | pp.392 |
| 206 | pp.62; 301; 345; 470 |
| 207 | pp.152 |
| 209 | pp.261 |
| 210 | pp.260 |
| 211 | pp.359 |
| 212 | pp.341 |

| | | | |
|----------|---------------------|----------|-----------------|
| 213..... | pp.195 | 284..... | pp.73 |
| 214..... | pp.528 | 285..... | pp.32 |
| 215..... | pp.63; 542 | 286..... | pp.131 |
| 219..... | pp.52; 67; 238; 443 | 287..... | pp.364 |
| 220..... | pp.173 | 289..... | pp.369 |
| 221..... | pp.85 | 290..... | pp.175 |
| 222..... | pp.412 | 291..... | pp.435 |
| 223..... | pp.479 | 292..... | pp.293 |
| 224..... | pp.246 | 295..... | pp.425 |
| 225..... | pp.424 | 296..... | pp.268 |
| 226..... | pp.481 | 297..... | pp.306 |
| 227..... | pp.481 | 298..... | pp.237 |
| 228..... | pp.79; 318 | 299..... | pp.413 |
| 229..... | pp.529 | | |
| 230..... | pp.465 | | |
| 233..... | pp.363 | 3 | |
| 234..... | pp.290 | 300..... | pp.426 |
| 235..... | pp.482 | 301..... | pp.33 |
| 236..... | pp.291 | 302..... | pp.95; 493 |
| 237..... | pp.536 | 303..... | pp.132 |
| 238..... | pp.280 | 305..... | pp.497 |
| 239..... | pp.165 | 306..... | pp.74; 493 |
| 240..... | pp.185 | 307..... | pp.483 |
| 241..... | pp.157 | 308..... | pp.517 |
| 242..... | pp.242 | 309..... | pp.414 |
| 245..... | pp.318 | 310..... | pp.226 |
| 246..... | pp.196 | 311..... | pp.484 |
| 247..... | pp.247 | 312..... | pp.531 |
| 248..... | pp.342 | 313..... | pp.498 |
| 249..... | pp.86; 285; 379 | 315..... | pp.48 |
| 250..... | pp.153 | 316..... | pp.499 |
| 251..... | pp.537 | 317..... | pp.366 |
| 252..... | pp.349 | 318..... | pp.239 |
| 253..... | pp.364 | 319..... | pp.518 |
| 254..... | pp.53; 70 | 321..... | pp.124 |
| 255..... | pp.350 | 322..... | pp.370 |
| 257..... | pp.80; 270; 443 | 325..... | pp.270 |
| 259..... | pp.87 | 326..... | pp.239 |
| 261..... | pp.174 | 328..... | pp.181 |
| 262..... | pp.224 | 329..... | pp.351 |
| 263..... | pp.185 | 330..... | pp.448 |
| 264..... | pp.31; 317 | 331..... | pp.97; 337 |
| 265..... | pp.399 | 332..... | pp.197 |
| 266..... | pp.461 | 333..... | pp.176 |
| 267..... | pp.137 | 334..... | pp.385 |
| 269..... | pp.72 | 335..... | pp.507 |
| 270..... | pp.123 | 336..... | pp.371 |
| 271..... | pp.462 | 338..... | pp.88; 267; 395 |
| 272..... | pp.281 | 341..... | pp.117; 259 |
| 273..... | pp.292 | 342..... | pp.309 |
| 275..... | pp.224 | 343..... | pp.98; 526 |
| 276..... | pp.40 | 345..... | pp.248 |
| 277..... | pp.463 | 346..... | pp.436 |
| 278..... | pp.343 | 347..... | pp.221 |
| 279..... | pp.237 | 348..... | pp.377 |
| 280..... | pp.447 | 350..... | pp.500 |
| 281..... | pp.466 | 351..... | pp.186 |
| 282..... | pp.400 | 352..... | pp.352 |
| 283..... | pp.467 | | |

| | | | |
|----------|--------------------------|----------|--------|
| 354..... | pp.139 | 426..... | pp.111 |
| 355..... | pp.63 | 427..... | pp.112 |
| 357..... | pp.216 | 428..... | pp.532 |
| 358..... | pp.294 | 432..... | pp.271 |
| 360..... | pp.54; 167; 180; 480 | 434..... | pp.454 |
| 362..... | pp.38 | 436..... | pp.475 |
| 363..... | pp.116 | 437..... | pp.242 |
| 365..... | pp.508 | 438..... | pp.378 |
| 366..... | pp.198 | 439..... | pp.359 |
| 367..... | pp.250 | 441..... | pp.42 |
| 368..... | pp.232 | 442..... | pp.209 |
| 369..... | pp.64 | 443..... | pp.297 |
| 370..... | pp.296 | 444..... | pp.187 |
| 371..... | pp.251 | 445..... | pp.327 |
| 374..... | pp.81 | 446..... | pp.379 |
| 375..... | pp.524 | 447..... | pp.276 |
| 378..... | pp.494 | 448..... | pp.210 |
| 380..... | pp.54; 89; 113; 278; 530 | 450..... | pp.538 |
| 381..... | pp.158 | 452..... | pp.282 |
| 382..... | pp.125 | 453..... | pp.437 |
| 383..... | pp.311 | 455..... | pp.469 |
| 386..... | pp.227 | 456..... | pp.367 |
| 387..... | pp.241 | 457..... | pp.298 |
| 388..... | pp.34 | 458..... | pp.35 |
| 389..... | pp.501 | 459..... | pp.495 |
| 390..... | pp.177 | 461..... | pp.438 |
| 391..... | pp.233 | 462..... | pp.312 |
| 393..... | pp.372 | 464..... | pp.410 |
| 395..... | pp.271 | 465..... | pp.43 |
| 397..... | pp.475 | 466..... | pp.56 |
| 398..... | pp.118 | 467..... | pp.253 |
| 399..... | pp.468 | 468..... | pp.66 |
| <hr/> | | | |
| 4 | | | |
| 400..... | pp.119 | 469..... | pp.222 |
| 401..... | pp.485 | 470..... | pp.439 |
| 402..... | pp.41 | 471..... | pp.394 |
| 403..... | pp.401 | 472..... | pp.319 |
| 404..... | pp.55; 278 | 473..... | pp.44 |
| 405..... | pp.75; 99; 281; 413; 530 | 474..... | pp.373 |
| 406..... | pp.208 | 475..... | pp.112 |
| 408..... | pp.159 | 477..... | pp.133 |
| 409..... | pp.524 | 478..... | pp.57 |
| 410..... | pp.452 | 479..... | pp.327 |
| 411..... | pp.262 | 480..... | pp.354 |
| 412..... | pp.49 | 481..... | pp.227 |
| 413..... | pp.469 | 482..... | pp.335 |
| 415..... | pp.353 | 483..... | pp.160 |
| 416..... | pp.387 | 484..... | pp.283 |
| 417..... | pp.140 | 485..... | pp.154 |
| 418..... | pp.126 | 488..... | pp.283 |
| 419..... | pp.252 | 489..... | pp.395 |
| 420..... | pp.326 | 490..... | pp.284 |
| 422..... | pp.486 | 491..... | pp.455 |
| 423..... | pp.427 | 492..... | pp.402 |
| 424..... | pp.243 | 493..... | pp.223 |
| 425..... | pp.490 | 494..... | pp.272 |
| | | 495..... | pp.470 |
| | | 496..... | pp.455 |
| | | 497..... | pp.178 |
| | | 498..... | pp.101 |

499..... pp.440

5

501..... pp.199
 502..... pp.441
 503..... pp.104
 504..... pp.429
 505..... pp.502
 506..... pp.36
 507..... pp.542
 508..... pp.355
 509..... pp.374
 511..... pp.146
 512..... pp.430
 513..... pp.543
 514..... pp.299
 515..... pp.211
 516..... pp.228
 517..... pp.442
 520..... pp.134
 521..... pp.254
 523..... pp.179
 525..... pp.509
 526..... pp.234
 527..... pp.510
 529..... pp.141
 530..... pp.127
 532..... pp.190
 533..... pp.443
 535..... pp.166
 537..... pp.160
 538..... pp.82; 437
 539..... pp.167
 540..... pp.388
 543..... pp.471
 544..... pp.544
 545..... pp.105
 547..... pp.368
 548..... pp.375
 550..... pp.255
 551..... pp.37
 552..... pp.503
 553..... pp.244
 555..... pp.476
 556..... pp.295
 557..... pp.361
 558..... pp.58
 560..... pp.404
 562..... pp.217
 563..... pp.477
 564..... pp.525
 565..... pp.545
 567..... pp.336
 568..... pp.380
 569..... pp.444
 570..... pp.389
 572..... pp.230

573..... pp.191
 574..... pp.142
 576..... pp.161
 577..... pp.449
 578..... pp.146
 580..... pp.143
 581..... pp.45
 582..... pp.102
 584..... pp.128
 585..... pp.129
 586..... pp.168
 587..... pp.205
 589..... pp.405
 590..... pp.356
 591..... pp.90
 592..... pp.320
 593..... pp.192
 594..... pp.450
 595..... pp.344
 597..... pp.180
 599..... pp.415

6

600..... pp.301
 602..... pp.381
 604..... pp.431
 605..... pp.491
 606..... pp.487
 607..... pp.169
 609..... pp.147
 610..... pp.329
 611..... pp.285
 612..... pp.488
 615..... pp.276
 617..... pp.212
 618..... pp.91
 621..... pp.539
 622..... pp.67; 415
 624..... pp.492
 626..... pp.396
 627..... pp.114
 628..... pp.405
 630..... pp.199
 631..... pp.417
 632..... pp.278
 633..... pp.511
 637..... pp.106
 638..... pp.383
 640..... pp.107
 642..... pp.511
 644..... pp.397
 645..... pp.432
 646..... pp.144
 649..... pp.513
 651..... pp.520
 653..... pp.92
 654..... pp.135

| | |
|----------|--------|
| 655..... | pp.202 |
| 656..... | pp.303 |
| 657..... | pp.148 |
| 659..... | pp.546 |
| 660..... | pp.68 |
| 662..... | pp.345 |
| 663..... | pp.305 |
| 664..... | pp.407 |
| 666..... | pp.330 |
| 667..... | pp.457 |
| 668..... | pp.361 |
| 669..... | pp.514 |
| 670..... | pp.433 |
| 671..... | pp.408 |
| 672..... | pp.236 |
| 673..... | pp.418 |
| 675..... | pp.458 |
| 676..... | pp.69 |
| 677..... | pp.307 |
| 678..... | pp.337 |
| 679..... | pp.390 |
| 685..... | pp.120 |
| 686..... | pp.540 |
| 687..... | pp.50 |
| 689..... | pp.321 |
| 690..... | pp.170 |
| 691..... | pp.218 |
| 692..... | pp.547 |
| 693..... | pp.411 |
| 695..... | pp.93 |
| 697..... | pp.357 |
| 698..... | pp.155 |
| 699..... | pp.493 |

Index of Authors

A

| | |
|-------------------------------|-------------|
| Aali Hacene | pp.108 |
| Abdellatif Atif | pp.301 |
| Adam Peter Lang..... | pp.115 |
| Agostino Carbone | pp.199 |
| Ahmet Derecik | pp.287 |
| Aina Tarabina | pp.271 |
| Aina Tarabini | pp.270 |
| Alba Castejón | pp.272 |
| Alberto Cattaneo | pp.321 |
| Alberto Martini | pp.371 |
| Alberto Parola | pp.444 |
| Alejandro Montes | pp.47 |
| Alessandra De Nicola | pp.455 |
| Alessandra Fasano | pp.463 |
| Alessandra M. Straniero | pp.138 |
| Alessandra Rimano | pp.454 |
| Alessandro Bozzetti | pp.44 |
| Alessandro Castellini..... | pp.222 |
| Alessandro Ferrini..... | pp.439 |
| Alessandro Lovari..... | pp.401 |
| Alessandro Messina | pp.52 |
| Alessandro Pollini..... | pp.429 |
| Alessandro Tolomelli | pp.344 |
| Alessia Eletta Coppi | pp.321 |
| Alessia Forciniti | pp.423 |
| Alessia Rosa..... | pp.437 |
| Alessio Buonomo | pp.142 |
| Alessio Ceccherelli | pp.340 |
| Alessio Fabiano | pp.79 |
| Alexandra Felder..... | pp.185 |
| Alfina Berte' | pp.242 |
| Alfredo Marra | pp.484 |
| Alice Barana | pp.430 |
| Alice Di Leva | pp.422 |
| Alice Sophie..... | pp.211 |
| Aline Almeida | pp.105 |
| Alison Fixsen Damien..... | pp.303 |
| Alssandro Tolomelli | pp.82 |
| Amalia Caputo..... | pp.525 |
| Amelia Broccoli | pp.61 |
| Andrea Benassi | pp.442 |
| Andrea Bernardi..... | pp.523 |
| Andrea Ciani..... | pp.295; 476 |
| Andrea Franzoi..... | pp.89 |
| Andrea Galimberti | pp.473 |
| Andrea Gavosto | pp.353 |
| Andrea Lombardinilo | pp.332 |
| Andrea Marchesi..... | pp.495 |
| Andrea Nardi | pp.177 |
| Andrea Parma | pp.140 |
| Andrea Pintus..... | pp.102 |
| Andrea Pirni | pp.268; 306 |
| Andrea Regoli..... | pp.53 |

| | |
|------------------------------|-------------|
| Andrea Scagni | pp.446 |
| Andrea Valzania | pp.178 |
| Andrea Zuncheddu..... | pp.341 |
| Angela Gatti..... | pp.435 |
| Angela Maria Digrandi | pp.160 |
| Angela Taraborrelli | pp.150 |
| Angelo Falzarano..... | pp.467 |
| Anna Aluffi Pentini | pp.175 |
| Anna Bull | pp.505 |
| Anna Di Giusto | pp.524 |
| Anna Frizzarin..... | pp.238 |
| Anna Guerrieri..... | pp.174 |
| Anna Lo Prete..... | pp.51 |
| Anna Paoletta | pp.336; 368 |
| Anna Pross..... | pp.367 |
| Anna Rita Vizzari | pp.440 |
| Anna Scalfaro | pp.509 |
| Anna Uboldi..... | pp.506 |
| Annalisa Valle..... | pp.57 |
| Anselmo Roberto Paolone..... | pp.325 |
| Antje Barabasch | pp.183 |
| Antonella Marchetti..... | pp.370 |
| Antonella Meo | pp.56 |
| Antonello Podda | pp.45 |
| Antonia Verger | pp.128 |
| Antonietta De Feo..... | pp.425 |
| Antonio Maturo | pp.414 |
| Areta Sobieraj | pp.85 |
| Arnaldo Arnaldi | pp.347 |
| Assunta Viteritti | pp.307; 426 |
| Aurora Ricci | pp.98 |

B

| | |
|------------------------------|-----------------------|
| Barbara Barbieri..... | pp.397 |
| Barbara Caprara | pp.363 |
| Barbara Giullari | pp.82; 141 |
| Barbara Grüning..... | pp.479 |
| Barbara Mazza | pp.303 |
| Barbara Morsello | pp.412 |
| Barbara Pizzetti | pp.165 |
| Barbara Romano | pp.371 |
| Barbara Santibanez..... | pp.299 |
| Beate Weyland..... | pp.334; 348; 350; 352 |
| Beate Weyland Kuno Prey..... | pp.348 |
| Béatrice Arend | pp.315 |
| Beatrice Cucco | pp.497 |
| Beba Molinari..... | pp.380; 390 |
| Begoña Carmona Honorato..... | pp.85 |
| Berenice Scandone | pp.330 |
| Bruce White | pp.95 |
| Brunella Fiore..... | pp.275 |
| Bruno Chiozzi | pp.239 |
| Bruno Dionísio..... | pp.147; 255 |
| Bruno Losito | pp.97 |
| Bruno Robol | pp.522 |

C

| | |
|---|-------------|
| Camilla Bellatalla..... | pp.161 |
| Camilla Brandao De Souza..... | pp.503 |
| Carla Cuomo..... | pp.511 |
| Carla Gaiba..... | pp.202 |
| Carla Ghezzi..... | pp.490 |
| Carlo Barone..... | pp.126 |
| Carlo Di Chiacchio..... | pp.112 |
| Carlos Azevedo..... | pp.266 |
| Carlotta Bellomi..... | pp.239 |
| Carmen Gómez Redondo..... | pp.516 |
| Catarina Gonçalves..... | pp.369; 425 |
| Caterina Satta..... | pp.539 |
| Cath Gristy..... | pp.232 |
| Cécile Roaux..... | pp.274 |
| Ceyda Şensin..... | pp.502 |
| Chiara Di Gerio..... | pp.88 |
| Chiara Emanuelli..... | pp.534; 540 |
| Chiara Filios..... | pp.347 |
| Chiara Giunti..... | pp.228 |
| Chiara Sità..... | pp.223 |
| Chiara Tamanini..... | pp.532 |
| Christelle Manifet..... | pp.276 |
| Christian Kuehn..... | pp.355 |
| Christopher Turner..... | pp.538 |
| Chryssa Sgouridou..... | pp.538 |
| Cinzia Zadra..... | pp.309 |
| Ciro Cangiano..... | pp.265 |
| Claudia Atzori..... | pp.71 |
| Claudia Fredella..... | pp.99 |
| Claudia Gina Hassan..... | pp.151 |
| Claudia Mandrile..... | pp.500 |
| Claudia Medas..... | pp.341 |
| Claudia Regazzini..... | pp.92 |
| Claudia Spina..... | pp.62 |
| Clelia Cascella..... | pp.394 |
| Clementina Casula..... | pp.514 |
| Consuela Torelli..... | pp.275 |
| Cosimo Di Bari..... | pp.66 |
| Cosimo Marco Scarcelli..... | pp.404 |
| Costanzo Ranci..... | pp.140 |
| Cristiana Cardinali..... | pp.181 |
| Cristiana D'Anna..... | pp.377 |
| Cristina Calvi..... | pp.441 |
| Cristina Cecchini..... | pp.226 |
| Cristina Coccimiglio..... | pp.280 |
| Cristina Palmieri..... | pp.474 |
| Cristina Sofia..... | pp.305 |
| Cristina Stringher Francesca Scrocca..... | pp.250 |

D

| | |
|-------------------------|------------------|
| Dalit Contini..... | pp.122; 143; 449 |
| Daniel Boccacci..... | pp.69 |
| Daniela Luisi..... | pp.234 |
| Daniela Pavoncello..... | pp.458 |

| | |
|------------------------------------|-----------------------|
| Daniela Sartor..... | pp.239 |
| Daniela Torti..... | pp.118 |
| Daniele Checchi..... | pp.485 |
| Daniele Garritano..... | pp.199 |
| Daniilo Di Emidio..... | pp.284 |
| Daniilo Taglietti..... | pp.423 |
| Dario Ianes..... | pp.127; 359; 378 |
| Dario Tuorto..... | pp.295 |
| David Doncel Gia Lin..... | pp.119 |
| David Scaradozzi..... | pp.443 |
| Davida Pizzigoni..... | pp.244 |
| Davide Azzolini..... | pp.31 |
| Davide Capperucci..... | pp.96 |
| Davide Girardi..... | pp.34 |
| De Luca Picio..... | pp.260 |
| De Luca Picione..... | pp.260; 466; 526; 547 |
| Debora Mantovani..... | pp.136 |
| Denise Macgregor..... | pp.95 |
| Didier Rey..... | pp.520 |
| Domenico Carbone..... | pp.218 |
| Domenico Nisi..... | pp.521 |
| Domenico Trezza..... | pp.546 |
| Donatella Capaldi..... | pp.342 |
| Donatella Palomba Carlo Cappa..... | pp.253 |
| Donatella Poliandri..... | pp.275; 383; 390 |
| Dora Gambardella..... | pp.388 |
| Doris Kofler..... | pp.302 |

E

| | |
|-------------------------------------|-------------|
| Eduardo Blanco-Gómez..... | pp.259 |
| Elena Gremigni..... | pp.264 |
| Elena Luppi..... | pp.98 |
| Elena Pagliarino..... | pp.283 |
| Elena Ragazzi..... | pp.281 |
| Elena Valentini..... | pp.303 |
| Elettra Morini..... | pp.544 |
| Elisa Caponera..... | pp.132 |
| Elisa Guidi..... | pp.226 |
| Elisabetta Gola..... | pp.339 |
| Elisabetta Lombardi..... | pp.57 |
| Elisabetta Madriz..... | pp.476 |
| Elisabetta Perone..... | pp.148 |
| Elisabetta Prantera..... | pp.385 |
| Emanuela Dal Zotto..... | pp.37 |
| Emanuela Emilia Rinaldi..... | pp.55 |
| Emanuela Proietti..... | pp.410 |
| Emanuela Spanò..... | pp.246; 423 |
| Emanuela Spanò Davide Borrelli..... | pp.246 |
| Emanuela Susca..... | pp.67 |
| Emanuele Fedeli..... | pp.139 |
| Emanuele Russo..... | pp.134 |
| Emanuele Toscano..... | pp.413 |
| Emiliane Rubat Du Mérac..... | pp.534 |
| Emiliano Grimaldi..... | pp.388 |
| Emiliano Ilardi..... | pp.339 |
| Emilio Porcaro..... | pp.468 |
| Enrico Bocciolesi..... | pp.296 |

Enrico Marani..... pp.490
Enrico Maria Piras..... pp.441
Erika Bernacchi.....pp.166; 179

F

Fabio Berti..... pp.178
Fabio Mulas..... pp.71
Fabio Olivieri..... pp.475
Fabio Pruneri..... pp.232
Fabiola Balestrieri..... pp.185
Fabrizio Bertolino..... pp.90
Fabrizio Pusceddu..... pp.356
Fatima Farina..... pp.218
Federica De Cordova..... pp.223
Federica De Luca..... pp.50; 547
Federica Santangelo..... pp.136
Federico Batini..... pp.221; 310; 364
Federico Zamengo..... pp.74
Felice Dell'Orletta..... pp.544
Fernando Battista..... pp.168
Filippo..... pp.197; 377
Fiorella Vinci..... pp.335
Flaminia Musella..... pp.427
Flaminia Saccà..... pp.42
Flavia Stara..... pp.157
Floriana Falcinelli..... pp.305
Florindo Palladino..... pp.336; 368
Fortini Lucia..... pp.466
Franca Zuccoli..... pp.455
Francesca Astori..... pp.352
Francesca Audino..... pp.169
Francesca Berti..... pp.517
Francesca Betti..... pp.230
Francesca Caprino..... pp.243
Francesca De Santis..... pp.236
Francesca Farruggia..... pp.186
Francesca Maci..... pp.374
Francesca Oggionni..... pp.474
Francesca Peruzzo..... pp.448
Francesca Repetto..... pp.353
Francesca Schir..... pp.324
Francesca Storai..... pp.493
Francesco Cappa..... pp.331
Francesco Fabbro..... pp.177
Francesco Gagliardi..... pp.482
Francesco Maria Melchiori..... pp.181; 311
Francesco Palumbo..... pp.394
Francesco Pisanu..... pp.101
Francesco Santelli..... pp.394
Francesco Vietti..... pp.337
Fulvia Antonelli..... pp.82

G

Gabriele Marini..... pp.227
Gabiella Aleandri..... pp.110

Gabiella Calvano..... pp.84
Gabiella D' Aprile..... pp.146
Gabiella Melis..... pp.217
Gabiella Paolini..... pp.343
Gabiella Taddeo..... pp.405
Gaia Peruzzi..... pp.170
Galina Andreeva..... pp.54
Gambacorti-Passerini..... pp.473
Giada Gentile..... pp.124
Giambattista Bufalino..... pp.146
Giancarlo Costabile..... pp.160
Giancarlo Gasperoni..... pp.136
Giancarlo Ragozini..... pp.452
Gianluca Argentin..... pp.126; 129; 373; 374
Gianluca De Angelis..... pp.141; 479
Gianna Barbieri..... pp.126
Gianni Sinni..... pp.429
Giannino Melotti..... pp.176
Gianpaolo Barbetta..... pp.374
Gioia Pompili..... pp.307
Giorgia Casalone..... pp.461
Giorgia Decarli..... pp.210
Giorgio De Gaudenzi..... pp.216
Giorgio Giovanelli..... pp.276
Giorgio Salza..... pp.284
Giovannbattista Trebisacce..... pp.164
Giovanna Barzanò..... pp.92
Giovanna Filosa..... pp.471
Giovanna Guerzoni..... pp.212
Giovanna Pirisino..... pp.197
Giovanni Abbiati..... pp.129; 137
Giovanni Borgarello..... pp.284
Giuditta Alessandrini..... pp.402
Giulia Assirelli..... pp.373
Giulia Maria Cavaletto..... pp.153; 163
Giulia Maria Cavaletto Roberta Ricucci..... pp.163
Giulia Montefiore..... pp.491
Giulia Selmi..... pp.223
Giulia Toti..... pp.364
Giuliana Mandich..... pp.537
Giuliana Parente..... pp.125
Giulio Iannis..... pp.458
Giuseppe Annacontini..... pp.297
Giuseppe Carmelo Pillera..... pp.417
Giuseppe Gargiulo..... pp.142
Giuseppe Luca..... pp.260; 466
Giuseppe Pillera..... pp.180
Giuseppe Ricotta..... pp.107
Giuseppe Tipaldo..... pp.411
Giuseppina Cannella..... pp.233
Giuseppina Rita..... pp.233; 534
Giuseppina Rita Jose Mangione..... pp.233
Giustina Orientale Caputo..... pp.142
Gloria Fiorani..... pp.88
Gomez Paloma..... pp.377; 378
Graziana Epifani..... pp.385
Gretchen Butera..... pp.298
Grète Brukštutė..... pp.359
Guido Salza..... pp.122; 449

H

| | |
|---------------------------------|-------------|
| Hans Martens..... | pp.133 |
| Heidrun Demo..... | pp.127; 359 |
| Howard Stevenson..... | pp.278 |
| Hugo Armando Brito Rivera | pp.248 |

I

| | |
|----------------------------|-------------|
| Ida Cortoni..... | pp.421 |
| Igor Deiana..... | pp.122 |
| Ilaria Lievore..... | pp.31; 123 |
| Ilaria Navarra..... | pp.237 |
| Ilaria Pitti..... | pp.35; 178 |
| Ilaria Salvadori..... | pp.96; 492 |
| Ilenia Picardi..... | pp.487 |
| Inbar Michelzon Drori..... | pp.327 |
| Irene Dora | pp.221 |
| Irene Tessaro..... | pp.540 |
| Isabella Sulis..... | pp.217; 397 |
| Izabela Wagner | pp.188 |

J

| | |
|-----------------------------|--------|
| Jan Smid | pp.232 |
| Janet Duke..... | pp.60 |
| Javier Rujas..... | pp.254 |
| Jérémy Sinigaglia..... | pp.508 |
| Jessie Abrahams..... | pp.265 |
| Joan Madia | pp.375 |
| João Feijão..... | pp.231 |
| Jole Orsenigo..... | pp.191 |
| Jonathan Pratschke..... | pp.137 |
| José Augusto Palhares | pp.116 |
| Jose Mangione | pp.534 |
| Judith Jacovkis..... | pp.270 |

K

| | |
|------------------------|--------|
| Karen Hemming | pp.469 |
| Katia Ballacchino..... | pp.519 |
| Katuscia Carnà..... | pp.184 |
| Kirsty Finn..... | pp.48 |

L

| | |
|-------------------------|-------------|
| Larissa Schindler | pp.318 |
| Laura Madella | pp.63 |
| Laura Palmerio | pp.132 |
| Laura Pomari..... | pp.167 |
| Laura Screpanti | pp.443 |
| Laura Selmo..... | pp.191 |
| Leonardo Piromalli..... | pp.276; 426 |
| Leonor L. Torres | pp.116 |

| | |
|------------------------------|-----------------------|
| Leonor Lima Torres..... | pp.255 |
| Leopoldo Cabrera..... | pp.252 |
| Letizia Bindi | pp.516 |
| Letizia Caronia..... | pp.316 |
| Letizia Giampietro..... | pp.383 |
| Letizia Mingardo | pp.527 |
| Letizia Zampino | pp.215; 411 |
| Lia Pappámikail | pp.361 |
| Liliana Pilon | pp.438 |
| Lisa Brambilla | pp.153 |
| Lisa Sella | pp.281 |
| Lisa Stillo..... | pp.288 |
| Lisa Zaquini..... | pp.374; 405 |
| Livia Serlupi Crescenzi..... | pp.289 |
| Livio Bioglio | pp.435 |
| Loredana La Vecchia | pp.389 |
| Lorenza Orlandini..... | pp.228 |
| Lorenzo Barbanera..... | pp.38 |
| Lorenzo Cesaretti | pp.443 |
| Lorenzo Denicolai..... | pp.405; 444 |
| Lorenzo Raffio | pp.92; 135 |
| Loris Vergolini | pp.88 |
| Luana Salvarani | pp.68 |
| Luca Bassani | pp.439 |
| Luca Bizzarri | pp.354 |
| Luca Bossi | pp.205 |
| Luca Galli | pp.483 |
| Luca Massidda..... | pp.41 |
| Luca Odini..... | pp.292 |
| Luca Raffini..... | pp.268; 306 |
| Luca Refrigeri | pp.113; 313; 336; 368 |
| Luca Salmieri | pp.392 |
| Luca Scacchi | pp.216 |
| Luca Tedesco | pp.63 |
| Lucia Fortini..... | pp.525; 546 |
| Lucia Schiona..... | pp.52 |
| Ludovica Rossotti | pp.454; 463 |
| Ludovica Rubini | pp.441 |
| Luigia Simona Sica..... | pp.436; 452 |
| Luís Miguel Carvalho..... | pp.369 |
| Luisa Aiello | pp.87 |
| Luisa Patrizia Milo | pp.242 |
| Luisa Zecca | pp.99 |

M

| | |
|--|-------------|
| Maddalena Colombo | pp.165 |
| Maddalena Sottocorno..... | pp.524 |
| Maddy Winnard | pp.450 |
| Magali Ballatore Ariane Richard-Bossez | pp.247 |
| Maja Antonietti..... | pp.90; 102 |
| Manuel Anselmi | pp.40 |
| Manuel Roux Luc Robène..... | pp.510 |
| Manuela Repetto | pp.233; 437 |
| Marcella Milana | pp.262 |
| Marco Bartolucci..... | pp.310; 364 |
| Marco Caiani | pp.37 |
| Marco Dionisio Terribili | pp.215 |

| | | | |
|---------------------------------------|-------------|------------------------------|-----------------------|
| Marco Ferrari | pp.77 | Maura Striano | pp.73 |
| Marco Gui..... | pp.372; 420 | Maurizio Balistreri..... | pp.407 |
| Marco Manca | pp.82 | Maurizio Bertolini | pp.365 |
| Marco Mazzocca | pp.528 | Maurizio Gentile | pp.101 |
| Marco Romito | pp.425; 447 | Maurizio Merico..... | pp.31 |
| Marco Serino..... | pp.488 | Maurizio Mesenzani..... | pp.424 |
| Marco Solimene | pp.209 | Maurizio Salucci | pp.242 |
| Marcus Wolf..... | pp.58 | Mauro Palumbo | pp.387 |
| Margherita Cardellini..... | pp.172 | Meihsin Lin | pp.415 |
| Margherita Maria Pagliuca | pp.53 | Melis Cin..... | pp.47 |
| Maria Alessandra Verrienti..... | pp.326 | Menze Lorena | pp.287 |
| Maria Anna Formisano | pp.194 | Michela Freddano..... | pp.275; 380; 390; 501 |
| Maria Benedetta | pp.473 | Michela Ponticorvo..... | pp.436 |
| Maria Carmela Agodi..... | pp.487; 488 | Michele Aglieri | pp.114 |
| Maria Carmela Catone..... | pp.31; 469 | Michele Negri..... | pp.42 |
| Maria Caterina De Blasis..... | pp.402 | Michele Rostan | pp.481 |
| Maria Chiara De Angelis | pp.410; 427 | Milena Cassella | pp.305 |
| Maria Chiara Pettenati | pp.93 | Milos Kankaras | pp.396 |
| Maria Dentale | pp.104 | Monia Anzivino | pp.37 |
| Maria Giovanna Musso..... | pp.155 | Monica Cariola | pp.282 |
| Maria Grazia Galantino..... | pp.186 | Monica Guerra | pp.90 |
| Maria Guida..... | pp.198 | Monica Mincu | pp.498; 499 |
| Maria Keil | pp.366 | Monica Parricchi | pp.114; 357 |
| Maria Magdalena Isac | pp.132 | Monya Ferritti | pp.174 |
| Maria Manuel Vieira | pp.361 | Moris Triventi..... | pp.123 |
| Maria Ranieri..... | pp.177 | | |
| Maria Scierri..... | pp.221 | <hr/> N <hr/> | |
| Maria Tomarchio..... | pp.146 | Nadia Crescenzo..... | pp.31; 399 |
| Maria-Chiara Michelini | pp.290 | Nadia Sansone..... | pp.343 |
| Mariagrazia Francesca Marcarini | pp.347 | Nataliya Velikaya..... | pp.41 |
| Mariagrazia Monaci | pp.216 | Neder Magaly..... | pp.457 |
| Mariagrazia Santagati..... | pp.32; 131 | Nicola Badolato..... | pp.509 |
| Marialuisa Villani..... | pp.227; 433 | Nicola De Luigi..... | pp.44 |
| Mariana Gaio Alves..... | pp.255 | Nicolò Valenzano | pp.74 |
| Mariano Porcu | pp.217; 397 | Nina-Kathrin Wienkoop | pp.36 |
| Maria-Teresa Sagri..... | pp.444 | Noemi Russo | pp.313 |
| Marie-Pierre Chopin | pp.508 | | |
| Marina Calloni..... | pp.150; 151 | <hr/> O <hr/> | |
| Marina Franchi..... | pp.222 | Oksana Stashina | pp.502 |
| Marina Marchisio..... | pp.430 | Olga Bombardelli | pp.91 |
| Marion Valarcher | pp.431 | Olga Kitaitseva | pp.111 |
| Mariusz Finkielszstein | pp.482 | Orazio Giancola..... | pp.107; 392 |
| Marta Cordini..... | pp.140 | | |
| Marta Curran..... | pp.272 | <hr/> P <hr/> | |
| Marta Dos Santos..... | pp.271 | Pablo Eduardo..... | pp.457 |
| Marta Mezzanzanica..... | pp.329 | Pamela Giorgi Francesca..... | pp.244 |
| Marta Pellegrini | pp.370 | Paola Attanasi | pp.438 |
| Marta Villa..... | pp.204; 521 | Paola Buonanno..... | pp.468 |
| Martí Manzano | pp.272 | Paola Damiani | pp.377 |
| Massimiliano Fiorucci | pp.288 | Paola Iannello..... | pp.114 |
| Massimo Belardinelli | pp.351 | Paola Iotti | pp.285 |
| Massimo Faiferri | pp.356 | Paola Marsocci..... | pp.106 |
| Matilde Meazzi..... | pp.540 | Paola Morizzo..... | pp.540 |
| Matteo Bianchini..... | pp.312 | | |
| Matteo Botto | pp.494 | | |
| Matteo Villa..... | pp.204 | | |
| Mattia Baglieri..... | pp.379 | | |
| Mattia Baiutti..... | pp.86 | | |
| Mattia Mazzaresè | pp.224 | | |

| | |
|-------------------------|-------------|
| Paolo Anderle..... | pp.540 |
| Paolo Barabanti..... | pp.32 |
| Paolo Diana..... | pp.469 |
| Paolo Landri..... | pp.422 |
| Paolo Sommaggio..... | pp.532 |
| Pascal Perillo..... | pp.291 |
| Pasquale Cimmino..... | pp.160 |
| Patrizia Lotti..... | pp.230; 545 |
| Patrizia Meringolo..... | pp.224 |
| Pauline Proboeuf..... | pp.327 |
| Perrenoud Marc..... | pp.507 |
| Peter Davies..... | pp.499 |
| Petra Regina Moog..... | pp.350 |
| Piera Rella..... | pp.463 |
| Piero Dominici..... | pp.529 |
| Pierre Bataille..... | pp.507 |
| Pierre Dillenbourg..... | pp.321 |
| Pietro Lucisano..... | pp.534 |
| Pietro Valentini..... | pp.208 |

R

| | |
|----------------------------|-------------|
| Rafael Feito..... | pp.76 |
| Raffaele Di Fuccio..... | pp.436 |
| Raffaele Lombardi..... | pp.170; 256 |
| Raffaele Sibilio..... | pp.466 |
| Raimonda Maria Morani..... | pp.243 |
| Raquel Gomes..... | pp.120 |
| Renato Fontana..... | pp.303 |
| Renato Grimaldi..... | pp.405 |
| Ridge Alan Porter..... | pp.303 |
| Rita Bertozzi..... | pp.33; 131 |
| Rita Cimmino..... | pp.396 |
| Rita Fornari..... | pp.432 |
| Rita Marzoli..... | pp.392 |
| Rita Tegon..... | pp.361 |
| Roberta Cardarello..... | pp.102 |
| Roberta Robol..... | pp.523 |
| Roberto Angotti..... | pp.471 |
| Roberto Melchiori..... | pp.311 |
| Roberto Moscati..... | pp.479 |
| Roberto Poli..... | pp.534 |
| Roberto Serpieri..... | pp.399 |
| Rocco Palumbo..... | pp.542 |
| Rocco Scolozzi..... | pp.534; 540 |
| Rosa Bellacicco..... | pp.127; 460 |
| Rosa Mazzone..... | pp.239 |
| Rosalba Manna..... | pp.542 |
| Rosanna Labalestra..... | pp.400; 490 |
| Rosanna Marino..... | pp.408 |
| Rosaria Lumino..... | pp.388 |
| Rosario Ponziano..... | pp.80 |
| Rosario Scandurra..... | pp.395; 471 |
| Rosita Deluigi..... | pp.158 |
| Rossana Buono..... | pp.152 |
| Rossana Quarta..... | pp.92 |
| Rossella Garuti..... | pp.408 |
| Rossella Rega..... | pp.401 |

| | |
|---------------------|-------------|
| Rudi Bartolini..... | pp.236 |
| Ruggero Cefalo..... | pp.395; 471 |

S

| | |
|-----------------------------|------------------|
| Sabina Licursi..... | pp.49 |
| Sabrina Greco..... | pp.112 |
| Saenz San Martin..... | pp.457 |
| Salvatore Patera..... | pp.117 |
| Samanta Bartocci..... | pp.356 |
| Samuele Calzone..... | pp.542 |
| Sandra Biewers Grimm..... | pp.345 |
| Sandra Vatrella..... | pp.262; 422 |
| Sandro Busso..... | pp.56 |
| Sandro Turcio..... | pp.227 |
| Sara Mori..... | pp.493 |
| Sara Romiti..... | pp.383 |
| Sara Rozenwajn Acheroy..... | pp.214 |
| Sarcinelli Giulia..... | pp.211 |
| Serafina Pastore..... | pp.501 |
| Serena Quarta..... | pp.462 |
| Sergio Ferri..... | pp.50; 547 |
| Sergio Longobardi..... | pp.53 |
| Sergio Meloni..... | pp.513 |
| Sergio Minniti..... | pp.418 |
| Severine Chauvel..... | pp.146 |
| Sharlene Swartz..... | pp.35 |
| Silia Passeri..... | pp.224 |
| Silvia Dell'Anna..... | pp.359; 378 |
| Silvia Doria..... | pp.320 |
| Silvia Fioretti..... | pp.293 |
| Silvia Guetta..... | pp.475 |
| Silvia Zanazzi..... | pp.183 |
| Silvie Rita Kucerova..... | pp.232 |
| Silvio Premoli..... | pp.477 |
| Simon N. Leonard..... | pp.95 |
| Simona Carolla..... | pp.471 |
| Simona Perfetti..... | pp.77 |
| Simona Quaglia..... | pp.511 |
| Simona Tirocchi..... | pp.399; 435 |
| Simonetta Montemagni..... | pp.544 |
| Sirkka Heinonen..... | pp.536 |
| Sivia Palmieri..... | pp.405 |
| Sofi Kurki..... | pp.536 |
| Sofia Viseu..... | pp.369 |
| Solveig Serre..... | pp.510 |
| Sonia R. Marino..... | pp.320 |
| Sophie Merit Müller..... | pp.318 |
| Stefania Capecchi..... | pp.396 |
| Stefania Capogna..... | pp.410; 427 |
| Stefania Cavagnoli..... | pp.150 |
| Stefania Chimenti..... | pp.49; 104 |
| Stefania Chipa..... | pp.228; 236; 352 |
| Stefania Lorenzini..... | pp.173; 175 |
| Stefania Pontrandolfo..... | pp.207 |
| Stefania Russo..... | pp.241 |
| Stefania Sette..... | pp.385 |
| Stefano Boffo..... | pp.430; 482 |

| | |
|-------------------------|--------|
| Stefano Casulli..... | pp.159 |
| Stefano Federici..... | pp.341 |
| Stefano Oliverio..... | pp.72 |
| Susann Hanspach..... | pp.271 |
| Svetlana Poleschuk..... | pp.486 |

T

| | |
|-------------------------|-----------------------|
| Tabea Schlimbach..... | pp.469 |
| Tamar Nir..... | pp.543 |
| Tania Parisi..... | pp.460 |
| Tatiana Ferreira..... | pp.361 |
| Tatiana Saruis..... | pp.33 |
| Terence Leone..... | pp.349 |
| Teresa Rinaldi..... | pp.57 |
| Tindaro Cicero..... | pp.485 |
| Tiziana Chiappelli..... | pp.166; 179 |
| Tiziana Di Palma..... | pp.452 |
| Tiziana Iaquina..... | pp.196 |
| Tiziana Mascia..... | pp.294 |
| Tiziana Tesauro..... | pp.319 |
| Tiziano Gerosa..... | pp.129; 372; 373; 420 |

V

| | |
|--------------------------------------|-------------|
| Valentina Camporeale..... | pp.220 |
| Valentina Cuzzocrea..... | pp.469; 535 |
| Valentina Di Noi..... | pp.435 |
| Valentina Dorato..... | pp.333 |
| Valentina Giovannini..... | pp.243; 312 |
| Valentina Lamonica..... | pp.281; 465 |
| Valentina Lapicciarella Zingari..... | pp.517 |

| | |
|--|-------------|
| Valentina Moiso..... | pp.56 |
| Valentina Pagani..... | pp.211 |
| Valentina Tudisca..... | pp.154 |
| Valentina Tudisca Adriana Valente..... | pp.154 |
| Valeria Angelini..... | pp.312 |
| Valeria Damiani..... | pp.97 |
| Valeria Di Martino..... | pp.417 |
| Valeria Fabretti..... | pp.203 |
| Valeria Pandolfini..... | pp.379; 387 |
| Valerio Belotti..... | pp.34 |
| Valerio Ghezzi..... | pp.97 |
| Valerio Massimo Marcone..... | pp.455 |
| Vanessa Lamattina..... | pp.261 |
| Vanessa Macchia..... | pp.330 |
| Vergolini Loris..... | pp.371 |
| Veronica Berni..... | pp.381 |
| Veronica Moretti..... | pp.412; 414 |
| Veronica Riccardi..... | pp.392 |
| Victoria Konidari..... | pp.64 |
| Viola Pinzi..... | pp.133 |
| Virgínio Sá..... | pp.251 |
| Vittoria Colla..... | pp.316 |

X

| | |
|-------------------|--------|
| Xavier Bonal..... | pp.144 |
|-------------------|--------|

Y

| | |
|---------------------|--------|
| Yael Gaulan..... | pp.323 |
| Ying-Jie Jheng..... | pp.267 |
| Yuli Hatzofe..... | pp.323 |