

Scuola
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✕ il Mulino

2-3-4-5 JUNE 2021

REINVENTING EDUCATION

second international conference

BOOK OF ABSTRACTS



**2nd International Conference of the journal “Scuola
Democratica”**

Reinventing Education

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- they have the necessary hard skills, assessed by a team of experts using transparent performance standards and indicators;
- they can design a teaching unit in which they use the skills they want to assess; and
- they are able to put into practice their artistic or sport skills and transversal abilities by providing a short teaching session for a group of students.

12 different Open Digital Badges, attesting technical, artistic and physical skills that follow open standards for recognising and validating learning were created. The certification body is Sapienza University, in partnership with Cineca.

The project is consistent with the 2018 Ministerial Conference on "Enhancement of Higher Education Learning and Teaching" (EHEA) that underlines the importance of transparent, secure, machine-readable and easily transmitted digital certifications; the European Recommendations on key competences for lifelong learning (2018-a; 2018-b), and the Erasmus + program Open Badge Network. Furthermore, it is compatible with the "European Qualifications Framework for lifelong learning", which is a meta-framework aiming at enabling comparability of qualifications frameworks and systems (European Commission, 2008).

Ahn, J., Pellicone, A., & Butler, B. S. (2014). Open badges for education: What are the implications at the intersection of open systems and badging?

Paris Communiqué: EHEA Ministerial Conference (2018). Retrieved from <http://www.ehea2018.paris>

European Commission (2008). The European Qualifications Framework for Lifelong Learning. Luxembourg: Publications Office of the European Union.

European Commission (2018). New measures to boost key competences and digital skills, as well as the European dimension of education. Brussels: Press Release.

European Commission (2018). Proposal for a Council Recommendation on Key Competences for Lifelong Learning. Brussels: European Commission.

365 Didactic Strategies And Methods During The Covid-19 Emergency: A Comparison Between Data Obtained From The Qualitative Analyses Of Sird Survey

Toti, Giulia (Università di Perugia, Italy) · Barbisoni, Giulia (Università di Perugia, Italy) · Pera, Eleonora (Università di Perugia, Italy) · Scierri, Irene Dora Maria (Università di Firenze, Italy)

Keywords: Covid-19, distance learning, teaching strategies, didactic strategies.

The aim of this paper is to describe the results obtained from the qualitative analysis of the answers given by teachers to the open-ended questions of the SIRD national questionnaire on distance learning, widespread during the Covid-19 global lockdown. The focus of the present work is on regional data of primary and secondary schools of Tuscany and Umbria, for which the occurrences and the relative percentages by subject were calculated in order to be compared with National results. In addition, a content analysis of teachers' responses was conducted. Some categories which showed more relevant results were selected in order to compare Regional and National results in relation to the use and the effectiveness of certain didactic strategies and methods. The comparison is also made with the quantitative data of the questionnaire to analyse a possible match between different outputs.

First, the study revealed that the Tuscan sample of teachers have identified the innovation of teaching methods as a strength of distance learning, compared to the Umbrian and Italian samples. The analysis of the content of the answers has in fact shown how distance learning has represented for teachers the opportunity to propose new activities, different from those usually carried out in classroom, and to revolutionize their teaching strategies mainly thanks to the new potential of the learning environment. The answers also highlighted teachers' intention to use these new strategies even in future.

On the other side, we have found in the Umbrian sample the perception of inadequacy of the distance learning environment for practical and group activities such as the practising of a musical instrument or laboratory subjects, as a weakness of online teaching. The aforementioned results appear to be particularly evident for upper secondary school teachers, while for primary school teachers,

the data is very similar to the other two samples showing a lower perception of inadequacy of the learning environment for these grades.

Another weakness of the didactic remodulation is related to difficulties in planning and achieving objectives and it was found mainly in the answers of primary school teachers of the Umbria region. These critical issues are related mainly to the expansion of time requested for preparing and carrying out activities, to the difficulty of following all the pupils effectively and the inability of planning activities that involve also the weaker students.

Furthermore, in line with the quantitative data it was found that the percentage of primary school teachers reporting comments related to the implementation of innovative didactic strategies appears to be higher for the Umbrian sample than for the Tuscan and National samples. The percentage of answers related to education innovation that emerged for Umbrian data decreases for higher school levels. The purpose of this contribution is therefore to highlight, not only the difficulties encountered by the teachers, but also their ability to adopt new and effective teaching strategies. The use and the implementation of multimedial methods and the multiplicity of teaching tools made the learning process more innovative and engaging for students.

225 Empowering The School. A Research-Intervention Approach To Value School Practices For Innovation

Viganò, Renata Maria (Catholic University of the Sacred Heart, Italy) · Giganti, Marco (Catholic University of the Sacred Heart, Italy)

Keywords: school practices, research-intervention, empowerment, innovation, evaluation

The frame of the panel gives the opportunity to reflect about some research-intervention experiences in the light of the three topics that structure the frame: the social and civil mission of school, the deep knowledge of the schools, the meaning of evaluation. In particular, this communication focuses on some fundamental methodological choices at the basis of many research-intervention projects with schools, conducted by CeRiForm – Research Center on Educational Policies - of the Catholic University of the Sacred Heart.

The approach proposed to schools aims to the empowerment of the institute and its actors. Beyond the specific thematic content of the requests from schools, the intervention unfolds supporting the development of skills like: to objectify the school practices and dynamics; reflective self-analysis; critical analysis of the context, the perspectives, the strengths and weaknesses ; research as a structural operating style of the school in its various activities (planning, teaching, organization, etc.); valuing internal and external resources; developing partnerships and intra- and extra-school synergies; monitoring and evaluation of activities, projects, etc. In summary, the work agreed with schools limits the transmission of knowledge / skills by experts to a minimum; it rather helps schools to know and value their own resources e to strengthen and develop them through strategic projects and partnerships.

This approach – each time agreed in its implementation details with every single institute / network of institutes – relates to the three plans described by the panel. The school, working to objectivate and to analyse itself and its practices and to focus on achievable goals, is pushed to deal with its social and civil mission and to pursue it by making its activities and plans consistent with that.

Such work allows schools to get a deeper knowledge of themselves and to drive implicit dynamics and practices to become explicit and reflected knowledge. In fact, for the experts team too that is an excellent opportunity to know the everyday school: teachers and principals acts a huge amount of professional "knowledge in action" - acted rather than declared; every day they have to find solutions to old and new problems, to adapt their routines to changing students, contexts, colleagues, requests, etc. There is an underknown web of innovation in practices, deeply rooted into the contexts, that makes schools working and that should be valued also in a policymaking perspective.

Evaluation is at the center of this approach both because it is often the specific topic on which schools require support and because, whatever the issue from which the request originates (evaluation of learning, self-evaluation of the institute, impact evaluation of the school projects, evaluation of the training courses for teachers, etc.) the path followed leads to the awareness that