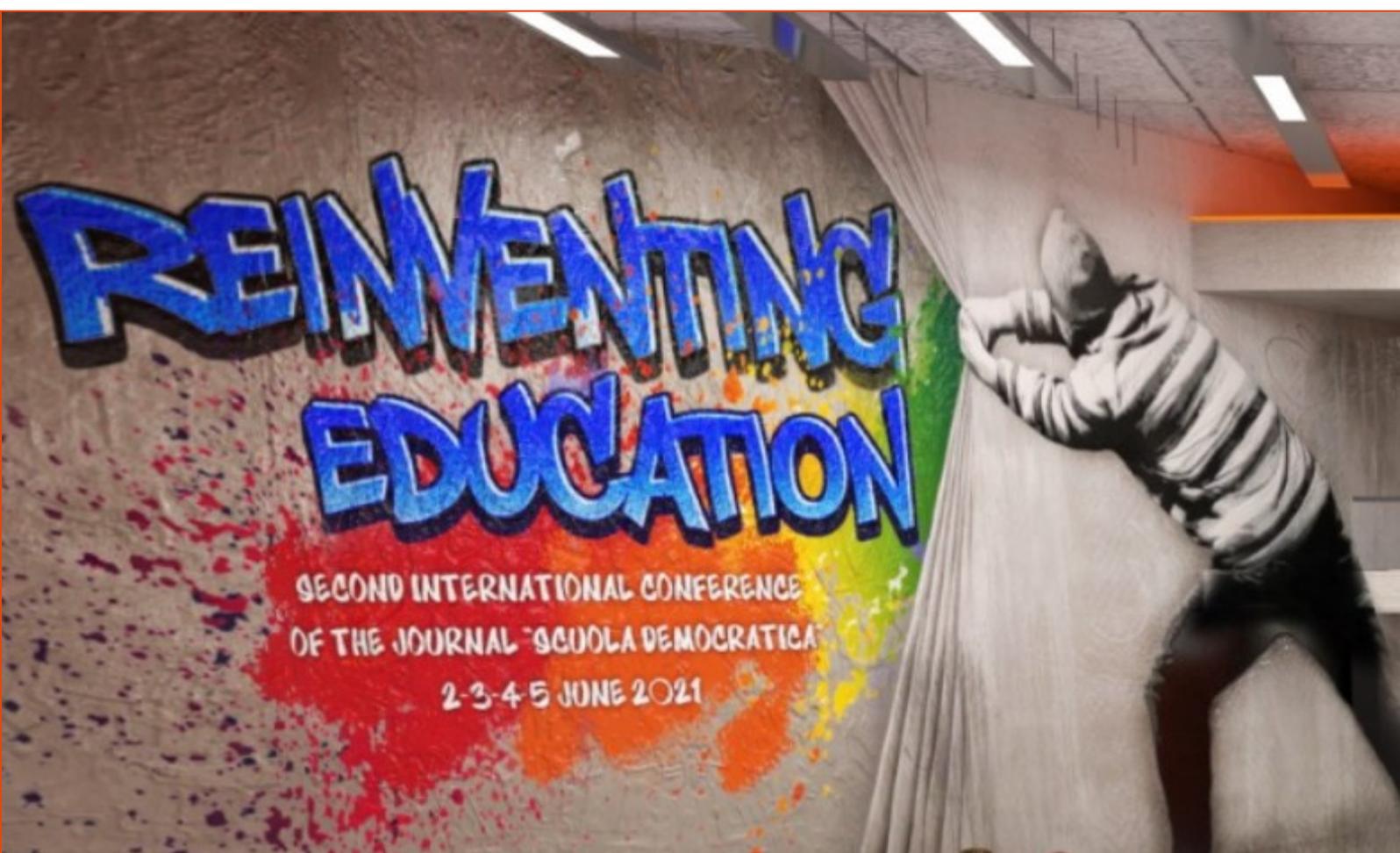Scuola democratica   il Mulino

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REINVENTING EDUCATION

second international conference

BOOK OF ABSTRACTS

2nd International Conference of the journal "Scuola Democratica"

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STREAM A. Reinventing Education: New Relationships Between Education and Society in a Global Perspective

A.1. Linguistic Pluralism And Minorities In A New Global Perspective: Education And Linguistic Policies

822 Maintenance And Use Of Heritage Languages And Italian "Lingua Filiale" By Second Generation Students With Migratory Background

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Keywords: heritage languages, second generation, plurilingualism, shift, Italian school

Methods

This proposal presents some of the results of a larger quantitative and qualitative study that involved over 1,000 students from primary and lower secondary schools in Friuli Venezia Giulia region, Italy. The field research phase of the Impact FVG 2018-2020 project took place during the 2018/2019 school year and consisted in a survey with a sociolinguistic questionnaire inspired by the one adopted in Piedmont and Pavia province by Chini (2004) and Chini and Andorno (2018). The data were subsequently analyzed at a statistical level and here is presented a synthesis of the results concerning the linguistic competence and the uses of both heritage languages, and of Italian "lingua filiale" by pupils with a migratory background ("filial language", Favaro 2020).

Results

As it appeared in previous and similar researches in different contexts (Chini 2018a), the results show a regression in the competence and uses of the heritage languages, which is paralleled by an extension of the Italian, a code that for these second generation students with migratory background can no more be considered as a second language, but as a "lingua filiale" (Favaro 2020). The reasons behind this shift may be different, and there are many factors that influence these results (Chini and Andorno 2018, Chini 2018b), however speakers seem to be still well aware and share positive perceptions about the importance and usefulness of all the resources available in their plurilingual repertoires. Most of the pupils reached through the questionnaire also express a wish for more opportunities to practice and deepen the knowledge of the codes inherited from their families and connected to the distant migratory past. Teachers and school seem on the other hand to be struggling behind and it is still missing a prompt and effective response, able to protect the linguistic rights of these emerging bilinguals and to stimulate the maintenance of their heritage languages.

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239 Newly Arrived Adult Migrants. Educational Challenges For Inclusion Policies

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Keywords: Migrants, Social inclusion, Minority language, Education

The migratory process has been significantly affecting Italy for more than 30 years, but still the policies coping with of the phenomenon appear problematic, not to say inconsistent. The normative regulations still result in a political debate stubbornly encrusted on the "accepting versus rejecting" dilemma, as if such a pervasive macro sociological process might be managed simply relying on an "on/off" entry mechanism. Foreigner citizens officially living In Italy now share 8.5% of the total population, and we owe them a significant contribution to the demographic growth of the country, whereas Italy has been falling short of the demographic recovery rate since 1975.

A presence so massive and so relevant deserves a different reflection and appropriate policies capable to actively value migrant's contribution to a pluralistic society. The lack of policies oriented for example to the enhancement of the native languages of migrants in conjunction with the learning of the Italian language has meant that integration has been declined, at best, in a very minimal and scattered inclusion, downplaying the educational resources of those who enter Italy with specific human capital coupled with specific training needs in relation to welfare services.

I here intend to present and discuss preliminary outcomes from of a local research on the living conditions of third countries adult nationals hosted at reception facilities in the province of Viterbo and surveyed by local authorities via a questionnaire. The questionnaire is part of the more complex research programme covering both the census of local social services, NGO and associations working in close touch with the migrant population and the mapping of native young people attitudes towards migrants.

The hypothesis that has guided the research concerns the suspicion that foreigners constitute a human capital not fully recognized and appreciated especially in the primal steps after their arrival. Preliminary analyses (212 out of 400 questionnaires) show that from the educational point of view, half of new arrivals have averagely attained high level of formal education, a quarter have achieved the bachelor's degree and only another quarter are low achievers (primary education. The main problem arises from the difficulties of recognition and equivalence of formal qualifications obtained in the native country: about 60% of respondents declares that their formal qualification is not recognised in Italy. We are thus faced with a situation of underestimation and consequent under-utilization of competencies and skills which could, on the contrary, boost faster integration into the labour market and therefore into the social fabric if only the regional structures and services of the CPIA, vocational education and training system, CPI were targeted by integrated policies and specific resources aimed at the recognition and enhancement of the educational skills of newly arrived migrants in conjunction with existing Italian language learning services. Ultimately, it is believed that more efforts can be made in the context of reception and integration policies, recalibrating the focus of interventions in favour of inclusive learning schemes that recognises and enhances linguistic and educational differences.

836 Language Complexity In The Italian Adult Education System. First Findings From A Mixed Method Research

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Keywords: adult education, multilingualism, Italian L2, language teaching, translanguaging

The scholastic - and above all linguistic - life of the CPIAs, the 30 centers Italy entrusts adult education to, is probably the most advanced point of the communicative complexity reached in our country today. Every day, about 1000 "alfabetizzatori", mostly former elementary school teachers, teach Italian to students who have four mother tongues but have never learned to write one, who attends once out of ten lessons, who have whatsapp but only for vocals, who suddenly disappear because their husbands decide to move to Germany.

In classes that start with 15 students but after a month have 25 and 5 the month after that, teachers who used to work only with Italian-speaking children who at most passively knew the dialect must find a way to teach their students how to hold a pen, how to draw their name, how to follow with their eyes the spatial articulation of a sheet of paper and, only then, how to read and write.

Almost 10 years after the transformation of CTP into CPIA (D.P.R. 236/12; Linee guida 2015), the levels of Italian L2 recognized by the Ministry are still only A1 and A2. Everything that comes before A1 (pre-Alfa, Alfa, pre-A1) is compressed into courses that keep learners with very different needs together, or even ends up directly in A1, because, with A2, it is the only "ordinamental" course. On the other hand, it happens that teachers with often inadequate or incomplete training think they can facilitate the comprehension of initial synophon learners by shouting in Roman dialect, or by asking each one of them to "read" a sentence written on the blackboard that, after the first repetitions by the teacher, everyone has already easily learned by heart.

After conducting the monitoring of CPIAs on behalf of MIUR throughout the three-year period following the issuance of the Guidelines (2016-2019), INDIRE continued the research independently to investigate the qualitative aspects of Italian adult education, starting with the most interesting data that emerged from the previous research. Of the 6 clusters in which CPIAs were grouped, the one on literacy identified 10 "top performing" CPIAs that are currently involved in a research coordinated by this writer. By meeting managers and teachers, we discover a school that, despite the mentioned problems, is (unknowingly) in the vanguard and could define the coordinates of the school-of-the-future.

The linguistic problem, which is predominant in the CPIAs, reveals an extreme multilingualism that strongly undermines a series of certainties, starting from the notion of linguistic integration (Garcia 2017). In an environment where the minority language is Italian and where didactic interaction necessarily passes through bridge languages of all kinds, breaking up into multi-channel micro-interactions (verbal, visual, gestural), the most suitable interpretive approach is that of translanguaging, because it does not pretend to discretize and welcomes in a new type of continuum a reality that asks to be oriented, rather than governed, through completely new didactic strategies.

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671 "But Where Did They Go?" Immigrant Origin Students Connections And Disconnections From School During The Pandemic Emergency

Chiappelli, Tiziana (University of Florence, Italy)

Keywords: Linguistic policies in school, education, immigrant pupils, minorities inclusion.

The fact that the school system, unfortunately, tends to reproduce social inequalities is a well-studied and established phenomenon. Bourdieu himself, author of "La reproduction", however, ended up collaborating with the French state to create specific interventions capable of overturning this situation and ensuring that, on the contrary, the school could assume the role of educational inclusion and social promotion that belongs to it. Many efforts have been made in this sense, and interventions for the integration of minorities of immigrant origin have multiplied in Italy over the last 20 years, while maintaining a strong local component. But what happened during the pandemic? What happened to these pupils during the lockdown and school closures periods? How did their specific condition impact their school paths then and now, as a consequence? The paper is based on two ongoing projects ("Bella Presenza. Metodi, strategie e pratiche per il contrasto alla povertà educativa", funded by fondazione Con i bambini and "Apriti Sesamo. Lingue e linguaggi per l'inclusione", funded by FAMI) that have made possible to closely observe what has happened at the level of primary and secondary schools with respect to immigrant origin pupils and the strategies adopted in school and at local level in order to face to the new pandemic scenario.

The health emergency has highlighted that the socio-economic gap, the different linguistic and cultural background and the digital divide are very widespread obstacles, which do not exclusively concern students of immigrant origin but which particularly affect them, at the intersection of multiple difficulties (linguistic, cultural, socio-economic etc.) and discriminations. The emergency also highlighted how belonging to specific communities became a reference point for families and students with respect to the strategies to be adopted in relation to school attendance. The school itself, as educational system, has had to recognize the fundamental role of the wider educating community, asking for support from local authorities and the private social sector of the territory precisely to reach the families of the students most in difficulty, for instance the ones who can not speak Italian fluently, those who have never

connected to video-lessons, who suddenly disappeared from virtual classrooms and who have been 'hung up' and brought back into formal educational paths only thanks to joint actions of the territorial networks. The school itself, as educational system, has had to recognize the fundamental role of the wider educating community, asking for support from local authorities and the private social sector of the territory precisely to reach the families of the students most in difficulty, those who have never connected to video-lessons, who suddenly disappeared from virtual classrooms and who only thanks to joint actions of the territorial network have been 'hung up' and brought back into formal educational paths. Nonetheless, the difficulties of a highly discontinuous attendance and the consequent lack of socialization among peers has had and is having very strong consequences on pupils of non-Italian origin, with evident results especially at the level of upper secondary schools.

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509 The Role Of The Italian Public School On The Social And Linguistic Integration Of Adult Migrants

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Keywords: linguistic policies, educational policies, adult migrant learners, Italian public school, Italian as a second language

Italy is a valid example of how old and new minorities share territories and community spaces. As it has been underlined on several occasions this contact gives life to interesting and complex multilingual realities. On this background is easy to understand the importance of language competence since it provides the necessary basis for social cohesion, intercultural dialogue and democratic citizenship. Consequently, it cannot be denied that this has a strong impact on schools and on the development of a plurilingual and intercultural education.

Focusing on a specific aspect of this multidimensional phenomenon, we concentrate on the linguistic and educational policies aimed to foster the social and linguistic integration of foreign people and in particular of the ones which arrived with the most recent migratory flow.

Continuing the reflections borne out in occasion of the 1st INTERNATIONAL CONFERENCE of the JOURNAL SCUOLA DEMOCRATICA, we focus on the central role played by public actors and analyse the support that the Provincial Centre for Adult Education, commonly called CPIA (Centro Provinciale per l'Istruzione degli Adulti), gives to these people. In fact, since 1997, when this network of public schools, then called Centri Territoriali Permanenti (CTPs), was set up to provide continuing education to adults, they have been doing numerous efforts to provide language tuition for immigrants. As it was underlined in the last two decades by many researchers, since Italy showed to be unprepared to manage relatively high numbers of immigrants who are very different in terms of culture, traditions, and language, we try to illustrate how the Italian public school responsible for adult education has improved in dealing with it by focusing on the Italian language courses for foreigners (Percorsi di alfabetizzazione e apprendimento della lingua italiana or Percorsi AALI) provided by the CPIA.

Starting from the analysis of the educational policies for the linguistics integration of foreigners and the results of the experiences developed in the adult educational field, we try to understand the quality of Percorsi AALI, to identify their critical aspects and to understand their causes. We highlight how Percorsi AALI has helped to promote the development of language skills for social inclusion, education, employment, and for the achievement of requirements for residency and citizenship. In fact, it is quite clear that the policies implemented by the Government to control and limit the number of migrants entering the country has had a strong impact on both the linguistic and the educational policies.

Thanks to the results of two surveys administrated to a sample of CPIA's teachers in 2019 and 2020: the responses received from the questionnaires have provided useful insights into the strengths and the weaknesses of Percorsi AALI, we analyse if there have been any improvements on understanding the migrants' learning process, their difficulties and their needs in educational terms. Furthermore, through this data we tried to evaluate if Percorsi AALI can be said to be part of a systematic action plan and a structured approach or if the Italian government still seems to be uninterested in this.

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834 Plurilingual Repertoires And Linguistic Attitudes In Italian Primary School

Fiorentini, Ilaria (University of Pavia, Italia)

Keywords: plurilingualism, linguistic repertoires, linguistic attitudes, new minorities, Italian primary school

This contribution analyses some aspects of neo-plurilingualism in Italian primary school. More specifically, it aims at identifying the composition of the linguistic repertoires of new (i.e. second-generation) plurilingual speakers, as well as their linguistic attitudes towards their different languages.

Thanks to migratory flows, in the past 40 years Italian linguistic space has welcomed a plurality of "new" languages (Vedovelli, 2015: 96), which are now part of it along with Italian, dialects, and historical minority languages. This peculiar sociolinguistic situation, where Italian already co-existed in a dynamic relationship with other languages, has allowed these new languages to continue to be vital (Vedovelli, 2017). One of the places where the complexity of (linguistic) coexistence emerges most clearly is probably the school context. The data presented in MIUR (2020), relating to the 2018/19 school year, show that Italian schools have welcomed a total of ca. 858,000 students with non-Italian citizenship (10.0% of the overall student population; they were ca. 842,000, 9.7%, in 2017/18). Therefore, it is particularly interesting to investigate the presence of these new languages and speakers in the Italian school context. Here, second-generation students use Italian (which is usually the only language of literacy) in everyday communication, along with their languages of origin. Since the latter are often limited to the family and private sphere, these students are good candidates for the status of heritage speakers (Andorno/Sordella 2018: 187).

The analysis will be based on a survey which involved 250 primary school students in the city of Bologna. The data were collected in the 2018/19 school year in 11 highly multilingual classrooms, where at least 60% of the students spoke more than one language. The students were interviewed by means of a sociolinguistic questionnaire (Chini/Andorno 2018), which investigated the composition of their linguistic repertories, the contexts of use of the different languages, and the self-assessment of the linguistic skills (Fiorentini/Gianollo 2021). The results show that Italian is mostly positively evaluated, and it is indicated as part of the linguistic repertoire by almost all the students. On the other hand, the languages of origin are gradually losing contexts of use, and the linguistic skills are generally considered inadequate. A further, more qualitative analysis, based on 27 oral interviews with students who had participated in the first survey, will deepen the linguistic attitudes towards the different languages of the repertoire.

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880   Plurilingual Repertoires And Discursive Practices In The Prison Context: An Overview Of The Situation In Europe

Grosso, Giulia Isabella (University of Cagliari, Italy)

Keywords: plurilingualism, prison context, education

The presence of immigrant prisoners in the penitentiary context in Europe has determined the existence of an environment of forced coexistence that can be defined as superdiverse (Benucci, Grosso 2015, 2017), as it contains linguistic repertoires and

multilingual discursive practices. The data collected within different Eu projects revealed a complex and stratified reality. The presence of such multilingual discursive practices must be valued if we want to put into practice the idea that imprisonment should be a moment of reconstitution of the person, a second opportunity offered by the possibilities of education and training present within the penitentiary. The existing projects and others in progress constitute good practices for the enhancement of cultural and linguistic diversity. In this contribution we will provide data and examples regarding the multilingual repertoires of foreign prisoners; illustrate how multilingualism and cultural diversity inherent in the prison context can be enhanced according to the indications and the theoretical-practical model proposed within CARAP (Candelier, 2007); illustrate the results of the mapping, analysis and census of the linguistic-cultural situation present within the penitentiary institutions examined in the five countries involved and the good practices present in them; illustrate the process of developing theoretical models and practical tools for the development of plurilingual and pluricultural skills by both foreign prisoners and teachers and prison workers.

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474 Democratic Language Education Against Educational Failure And For Social Inclusion: The Perception Of 'Democracy' In Learning/Teaching Processes

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Keywords: language education, active citizenship, democracy, social inclusion, lifelong learning

In the Italian context, the school has taken on an increasingly determining and incisive role in education over time. Questions arise on education and its purpose: as it is stated in the text "Indicazioni Nazionali" edited by Miur (2012), to deal with teaching and learning processes means to strengthen competences and life skills. They represent the basis of the conscious use of knowledge and they offer the opportunity to become involved in lifelong learning.

Nowadays, there is a widespread awareness of teaching processes' complexity and difficulties. At a national level, several critical issues continue to hamper students' formative success (Miur 2018): inequality and gap of socio-economic conditions between northern and southern regions of the country, educational poverty (Nanni, Pellegrino 2018), early school-leaving phenomenon, old and new forms of social exclusion and illiteracy (Save the Children 2018). These issues are embedded in a national framework characterized by historical plurilingualism and the presence of new linguistic minorities.

The present work focuses on the field of Educational Linguistics which investigates language learning and teaching as well as the importance of language in education and its role in real-world situations (Vedovelli, Casini 2018).

The main topic concerns the educational model known as "Democratic Language Education" which tries to counter formative failure and to promote social inclusion (De Mauro 2018). In this sense, the role played by this model has been analyzed in determining students' competences so as to perform an active citizenship in society. The research activity relies on questions which aim to discover how schools offer an equal, inclusive and democratic education to students; the extent to which the concept of "Language Education" is known by teachers; how much "democracy" is involved in teaching and learning processes according to the perception of teachers and students who attend year 13th in Sardinian high school. The research tools used are structured questionnaires and focus group interviews.

Quantitative research outcomes show that, within the investigated context, the presence of democracy in teaching/learning processes achieves an average score of 2,7 for teachers and an average of 2,6 for students. Specifically for students, this occurs to a greater extent in technical/professional high school courses.

Future perspectives about this research could be including other social contexts and actors, also considering implementing a "democracy index".

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529   Implementing Heritage Language Education In Migrant Hosting Countries: Lessons From The Austrian Case

Malandrino, Anna (University of Bologna, Italy)

Keywords: public policy, education policy, migrants, intercultural dialogue, integration

In the contemporary scientific debate, migrant language education is supported by copious evidence from multiple disciplines, which favorably considers plurilingualism at school in migrant hosting contexts. In spite of this - and in a completely different vein compared to the development of policies fostering/protecting regional/historical languages - only a few countries in Europe envisage and implement migrant language education policies, while the other states oscillate between the lack of full awareness of the benefits of an inclusively plurilingual approach to education and unwillingness to introduce this topic into national policy agendas. With a view to bringing this topic into the current policy debate and building on the assumption that migrant languages are precious resources not only for natives but for the whole socioeconomic fabric, this paper highlights good practices and challenges from a national case study focusing on Austrian migrant language education, in order to provide a basis for policy learning from other political systems. From a methodological point of view, it makes use of qualitative text analysis of policy documents, papers and interdisciplinary literature, as well as of interviews with key informants. The paper concludes by providing an overview of practical policy aspects that need attention in order to improve the quality of the implementation of inclusive plurilingual policies in education systems already welcoming this education stream, while at the same time showing several dimensions related to the feasibility of those policies that will be useful for countries that have not included them (yet) into their policy agendas based on low-significance and/or infeasibility considerations.

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869   Minority Languages And Teacher Training Programmes In Peru

Marra, Antonietta (University of Cagliari, Italy)

Keywords: Bilingual edcation, teacher training, language policy

Peru is located in one of the world's areas of greatest linguistic diversity. Around one hundred languages are distributed in its territory, many of them in the central-northern area (Eberhard et al. 2019).

Since the 1970s, the Peru has passed laws to protect this linguistic diversity and in favour of bilingual education (Cabrera 2014; Casu 2014). Those proposals have been reproached for having been drawn up without any collaboration with the addressees and for being addressed exclusively to the indigenous population, with the aim of a progressive process of integration (MINEDU - DIGEIBIR 2013). A 1991 new law placed greater emphasis on the value of the linguistic and cultural realities of the different areas of the country (Zúñiga 2008). This new perspective aimed at real intercultural exchange and encouraged associations, international institutions, NGOs and indigenous groups to organize new proposals for bilingual schools and educational programmes, even in many villages where the central administration still did not guarantee any educational continuity (Cabrera 2014).

The Asociación Interétnica de Desarrollo de la Selva Peruana (AIDeSeP), located in the Amazon region and a reference point for around 1,800 indigenous communities, has focused its action on the training of indigenous bilingual intercultural teachers through the ForMaBiAP (Fomación de Maestros Bilingües de la Amazonía Peruana) programme, based in Iquitos (Casu, 2014). The programme, set up in 1988, aims to train bilingual primary school teachers to enable them to implement intercultural teaching practices, safeguarding the traditions and needs of the different populations of the Peruvian Amazon.

The aim of this paper is to provide, within the framework of the linguistic and educational policies of Peru, a description of the activities carried out in the ForMaBiAP programme, highlighting the strengths and limitations of this proposal. The analysis of a complex reality so distant from European experiences can also have the advantage of facilitating the comparison with what has been done so far in Italy and in Europe and perhaps suggest new perspectives and reflections to the European debate about language minorities.

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876   Specificity Of The Linguistic Landscape Of Detainees: A Studio Between Slang And Graffiti In Prison

Monaci, Viola (Università per Stranieri di Siena, Italia)

Keywords: Sociolinguistics, Italian L2, detainees, graffiti, slang

This research aims to collect and analyze the prison jargon, expressive codes with which foreign prisoners come into contact. The prison context, characterized by plurilingualism, pluriculturalism and defined as a space of linguistic-cultural contact and superdiversity (Vertovec 2007), hosts a slang language that reflects on customs, ideologies, attitudes, and the beliefs of those who use it intertwining with different expressive codes, such as the use of jargon, the presence of signs and graffiti on the walls and code mixing. In light of these peculiarities belonging to the linguistic panorama of prisons the first results of research concerning the existence of a prison we-code (Ferrero 1972) are presented through the collection of a corpus, which will then be classified and finally described in the uses and lexical functions. The research involves the involvement of some sectors of interest such as Linguistic Landscape (Gorter 2006), Sociolinguistics, Semiotics, and Foreign Language Didactics. A first collection of the corpus was produced

from existing projects in the sector (see Benucci, 2007, 2009; Benucci, Grosso 2015, 2017) and from the study of the literature of reference (Ferrero 1972, 1991; Mathew 2013). Through research tools, which are specially designed and elaborated according to the Mixed Methods (Heigham, Croker 2009), it was possible to carry out a first administration in 4 Italian prisons (located in Tuscany, Umbria, Lazio, Lombardy), for a total 19 questionnaires submitted to the prison population and 15 to prison staff. From an initial analysis of the data collected up to now, the presence of 152 items of variety of jargon, and this referred us to some reflections: how does the expansion and contagion of these codes between distant institutions take place? Do diatopic variants and dialects influence jargon with alloglot terms? Finally, a first mapping of the linguistic space was carried out, considering the resident/working population and the relative linguistic biography, in such a way as to be able to correlate the extra-linguistic variables for possible application in terms of Didactics of the Italian Language to Foreigners, for the acquisition of a pragmatic competence that can be spent outside the prison.

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783 Teachers And The Use Of Regional Languages In Schools: The Case Of Sardinia

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Keywords: Micropolitics, Sardinian schools, regional languages

Sardinia is one of the Italian regions where schools are a privileged channel for developing language policies. Educational institutions can establish activities for teaching the regional language and promoting the cultural traditions of local communities by setting the methodologies and the procedures for engaging qualified teachers.

The paper presents the results of research carried out between 2017 and 2018 on the use of the regional language(s) in Sardinian schools, commissioned by the Autonomous Region of Sardinia to the research group of the CIRD (Centre for Research on Education and Culture) of the Universities of Cagliari and Sassari. The aim was the analysis of practices, representations and characteristics of school projects and the attitudes among teachers concerning the use of the Sardinian language(s) in schools.

The survey included a qualitative and a quantitative research strategy. In the first case, there was an extensive collection of interviews and focus groups with school and institutional actors involved in policies and practices on teaching in regional language(s). In the second case, a survey was addressed to a sample of teachers in Sardinian schools (excluding nursery schools).

The main hypothesis that drives our research is that the school is not a neutral space with regard to language policies. In the school field, the policy on the protection and promotion of the use of regional and minority languages opens up a range of possibilities that depend on the political will of the school actors themselves (teachers and headmasters). Schools intervene in the language policies starting from teaching and learning purposes, up to the choice of what language should be adopted (e.g. which variety of the minority language to teach). In other terms, school is a field of struggles regarding "language policy", translated into different practices that touch the cultural, institutional and political dimensions.

Following Pierre Bourdieu's field theory (1984; 1989) and S. Ball's micro-political perspective on the analyses of social processes within schools, this article aims to highlight teachers as policy actors i.e. as groups who contribute to disseminate the meanings that define the linguistic policies and its moral and political objectives.

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A.2. Education in a multi religious scenario: a critical discussion on the aims and outcomes of teaching religion(s) in public schools

224 Religious Diversity And School: An Impossible Combination? (Re)Interpreting Islam In The School Scenario

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Keywords: School, Religious diversity, Islam, Intercultural education

In Italy the rapid and continuous growth of the migration phenomenon has also impacted on the school system over the years. According to the data provided by the Ministry of Education, the number of students with non-Italian citizenship (NIC) has changed from the number of 37,478 (1993/1994) to 857,729 (10% of the total school population) in the school year 2018/2019. Considering origin of countries, it has grown over the years up to reach a variety of more than 200 countries, that is almost the whole world, even though the most numerous communities of students NIC are from Romania, Albania and Morocco.

As an institution devoted to reception, the school has played a fundamental role towards immigration, by progressively adopting solutions which, from initial emergency stage, have developed with the purpose of ensuring the minors' right to education in view of increasing presence of immigrants' children, but also of the constant growth of students NIC born in Italy from migrant parents: "second generations" (64,5% of 857,729). Italian school, through the growing presence of students NIC, has been becoming increasingly a multicultural and multireligious school, a field of encounter between different cultures. For this reason, it needs, more and more, intercultural and interreligious education in order both to sow the seeds of innovative pedagogical and didactic actions, and prevent and tackle violent radicalisation and extremism.

Since textbooks, along with pedagogical materials, do not sim-ply pass on knowledge, but mirror the values of the society in which they are produced and used, a critical review of text-books content should be constantly conducted by teachers, having an understanding of pedagogic content knowledge. Indeed, textbooks still show, in some cases, a stereotyped and ethnocentric vision of the world, following a mere monocultural approach. In particular, as far as the conception/perception of Islam and Muslims coming out from textbooks is concerned, it turns out that too many textbooks still tend to be Eurocentric, so they are inadequate in terms of providing students with a balanced understanding of Islam and Islamic societies. Consequently, without forgetting the issue of religious illiteracy and its effects on the social and political milieu and by drawing attention to the importance of textbooks in good quality education policy, the first results of an analysis on the image of Muslims and Islam that emerges from the most popular and modern Italian religion textbooks for upper secondary school will be presented.

578 Atlas Of Religious Or Belief Minority Rights. The Case Study Of Religious Education In Public Schools

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Keywords: Religious Education, Religious or Belief Minorities, Rights, Religious Literacy, Pluralism

The Atlas is an interdisciplinary project focused on the rights of religious or belief minorities (RBMs) in 12 EU countries and in 8 policy areas: legal status, education in public schools, religious or belief symbols, spiritual assistance, denominational schools, family law, worship and meeting places, media.

We would like to contribute to the panel "Education in a multi religious scenario" by analysing the data related to the policy area "Education in public schools". Data have been collected through a mix-method approach including questionnaires, analysis of legal sources and interviews with key informants.

Starting from the different systems of religious/belief teaching in the EU countries and the link between the legal status of RBMs and their access to RE in public schools, this contribution will assess: a) how much the RBM rights to teach their religion/belief in public schools are promoted; b) how much RBMs are satisfied with the religious/belief education system in place in their country; c) how much RBM teachers and/or students feel to be discriminated at school on religious/belief ground; and, finally, d) how wide is the gap between the legal rules and their implementation, that is the right to provide religious or belief education and the actual teaching of religion/belief in public schools.

The data collected in the context of the Atlas project will be presented and analysed through infographics and indexes focusing on 6 countries for an in-depth analysis: Austria, Belgium, Finland, Hungary, Italy, Greece.

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196   Religious Education And East Asian Religions. Insights For Rethinking Epistemological And Pedagogical Approaches

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Keywords: Religious Education, East Asian Religions, postcolonial critique, competences for democratic culture, practical indications

It is widely recognized that a more critical and self-aware study of extra-European, particularly East Asian religions, informed notably by postcolonial and postmodern critiques, contributed to the rethinking (cfr. King 2017) of the study of religion\s itself. This paper wants to explore the innovative and critical relevance of the theme of east Asian religions regarding the topic of Religious Education (RE).

I will argue that engaging with the study of East Asian religions is helpful in highlighting blinds spots, biases and implicit modernist and orientalist discourses that can be found in both RE's theory and practice. I will focus in particular on two issues which I Identify as possible critical lenses in this regard. The first is the inadequacy of the so-called Christian-Protestant paradigm of religion, centered on the inner world of the individual practitioner, who is supposed to entertain an exclusive affiliation with a precise religious tradition. The second is the influence of the historical, cultural and political entanglements between East Asia and the Euro-American regions on the highly contested field of religion.

To provide some examples, I will also refer to two test-cases, i.e. RE in England and Sweden, which are considered as being at the forefront in European non-confessional RE (Alberts 2007).

In conclusion, I will offer some practical indications on how the theme of east Asian religions can be fruitfully integrated in a study-of-religions based RE and how it may foster what the Council of Europe has termed "competences for democratic culture" (Council of Europe 2018).

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187 The Community Of Philosophical Inquiry And Religious Education: A Pragmatist Perspective

Oliverio, Stefano (University of Naples Federico II, Italy)

Keywords: Religious Education, Philosophy for Children, Ann Sharp

In this paper, I will address the theme of education in a multi-religious scenario from a philosophical-educational viewpoint and, more specifically, in reference to a pragmatist theoretical framework.

I will take my cue from one of the few papers that John Dewey has dedicated to religious education. Reflecting upon "Religion and Our Schools", on the one hand, he dismisses the viability of religious education in the school: "But we do not find it feasible or desirable to put upon the regular teachers the burden of teaching a subject which has the nature of religion. The alternative plan of parcelling out pupils among religious teachers drawn from their respective churches and denominations brings us up against exactly the matter which has done most to discredit the churches, and to discredit the cause, not perhaps of religion, but of organized and institutional religion: the multiplication of rival and competing religious bodies, each with its private inspiration and outlook" (MW 4: 174-175). On the other, however, he does not write off a religious role for the school; indeed, quite the contrary, he seems to insinuate that precisely through the school a kind of religion attuned to the new era will emerge: "Our schools, in bringing together those of different nationalities, languages, traditions, and creeds, in assimilating them together upon the basis of what is common and public in endeavor and achievement, are performing an infinitely significant religious work. They are promoting the social unity out of which in the end genuine religious unity must grow" (p. 175. Emphasis added).

Thus, Dewey formulates his great theme that the democratic community itself (and the school as its "miniature" [Dewey, 1900]) takes the place of the "kingdom of God" (Rockefeller, 1991).

Against this backdrop, the core of the paper lies, however, in the discussion of a contemporary recontextualization of this pragmatist heritage. Indeed, I will refer to the community of philosophical inquiry approach, which – while referring to a Deweyan matrix – develops it in an original way. This reverberates on a much more open attitude to the issue of religious education (Gregory & Oliverio, 2018; Hannam, 2019): one of the creators of this approach, Ann Margaret Sharp, not only reclaimed the affinities between the vocabulary of philosophical inquiry and that of spirituality and the religious dimension of experience (Sharp, 1994a, 1994b) but she went as far as invoking the "sacred as relationship in the community of inquiry" (Sharp, 1997) and indicating the latter as the (educational) space for creating new "metaphors" for the religious experience, more in keeping with the mindset and the sensibility of contemporary wo/men.

In this sense, while maintaining the Deweyan thrust of considering education as a privileged domain where a religious work is performed, she does not simply dissolve religion into education or make education a secularized form of religion. After presenting Sharp's conceptual device, I will explore its relevance for contemporary scenarios but also indicate some qualms it raises and some inadequacies in making sense of religious experience and education.

391 Secular Religion As A Tool For The Realization Of Democratic Citizenship: The Thesis Of John Dewey

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Keywords: John Dewey, religion, secular religion, citizenship, democracy

The contribution aims to propose a critical reflection on a particularly complex theme for international pedagogical literature: religion. This will be done through a constant dialogue with John Dewey (1815-1952) a philosopher and pedagogist of american descent who, in addition to having dedicated himself to philosophical, political and pedagogical issues, has made interesting considerations about the religious phenomenon. Therefore, the attention will be turned to writings such as Moral Theory and Practice

of 1891, in which Dewey treated the religious question implicitly, he wondered about the conduct of man and the need for it to be oriented by a morality that directed him towards the exercise of the collective good. After that, the interest will be shifted to writings such as Democracy and Education of 1916 and Common Faith of 1934 , two works in which Dewey presented his concept of secular religion, giving it a civil connotation, since it is understood as a set of values capable of orienting human behavior towards a democratic life consisting of peace, solidarity and mutual respect.

Finally, through a comparison with the societies of our time, the contribution will reflect on the topicality of Dewey's thought and on the urgency, which has now become universal, to educate to an "open religion", in order to avoid any social inequalities and any form of cultural tension and promoting the creation of democratic and multi-ethnic citizenship.

560   Family-School Relationship In European Countries. A Comparison Between Italy And Germany Before And After Covid19

Battilocchi, Gian Luca (Università Cattolica del Sacro Cuore, Italy)

Keywords: parental involvement, family-school partnership, PISA, educational inequalities, Covid19

Parental involvement in children's education is widely acknowledged as a source of benefits for academic achievement, as well as a driver of educational inequalities, being part of what Annette Lareau called the "home advantage". However, the findings of a huge interdisciplinary literature show different levels of association between parent engagement and student outcomes, according to a variety of practices, settings and developmental stages of students.

Recently, especially due to the contribution of Joyce Epstein, we have witnessed to a reconceptualization of the topic, which suggests to focus on family-school partnership as a more comprehensive notion that could better grasp the conditions of children's general development as well as of educational paths and outcomes.

In the framework of PISA survey, a number of countries and economies has administered an optional questionnaire addressed to parents, which seeks information about parent's background and attitudes as well as on parental involvement in children's education, both at home and in the school context. Data from Parent Questionnaire turn out to be very useful in order to investigate the broader field of the relationships between families and schools; moreover, in this regard, data can be complemented with information coming from the school questionnaire.

On the basis of PISA 2018 Parent Questionnaire data, the aim of this paper is to develop a comparative analysis of family-school relationships in Italy and in Germany. The focus will be placed especially on issues like parental perceptions and evaluations of their children's schools, on the barriers to parental involvement in schooling and on the actual practices of interaction between parents and school personnel and settings. The analysis will take into account student's gender and migratory background, as well as family socio-economic status. Distinctive features of family-school partnership in the two countries will be examined with reference to different parenting cultures and to the specific national educational system.

In the end, I will propose some reflections on the ongoing validity of the scenario outlined by PISA 2018 data, in the new context of relationships between schools and families originated by Covid19 pandemic. I will highlight evidence of a new arrangement of the connections between educational agencies as well as the new forms of educational inequalities brought to light by school closure and distance education.parental involvement, family-school partnership, PISA, educational inequalities, Covid19

133   Toward A Critical Research Agenda Of School Choice Globally

Healy, Anthony E. (Emory University, United States of America)

Keywords: global, school choice, research agenda

- 15 -

This paper uses the critical Political-Cultural Model (PCM) and its five analytical domains to set a research agenda for school choice inquiry globally. Healy (under review, Social Problems) presents the tenets of PCM for the empirical study of choice within modern schooling systems at the primary and secondary level. The model has global utility but importantly pays attention to national particularities. PCM views school choice as dimensional, a combination of processes and criteria. The analytical domains are fields of institutional and family activity in which school choice is observable, manifested in local arenas, capital, networks, complicity, and contingency. This agenda calls for empirical research that digs deeper than most present school choice inquiry. More specifically, this paper invites critical inquiry to be directed onto the political and cultural frames that shape public policy and educational practices within particular national cases and the subsequent effect on institutions and families within those national policies and practices. On a global level, that would shift research to how those frames vary across societies and onto the societal effects on social integration and educational equity that then emerge from the respective frames in regard to institutions and families.

A.3. Re-inventing the relationship between school and families: constraints, inequalities and new opportunities

263 Community Educational Pacts As A Tool To Strengthen Co-Responsibility And Promote Equity In The Italian School System

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Keywords: Co-responsibility, educational community, subsidiarity, education poverty

The Covid-19 pandemic has affected almost seven million primary and secondary school pupils in Italy. According to recent estimates of the National Institute of Statistics (Istat, 2021), since the outbreak of the health crisis, absolute poverty among young people has increased more quickly than among the elderly. This is mainly due to the fact that economic, social and educational poverty appear interconnected, and is particularly alarming considering the already critical situation which characterises the educational landscape in Italy. School closure, and the technological acceleration that has inevitably come along with the introduction of distance learning solutions, has made existing inequalities worse and has given rise to new ones, between those who can cope with an emergency situation and those who cannot. As well as inequality in access to technological devices, it is also increasingly evident that children living in families with a higher level of education are better equipped to cope with distance learning when compared to less educated families. Considering the average low level of adult skills in Italy (OECD, 2019), it is evident that a large number of parents may not have the adequate skills to give their children the necessary educational support during school closure.

In this context, the Ministry of Education has underlined the crucial role that Community Educational Pacts can play in fostering concrete models of open, cohesive and inclusive schooling supported by the active involvement of citizens and their communities. This study analyses the theoretical foundations of these initiatives, based on the principles of subsidiarity and education co-responsibility, and the characteristics of their application. Pedagogical reflection on educational co-responsibility is of particular importance in this regard since it underlines the need to rethink the relationship between the different educational agencies, notably between the school and the family, in a systemic perspective and with a view to mutual valuing in order to achieve greater consolidation within the educational community (Pati, 2019). By reviewing the experiments already taking place in different parts of Italy, this research explores the extent to which community and family alliances can promote structural change to address the challenges which concern the Italian school system, especially those relating to poor quality education and the increasing number of early school leavers. The analysis will help identify such factors and conditions that can either facilitate or hinder the achievement of these initiatives. This is particularly relevant as the opening up of the school system to territorial alliances is no longer considered strictly related to the Covid-19 emergency but is seen as a necessary pedagogical response to new social and cultural issues.

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635 Erasmus + Project Parentable. Communicating With Parents Of Newly Migrated Children

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Keywords: Parents, School, Migrated children, Distance learning, Covid-19

The Erasmus Plus project PARENTable runs between 2019 and 2022, the project teams is composed by researchers of four university, the university of Education of Schwäbisch Gmünd (Germany), the University of Calabria (Italy), that of Gävle (Sweden) and Muğla University (Turkey) and by the activists of the Back on Track association based in Berlin (Germany).

PARENTable is about communicating with parents of newly migrated children in Europe and aims to build bridges between those children's families and schools. For this purpose, we have already carried out background research in the four countries involved, based on interviews with parents and teachers of newly migrated children and between September 2021 and June 2022 we will bring parents and teachers together in five workshops, one in each country and two in Germany.

In this work I would like to present the project, the training concept we will use in the workshops and above all show some partial results of our background research also related to how school-family communication changes within pandemic situation and distance learning, comparing the different national contexts.

Methodology is based on the analysis of semi-structured qualitative interviews carried out in the four above-mentioned locations. The period in which we worked at the interviews falls entirely within the pandemic period and consequently within the period in which schools provided distance learning. During the interviews, this theme emerged continually and spontaneously, thus offering sufficient material for a comparative analysis.

Theoretically, in societies that define themselves as developed distance learning prefigures itself as optimal, as it is assumed that the necessary technological infrastructures exist. It seemed that the resources offered by technological development and its diffusion among the population were sufficient to guarantee the good functioning of an innovative practice such as distance learning. Has this really been the case in practice?

I intend to describe and analyse the experience of distance learning lived by pupils with a migrant background, seen through the eyes of parents who had to support them often without having the necessary skills and tools.

I will focus on how distance learning is more difficult for pupils whose mother tongue is not the language of learning and on how it is more difficult also for their family to communicate with school. School-family communication has shifted to informal channels such as WhatsApp groups, whose speed and confusion makes it even more difficult for those who do not understand the language well to understand the communication content, given the near impossibility of continuous translation of all the chats.

I would like to highlights the technological gap between migrant pupils and their native peers that takes on different dimensions depending on the geographical area considered. It narrows in the most marginal areas of Italy, such as the villages of the Calabria hinterland, where the natives themselves do not have the necessary infrastructure to face distance learning satisfactorily. The same occurs in Turkey, while this gap is deeper in more developed country like Germany and Sweden.

Reference

PARENTable About (parent-able.com)

HOME Training_Platform (enable-tamkin.com)

337   Reframing Parental Involvement For School Self-Evaluation And Improvement With Epstein'S Model

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Keywords: parental involvement, school improvement, school self-evaluation, learning at home

Parental involvement for increasing the success of all students in school is a multi-dimensional concept, that considers both school-based practices, such as communicating strategies and parents' participation in school decision-making, and home-based behaviours, such as supporting students' learning at home (Epstein 2001). According to Goodall & Mongomery (2014), schools should move along a continuum from parental involvement with school to parental engagement with learning and should reinforce parents' agency to act in relation to their children' learning.

The Covid-19 health emergency and the related school closure have given parents greater responsibility for learning (Fiore, 2021), and parental involvement has centred more on children's learning and needs, as confirmed by recent surveys that have collected parental views on distance learning (Capogna et al. 2021, Garbe et al. 2020).

The national format provided by INVALSI for school self-evaluation (SSE), requires examining – among other aspects - the strengths and weaknesses of the school-parents relationship. The objective of this study, within the PON Valu.E project, is to analyse and classify school-family relationships in the SSE reports by applying Epstein's model, in order to observe which forms of parental involvement are identified as strengths and weakness.

Method

We examined the school self-evaluation reports (RAV's) in a sample of 725 Italian schools, focusing on the section Families' Involvement. Using an integrated lexicometric-hermeneutic approach (Poliandri et al. 2019), supported by the software WordStat, we have created two thematic vocabularies (one for strengths, the other for weakness) that describe the main topics in the texts (coverage >80%).

Findings

The key themes emerging from the analysis are related to digital communication strategies with parents, parents' participation in governing bodies, and parents' participation in school events. These topics can be related to Epstein' general categories of Communicating, Volunteering, Decision Making, and Collaborating with the community. Epstein's categories of Parenting and Learning at home remain excluded from the discourse of schools and from the SSE model. Instead, these categories became central with the pandemic and it might be important to include them in SSE format. It would be necessary to reflect on how schools could support parental engagement in children's learning in the future, and through which indicators they could monitoring this process.

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161 The Covid-19 School Closure And Math Learning Inequali-Ties In Primary School In The Torino Province (Matgap)

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Keywords: Educational inequalities, School closure, Learning loss, Math competencies.

The aim of the project is to measure the effect of the Covid-19 school closures on math skills, with special attention to those children with a disadvantaged background. We decide to focus on the loss on competencies in math since there is evidence that time spent in school reduces inequalities particularly in math (Battistin and Meroni 2016, Marcotte 2007), and to take advantage of the

data, and experiences gained from a previous project implemented in 25 schools in Turin province (Tackling the Gender Gap in Mathematics in Torino Province, GGM, Di Tommaso et al. 2020).

To perform the empirical analysis we use[1] data collected by the researchers and data from INVALSI datasets regarding two sample of pupils: the first, named "pre-Covid cohort", is composed of all children participating in the GGM project, who were in grade 3 during school year 2018-19 (n = 1,000 children); the second one, named "Covid cohort", is composed of all children in the same schools who were in grade 3 during school year 2019-20 (n = 1,100 children) who have been exposed to distance learning instead of traditional school from February 2020 until the end of the school year.

Hence, we estimate the following model:

$Y1ikj=\beta0+\beta1Tkj+\beta2Y0ikj+\beta3Xikj+\beta4Dj+eikj$

where Y1ikj is the MATGAP standardized math test set by child i of cohort k in school j at about age 8; Tkj is a dummy variable equal to 1 if the child belongs to the Covid-cohort, 0 otherwise; Y0ikj is the INVALSI standardized math test set by children at about age 7, namely at the end of grade 2; Xikj is a vector of sociodemographic variables (age, gender, migratory background, parental education and profession); Dj is a vector of school dummies (i.e. school fixed-effects); eikj are stochastic errors normally distributed and clustered at the class level.

The outcome variable, the MATGAP test, is a standardised test on math skills designed by the research team as part of the GGM project. It has been designed to be comparable with the INVALSI standardized test in grade 2 and validated by an external expert. The pre-Covid cohort performed it at the end of grade 3 (May 2019), while the Covid cohort has performed it at the beginning of grade 4 (October 2020) because of the COVID-related school closure during Spring 2020.

The impact of Covid-school closure on math competencies is instead identified by the coefficient $\beta1$ which captures the causal effect of belonging to the Covid-cohort. Moreover, by including in the model the interactions between the variable that identifies the Covid-cohort and sociodemographic variables, we investigate if and how educational inequality has changed.

To the best of our knowledge, this is the first study in Italy which aims at measuring the effect of school closure in school year 2019-20 on learning losses, using standardised math test results. This assessment is a necessary pre-requisite for designing an effective intervention to mitigate possible losses in math competency.

[1] At the time of writing, we are collecting all the needed data.

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602 Roma Students: The Forgotten Victims Of The Coronavirus

Tagliaventi, Maria Teresa (University of Bologna, Italy)

Keywords: Roma Students, Discrimination, Covid-19, School attendance, relationship school-families

The social groups most exposed to the consequences of the Covid-19 epidemic and at risk of being forgotten victims of the coronavirus due to their marginalised situation and discrimination prior to the pandemic, are Roma and Sinti populations.

Low education levels, widespread illiteracy among Roma communities together with racism in its various forms are the main obstacles that impact access to the job market, the use of services and active participation in public life. This discrimination is amplified among children that grow up in particularly fragile social conditions and with a very wide range of unmet rights. Among them, the right to education is still a challenge for many countries in the EU. The data available before Covid-19 reflect this reality, indicating low rates of enrolment in schools of all levels, high 'wastage' and early-leaver rates, and limited access to services and educational activities outside of school. But the quality and quantity of Roma school attendance and performance are often influenced by the educational strategies and teaching models implemented in schools and by school organization: whether adopted deliberately or not, models and strategies and organization showed how they can either promote or discourage success and inclusion of Roma children in school. At the same time the kind of relationship between teachers and family influences the reciprocal social representations and the prospect of students school attendance. This is most true in times of pandemic where the situation of discrimination experienced for years has increased, making families, especially those still living in camps, even more vulnerable and lacking correct health information. The crisis in the labour market, especially the informal one, on which much of the income of Roma and Sinti families is based, has increased poverty and the inability of families to meet their basic needs. Dad has affected the possibility

of learning for many Roma students. For many students, it wasn't possible to follow the lessons due to the lack of IT tools, internet connection and also a suitable environment (they share very small spaces with other family members). For others, the families, frightened by what was happening, left their usual residence to join relatives in other cities or return to their countries.

Although it will be difficult to obtain reliable data on the impact of lockdown on the attendance of Roma students, it is possible to reflect on the data available on individual projects. These include the National Project for the Inclusion and Integration of RSC Children, promoted by the Ministry of Social Policy in collaboration with Ministry of Education which provides important suggestions to promote the inclusion of Roma students again.

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Tagliaventi M.T., Poorest of all: a case study of Roma children in Italy. In Children's lives in southern Europe. Contemporary Challenges and Risks, Cheltenham, Edward Elgar Publishing

A.4. What is the aim of education?

732   Starting From The Historical Subject: "The Truth Is In The Face We Have In Front Of Us" (Quintar,2008)

Bellatalla, Camilla (UAB Università Autonoma di Barcellona, Italy)

Keywords: decolonial education, capitalism, alternative models, pedagogy.

The pedagogical process of the Movement of working children and adolescents of Latin America implies two important acknowledgments: first, the fact that the educational agents which can provide tools for act and transform reality are multiples ("It is not like we go to school and then we close our eyes when we leave it! We also learn in the neighborhood, at home, in the street." D., working child); and second, the importance of the territory and its memories in order to reconstruct those historical subjectivities which have been, and still are, uprooted and fragmented by the land and resources deprivation of capitalist economy, as well as by the subtle, bare pedagogies (Giroux, 2010), which claim their 'neutrality', and instead represent a particular eurocentric interest and way of understanding society and a specific commitment to the future. This aseptic, top-down, theoretical learning, contributes to growing "Bonsai people'' (Quintar, 2008): children and then adults that are carefully trained to live in 'harmony' and homogeneity and accommodate anywhere without creating changes and troubles. Within the Movement instead, every educational practice starts from the lives of the children. Knowledge, consciousness of the world and how to act in it, begin from the critical evaluation of their lived reality, the necessities observed and goals which take shape in it. There is particular attention to make sure that "it is the person who reconfigures the disciplinary areas and not the opposite" (Cussianovich, 2008) both in the contents and the forms of education. However, the construction of knowledge starting from the specificities of the subject and her subjectivity doesn't mean adopting a deterministic view. The aim of it is instead to open up scenery of possibilities offered by the realities of resistance which are already in place. "We don't choose the people, the quartier, the family. But it is this reality we need to begin to transform" (Y., Collaborator and former working child, Colombia). Even the territorial roots are not thought of as a fixed set of traditions and local models but rather as the "routes" (Gilroy, 1993) through which the children have encountered local and imported (often imposed) 'modernity' schemes which contributed to the redefinition of their way to see and stand in the world. The aim of the learning process is therefore to comprehend these routes and to reconsider power relations among types of knowledge and to rethink the intimate or collective experiences in a wider horizon of meanings and opportunities.

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573   Critical Thinking For A Contemporary Popular Pedagogy Of Liberation Between Freire And Ferreiro

Bocciolesi, Enrico (Università degli Studi di Urbino Carlo Bo, Italy)

Keywords: critical thinking, Freire, Ferreiro, popular pedagogy, liberation

In a deep pandemic crisis, pedagogical issues gain new visibility. In the closure of places, with the constraint of limited spaces, the value of educating, of being able to understand the narrative plots of reality, the different approaches to discordant codes and occult languages are rediscovered. The conditions of critical thinking and, above all, of liberation are fundamental. The term literacy in recent years has been affected by significant changes, especially in the context of Latin America, where numerous experts in the pedagogical area have fostered a recent profound institutional change, such as that of 2019, which led to the integration of the Constitutional Charter of the United Mexican United States. Recent educational contributions starting from the deep Latin American reflections and the international comparison context of CLACSO of the Latin American Council of Human and Social Sciences require a clear deepening in the European context. The recent integration of the term literacies into Mexican universities while in Italian becomes the competence of critical literacy, in a contemporary context of the contextual prevalence of electronic technologies, today requires particular attention. In the face of emotional hardships, the change in forms of communication between peers, families, friends, and teachers, where network connection is founding part of a process of hidden and misleading learning. The impossibility of being able to interpret different communicative languages affects the meaning of the messages transmitted, the meaning acquired by the instrument conveys a misunderstood narrative. Freirean thought becomes a moment of reflection and questioning of educational practices that, today, are binding modes of higher thought to trivial network issues, or connection. Dussel, in 2018, reflecting on the drifts of the term education, devoted himself to paying attention to the high transformative value of Freirean pedagogy, which rediscovers the people, the community, the origins, and therefore citizenship in its many specificities. Thus, the critical closeness of Ferreiro's literate thought is intertwined with the Freirean reflections, necessary to propose and obtain a social and anti-hegemonic redemption. The pandemic problem becomes a pretext for the electronic reinterpretation of education, given the real absence of interactions between the parties involved. The author Rodari himself, in organizing thoughts within a Grammar of Fantasy, would have refused to the obligation of a lesson bound by the student's passivity, due not only to the instrumentation but also, in a methodology not fully adequate and victimized by political, economic, hegemonic situations. Gramscian subalternity relationships are projected in Freirean macro visions where they increase the evidence of problems and recall numerous questions. Critical thinking guides learning, learning and those who feed on the content learned, both students, students, and teachers. We learn together, no one educates anyone, we educate ourselves through the mediation of the world used to remember Freire, and so we must rediscover the value of consciousness and freedom of learning.

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708   Gramsci, Vygotsky And The Construction Of A General Anti-Systemic Social Knowledge

Castagno, Giovanni (Roma Tre, Italia)

Keywords: hegemony, subalternity, emancipation, radical democracy

Our proposal, investigating from some contemporary reflections the school context and the contradictions that the neo-liberal economy has determined within it, tries to analyse the spaces that still today, despite the undoubted condition of weakness, pedagogies of a critical character can exercise to transform it in a progressive sense.

Recovering some conceptual nodes of the thought of Gramsci and Vygotskij, starting from the original vision that distinguishes both of them on the level of the relationship that the world of education establishes with a historically and economically determined society, we will try to show a possible redefinition of the role of the intellectual, and within this category, that of a particular type of intellectual, the teacher.

The definition of this role, as Giroux suggests, is fundamental in order to try to reason about the possibilities of its critical exercise and the obstacles that, within a capitalist framework, inhibit its transformative thrust, its ability to contribute to building collective paths of liberation and emancipation from the dominant thought.

In an economic framework in which relational skills, the management of complexity and interaction with new technologies are essential, it is still possible to imagine forms of collaboration and cooperation that are not functional to the capitalist reproduction of exploitation, but which open up paths to liberation.

For this reason, it is still important to emphasise that constructing forms of liberation from the cage of our present is a task that only intellectuals capable of combining research and commitment, theory and praxis, can carry out, as both Gramsci and Vygotsky were able to do so virtuously, questioning the predominant mechanistic and deterministic hegemonic readings.

Today, at a time when we are experiencing the victory of homo oeconomicus-democraticus, we realise how useful their contribution is in reviewing the categories of democratic thought with a critical eye and imagining an alternative project.

Only by reversing the trend that sees the School incapable of training subalterns as future "leaders", will it be possible to create the conditions for an overall rethinking of social relations and thus lay the foundations for a redefinition of the role of education in contemporary or future society. A functional instrument for the reproduction of the status quo, or instead the motor for the affirmation of that critical spirit necessary to trigger that process of de-mercantilisation of representative democracies mentioned by Boaventura de Sousa in his most recent work.

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498 Educational Purposes And Curriculum

Fioretti, Silvia (Università di Urbino, Italia)

Keywords: Educational purposes, curriculum, cognitive taxonomy

Today, educational reflection is crossed by various problems, among these emerge the globalization of the economy and the hegemony of neoliberalism. Education must maintain rigor and scientificity in its defining the purposes. The educational purposes guide the training interventions and allow consistency and adequacy of the training proposal concerning current issues. It is necessary to question the current educational aims, to investigate how these are connected to social transformations and how they affect changes related to school learning.

What relations are established between educational purposes and the training curriculum?

In the past Bertin, in Educazione alla ragione (1975), identified, among others, the intellectual purpose as a useful lighthouse to guide and orient the adequacy of the educational proposal. He provided a general and abstract definition of it, defined on an intellectual level.

Is this transcendental form still adequate to intercept the more specific intellectual needs of this generation?

In a traditional conception, the curriculum is elaborated since a derivation of the aims assigned to the education system, the result of a reflection on values and aims. The curricular construction is therefore divided in two aspects: the definition of the purposes that have been elaborated by the philosophy of education and/or by political decisions; the interpretation of these purposes into teaching goals. In this sense, the curriculum is a control activity or rather a rationalization of the teaching process. Therefore, it seems to be no room for adequate consideration of the social context in which the curriculum should occur.

Dewey (1902) had already taken a position against the inconsistency of this way of conceiving the question. For Dewey, the curriculum must be devised both in relation to the student to whom it is addressed and to the society within it is integrated.

This contribution questions the possibility of recognizing the use of interpreted taxonomies as a useful tool for determining the purposes of education. This is due to their ability to represent a useful reference tool for determining a curriculum.

In particular, we intend to ask ourselves, whether in a similar and in a formative way, the redefinition and revision carried out on the original taxonomy of the cognitive domain, elaborated by Bloom and his collaborators (Bloom, 1956) implemented by Anderson and Krathwohl in 2001, could be a reformulation relevant to the current historical phase. Either it can act as a filter between educational and curricular objectives and whether it can act as a guiding tool of an abstract epistemology.

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767 Education In The Anthropocene. A Theoretical Analysis

Francesconi, Denis (University of Vienna/ Center for Teacher Education, Austria)

Keywords: Anthropocene, Infosphere, Educational Theory, Enactive Education, Systemic Pedagogy

In line with the topic of this panel, this paper aims at discussing the future of education in the Anthropocene and the epistemological challenges that such concept brings to education. This new historic phase requires a restatement of the nature and aims of education. Scholars suggest that human communities should increase their self-governance ability while at the crossroads of different models of human development. Indeed, the industrial model adopted in the last two centuries nowadays represents a great risk for the Earth System's equilibrium and shows structural limits in supporting human surviving and wellbeing.

Anthropocene is usually defined as a geological epoch marked by measurable effects of the human activities on Earth's geology and ecosystems. In this paper, instead, I propose a pedagogical approach to Anthropocene – in particular the embodied-enactive education approach (Francesconi and Gallagher, 2018; Varela et al., 1991) – and suggest to consider the Anthropocene as the Human's Era – as the etymology suggests – more than a geological one, since the main force truly acting on the Earth System is the human mind. The accelerating complexification of human knowledge (noosphere's complexity) has continued to increase even during these recent turbulent times and a pedagogical/cognitive perspective on the Anthropocene – despite being rather new – can help redefining the problem and detecting original solutions.

I will first introduce the concept of Anthropocene and some main related concepts – in particular Noosphere and Infosphere – and I will present their similarities and differences in the light of an enactive and embodied approach to educational theory. Then, I will show how pedagogy plays a crucial role in modern era based on knowledge and information complexity. I will discuss the role of collective and distributed learning, which is also defined as Global Mind, and how it can facilitate human adaptation. In particular, I will introduce the notion of systemic self-pedagogy. Systemic self-pedagogy, or paideutic systemic function, refers to the fundamental function of the human systems to: a) increment cognitive power and self-enhancement capacity (autocatalytic function); b) select and distribute knowledge, c) form systems' identity and awareness; d) contribute to systems' governance (teleological function).

I will conclude by stressing the need to reinforce and extend the educational approach to the scientific and political area of Anthropocene and Earth System governance since it could be highly innovative and it could introduce new terminology and topics for the sustainability of the mind-nature co-evolution. At the same time, the concept of Anthropocene carries structural challenges to educational theory that need to be addressed.

884 Educate To World Citizenship And The Ethics Of Care

Gallerani, Manuela (Alma Mater Studiorum-Università degli Studi di Bologna, Italia)

Keywords: global education, lifelong learning, gender gap, active citizenship, Sustainable Development Goals

The different approaches of the 'ethics of care' developed by feminist critical thinking have shown that in today's societies it is essential to radically rethink the policies of the States and also aims and forms of education. These movements favor the implementation of a global and inclusive citizenship aimed at promoting a more equitable and sustainable development. Given that complex and globalized societies are suffering from cultural, civil and political crises (as well as by violence and social disparities), these approaches highlight how differences, vulnerability and precariousness are the hallmarks of a human existence exposed to the risks inherent in contemporaneity. Hence the need to introduce new postures of education and citizenship that are more aware of the role of care, interdependence, intersectionality and sustainability. In this context, the contribute explains how this critical thinking reveals different ways of thinking about the education, knowledge and active citizenship: that is, the way of living experiences and relationships with others and with the environment. This analysis in accordance with the United Nations 2030 Agenda outlines a holistic approach to achieving the SDGs for all people to transform our world (Cf. 17 Sustainable Development Goals: especially the goal 4. Quality education, and the goal 5. Gender equality).

KEY WORDS: global education; lifelong learning; gender gap; active citizenship; Sustainable Development Goals

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333 Reconsider The Social-Ethics Education

Michelini, Maria-Chiara (Università degli Studi di Urbino Carlo Bo, Italia)

Keywords: Ethics, Democracy, School, Educational strategies

Social changes, in turn overwhelmed and exasperated by the actual pandemic, make necessary rethinking the ethical and social aims of education. In fact, the pandemic is an important watershed in the history of humanity (Harari, 21/03/2020) that has shown the global and interconnected feature of the dimensions of living in our society in an incontrovertible way. The interdependence of each dimension with the others seems obvious, subverting the criteria strongly and powerfully affirmed by the neoliberal society.

Consequently, it becomes necessary to rethink the social ethics education as fundamental factor for human development. In this sense, the sense of social-ethics education becomes transversal and integrated in the double sense of the relationships among pedagogy and the other spheres of human experience, and in the internal one of the educational directions.

In the first direction, education, a science ensures its effective contribution to human development starting from the younger generations, becomes a theme of cultural elaboration that makes its authoritative voice heard on crucial choices how:

- Coping with disasters by opting among citizen empowerment and totalitarian surveillance, problematizing not theoretical perspective of digital dictatorship and, consequently, the possibility that surveillance can be "under the skin" and no longer "over the skin".

- Addressing crises in a logic of global solidarity or sovereign and isolationist, considering the effects of global disasters involve an interest in the protection of the disadvantaged people.

- The speed, wherewith scientific community responded to the current pandemic, brings attention back to the responsibility of politics in knowing how to make the wisest choices, to respond to natural disasters. This means increasing the possibilities for political wisdom, crucial in avoiding human discomforts.

In the second direction that is internal to the educational directions, we identify some guidelines can not be renounced and consistent with a specific perspective characterized by these points:

- Reviewing the function of education and school. It means strengthening the connection between democracy and education. Therefore, a strengthened commitment at all levels is needed for a democratic school, in view of an authentically democratic community also (Codignola, 1960).

- Emphasizing the relevance of the maturation of individual thought and reasoning. In this sense, the cognitive training of school contributes in an essential way to ethical social education and should also be rethought in this perspective.

- Considering the forms of academic programs (APs) for the social ethics training. Specifically, we refer to: global approach of the APs and social ethical training, formative value of the school subjects, methodologies consistent with the ethical-social purposes, enhancement of the student's activity, pay attention to the implicit APs.

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769 Interest Groups In European Digital Education: From Business To Philanthropy

Montemurro, Arianna (University of Strasbourg, France)

Keywords: interest groups, philanthropic organizations, privatization, digital technologies, policy networks

In the last decades, an increasing number of philanthropic organizations have penetrated the European education area to, apparently, improve the quality of the school provision. These interest groups have established relationships with the European institution officials by taking part in informal practices to establish advantageous networks in terms of delivering of programs and initiatives in the European education system to be translated in official recommendations. In this context, 'European policy makers mobilize informal networks to develop scientific knowledge about the effectiveness and quality of education systems'.[1]

The growing importance of digital technologies in our society has allowed these private actors investing in new educational practices. 'While the imperative to make best use of digital technologies in schools may appear irrefutable, it is important to remain mindful of the symbolic role that technology often plays in discussion and debates over societal change and improvement'.[2]

This communication aims to present how interest groups have penetrated education in Europe and how they structure different types of mobilization and gather different material and cognitive resources which cannot be reduced to the concept of 'influence'.

Indeed, these interest groups try to develop specific relationships with European institutions in being engaged in different mundane and informal ways from face-to-face meetings to formal representations and consultations in which they tend to bring over their perspectives, interests, and delivery of methods to guide the policy process.[3]

An important issue regarding philanthropy is its connection with the financialization, in a landscape in which investors, financial logics and means play a crucial role.[4] Moreover, private companies are likely to exercise an influence over governments through analytical assignments to maximize their revenue from follow up and implementation activities.[5]

Methodology

The study is based on qualitative methods for analysing European interest groups in education:

-the first step of our investigation has been a documental analysis screening different kinds of documents, such as manuals, books and brochures, diaries and journals, event programs, maps, press releases, program proposals, organisational or institutional reports.

-the inquiry is now developed to gather data from people involved in these organizations through interviews focused on Italian case studies: philanthropic organizations, banking foundations, cooperatives, volunteer organizations, think tanks.

Conclusions

We have a complete map of the different networks developed by these interest groups thanks to the analysis of some interlinks between these actors and the European policy-makers in European institutions.

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336   Antonio Labriola: Perspectives And Practices Of Popular School

Odini, Luca (Università di Verona, Italia)

Keywords: History of education, Labriola, popular school, hegemony

The aim of this work is to analyse the purpose of education identified by Labriola in the texts in which he explores the targets of the popular school.

The Author specifies the popular school is a significant problem because the true meaning of education arises when school and its subjects generate curiosity and the habit of examining things that concern themselves, the world and social relationships.

Although the period of education is short, Labriola argues an institution in which there is no way to carry out the whole educational task does not deserve the name of popular school. The ultimate meaning of education of the popular school should be sought not only in the increasingly common need to provide basic education, in such a way that an ever larger number of the people, who devoted to manual labour, can have a tool to organize their culture.

In this direction, it is essential everyone can acquire basic competences to be able to connect the general education topic with the rights and duties of individuals, and the awareness of the social bonds, creating in the community and between citizens.

Therefore, Labriola alloys the theme of the existence and purpose of education in the popular school with the democratic school. In other words, popular school become a school aims at the emancipation of everyone, the result of modern democracy. The sense of school means for the Author a setting without class boundaries which aims at social and cultural emancipation.

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186   The Educative Process And The "Social World As Association." The Aim Of Education In A 'New-Pragmatist' Key

Oliverio, Stefano (University of Naples Federico II, Italy)

Keywords: Good education, Instrumentalization, Learnification, John Dewey, Bruno Latour

This paper will take its cue from a statement of Dewey: "Education is autonomous and should be free to determine its own ends, its own objectives. [...] educational aims are to be formed as well as executed within the educative process" (LW 5: 38). This vindication of autonomy of education was aired implicitly against the theoreticians of social efficiency, who may be considered – at the level of the logic presiding over the definition of the aims of education – as, in some way, ancestors of the discourse of human capital (Baldacci, 2014).

I will recontextualize this vindication in the contemporary scenarios in three steps: first, I will show how a redescription of Dewey's position allows us not to remain ensnared in the dichotomy between ontology vs instrumentality in the theorizing of education (Szkudlarek, 2020) or to merely capitulate to the critique of the "educationalization of social problems" (Depaepe & Smeyers, 2008). While meritoriously indicating the perils of the instrumentalization of education (and providing us with tools to avoid them), either alternative risks opening the door to forms of theorizing that leave education as a free-floating phenomenon, remote from its actual historical rootedness.

Secondly, I will counter Dewey's conceptual device in reference to the setting of educational aims against one of the most influential efforts in the contemporary debate to outline the "task of education" without ceding to the sirens of the discourse of learning: I am referring to Biesta's (2006, 2010, 2015, 2017) endeavour to reclaim a vocabulary of "good education" against the predominant learnification and the "what works" discourse, which are accomplice with the neoliberal understanding of the aim of education and jeopardize the democratic tension in the educational undertaking. While Biesta's tripartite articulation of education (in terms of qualification, socialization and subjectification) helpfully pinpoints the different dimensions involved in the educative process, the gulf which he has increasingly established between the first two dimensions and the third – the latter being the only one genuinely "educational" and, therefore, a topic for a genuinely educational theorizing – may put educational theory in danger of having no role in re-inflecting the discourse-practice at the qualification-socialization levels.

For this reason, in the third and most constructive part, I will suggest re-appropriating and updating the Deweyan position. In particular, I will build upon his specification that "[i]t would be presumptuous if it had been said that educators should determine objectives. But the statement was that the educative process in its integrity and continuity should determine them. Educators have a place in this process, but they are not it, far from it" (LW 5: 38. Emphasis added). I will re-interpret this claim by establishing a dialogue between Dewey and Bruno Latour and re-reading the idea of the educative process in connection with the latter's notions of the "learning compact", "social world as association" and "collective in the process of expanding." I will call this a new-pragmatist view of the aims of education as distinct from both classic pragmatism and neo-pragmatism.

162 The School And Society. The Model And Its Applications To Re-Invent The Relation Between Education And Society

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Keywords: Education, Democracy, School, Society, Aim

John Dewey's The School and Society, in the two editions (1899,1915), represents one of the most important root of the contemporary democratic and inclusive school. This book is a report of the laboratory school activity (1896-1903), which represents during the Chicago period (1894-1904) the decisive educational choice of Dewey, fundamental for his future research. The model of The School and Society can be revised just to understand three fundamental aspects of the contemporary educational research: 1. a new relation between school and society to the light of the digital approach determined by the Pandemic; a new concept of the student's centered education connected to the inclusive project of the school; the idea of the school's organization linked to the meaning of the democratic school.

293   What Is The Aim Of The Ideal Education?

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Keywords: Education aim, history of philosophy, ideal education, Platonism, Neo-Platonism

We all want the best education for our children but why? Is it because it is a means to certain ends or is it a an end in itself? Is it even possible that education is completely self-referential yet still an aim worth pursuing? Or are some economists right that education is overrated?[1]

Education does not take place in a vacuum, but it is necessarily conceived, designed and offered in a socio-political context. In the Republic Plato devised a detailed plan how the ideal polity should look like and education had a central role to play in it. Of course, a text written 25 centuries ago is unlikely to give us direct answers what the aim of education should be today. However, the reception of the Republic has a very long history and influenced philosophers in different eras and contexts. Thus, by looking at the history of how scholars perceived the role of education when interpreting Plato's Republic allows us to establish how the views on the aim of education in an ideal context developed over time.

The presentation will showcase the first findings of ongoing research. It focuses on exploring how ancient authors, Platonists in particular, received the Republic and what their views were regarding the aim of education. At this stage of the research, the primary interest is in breadth rather than depth, in other words, in mapping the field, so that eventually older views on the aim(s) of education can be contrasted with modern.

In addition to Plato's Republic, I will be looking at works making direct references to the Republic, namely:

Aristotle's Politics (ca. 4th c. BC)

(pseudo-) Plutarch's On the education of children (ca. 1st c.)

Iamblichus' Protrepticus (ca. 3rd c.)

Proclus' Commentary on Plato's Republic. (ca. 5th c.)

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353   Universality And Particularity: Re-Thinking The Ontology Of Being Human Towards A New Understanding Of Educational Aims

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Keywords: ontology, being human, universality, particularity, resonance

This contribution rooted in a broader project that through an action-research (Tarini, 2020) on one hand and a theoretical research on the other, wanted to investigate an important challenge that the Italian school is facing. The ever-increasing push towards the promotion of the uniqueness of each student present in the classroom, in the Italian context (MIUR, 2012, 2018), poses a fundamental question to the school institution: can the school, born as an institution with the aim of building an educational universal, in society, valid for all (Maccarini, 2003), find a way for a new semantics of teaching and learning processes in the late or post-modern society,where there could be space for a legitimation of particularity as well as universality? Are there the conditions to bring to a synthesis the nomothetic of the school of all(universality) with the idiographic of the school of each one(particularity)? Before being a question about the teaching and learning perspective, this is undoubtedly a discussion on the purposes of education in late or post-modern society.

The thesis we discuss in this work proposes to move the reflection on the ontology of "being human" (Archer, 2007; Morin, 2002) and from it to trace the trajectories to rethink and re-imagine the educational and didactic action in the classroom. Actually, it is not only limited to the ontology of "being human" but to the deeper reflection, described as a rupture in the nexus between the human being (individual) and the social world, connoted as a crisis of co-evolution, education-society, which characterizes the global society and which has a fundamental impact on the formation of human subjectivities (Maccarini, 2019). This is a structural crisis, that affects the way education is conceived and socially organized in the society (Maccarini, 2003, p.133). This crisis is at the same time a crisis of the principle of equality of educational opportunities and of normativity. What has come into crisis is the entire educational constellation and with it the delineation of the purposes of education, the education-society nexus, and the semantics associated with what it means to form the human being in post-modern society. Whether one imagines education as enhancement or represents it as flourishing (Maccarini, 2014) where being human is recognized ontologically, any process of demolition finds a 'brake'. (Prandini, 2007, p.17). The processes of alienation and social acceleration seem to be one of the constitutive traits of our society (Rosa, 2013) and this, necessarily, substantially modifies our relationship with the outside world, which becomes mute (Rosa, 2019) and on the other hand a person's relationship to the world are substantially formed in and through school, (Rosa, 2019, p.238). In this social situation, when can an educational process be considered successful? From Rosa's perspective it is easy to say: when the school is transformed into a space of resonance(Fiore, 2020), that is, a space of transformative appropriation, that goes beyond belonging but touches human beings at existential level, an in principle has the power to transform them (Rosa, 2020, p. 60).

714   Loosing The Meaning. Education And Pedagogy Facing The (Post)Covid Era Challanges.

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Keywords: Education, Coronavirus, Complexity, Critical pedagoy

The "state of exception" determined by the global pandemic, above radically changing our habits and way of life, it is manifestly enlightening the inadequacy of our decision-making apparatus and the latent injustices of our society.

Suddenly it appeared also extremely clear that science has not all the answers, especially the certain ones.

Although, some neo-positivists delude themselves, and trying to make us believe it, science does not produce cast-iron certainty, especially when we are approaching complex objects and new situations (E. Morin). Moreover, science cannot reassure the human community about the illusion of control and supremacy over nature (D. Quammen).

In the Italian case, there were no adequate respect for the rights of childhood since during the lockdown period there were not provide any educative and social alternative to the schools closing.

Despite some bright cases (e.g. Finland, Denmark, New Zealand) where even in the darkest periods and with the hardest lockdown policy the rights of child were be guaranteed, the public discourse in many countries as in Italy has been polarized into a binary way. On one extreme side we found (and still find) people who believes that defensive sanitary paradigm based on control and lockdown are the only safe way, and on the other extreme side people who thing covid is not so dangerous, or does not exist at all. Those are the two wings of the polarization, but very often the media and the politics discourses have followed these argumentations.

The crisis we are crossing suggests we are approaching not only a health care systems lacking, but managing with complex and inedited situations means first to change epistemology and paradigm. Since our cultural position is not ready yet to face what is off from our perception, we cannot even consider a black swan in a world of white ones (N. N. Taleb).

Critical thinking (C.R. Twardy), Divergent thinking (K. Robinson), Capacity to aspire (A. Appadurai) would be the rational aims toward to education should be addressing.

"Decentering" refers to the ability to consider multiple aspects of a situation and in Piaget's theory of cognitive development, it is a logical process present in the Concrete Operational stage achievable by a 12 years kid. Obviously, when you are worried it becomes more difficult to stay a little aside from your viewpoint, but it is something that can be learn and which would be expect from an adult. Our society and its opinion leaders (scientists, politicians, journalists, etc.) seam do not have or use this ability in this period. The "cognitive democracy" (E. Morin) need to put again education as the core of the global community and to see education as a path for facilitating the achievement of complex rationality and comprehension of the global-systemic learning. If we not leave the vision of education as a path to produce workers able to compete within the labour market or compliant citizens good for the maintenance of the status quo, we will face very soon another pandemic, the cultural and democracy one.

A.5. Social and Emotional Skills In Sociological Perspective. A Fresh Look on Learning And Assessment

877   Zero-Sum Education? The Difficult Balance Between Recognition Of Subjectivities And Objectification

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Keywords: recognition, positive self-representation, objectification, subject, trust

Recognition is a crucial concept for current reflection on education. Each of us needs recognition for our positive self-representation. In the educational relationship both teacher and student expect to be recognized. The recognition of one's role as a teacher is sometimes identified with respect for institutions, one's hierarchical role, one's authority, sometimes one's authoritativeness. The recognition of the student is more difficult. Being in training, he cannot be recognized for his social role. If he comes from an economical and educational solid background, he can have more chances of positive self-representation. If he comes from more unstable contexts and the school fails to offer answers to his need, he will tend to find confirmation of himself in narrower contexts, in juvenile or criminal subcultures that will accentuate the conflicts.

Recognition (Honneth 1993, Honneth Bankovsky 2021) is fundamental for positive self-representation (Luhmann 2000, 2002) and social inclusion. Today the forms of contempt are prevalent (violence, dehumanization, marginalization).

The negative self-representation of children related to negative school assessment consolidate marginalization increasing the phenomena of NEETs, underachievement and drop out.

Could the young people we define as "difficult" (because they are scarcely involved in a traditional and rational educational context that leaves out the affective and emotional dimension) be thought of as an opportunity for innovation rather than disorder? Would this break the circle of their marginalization and exclusion? Education can be mere social reproduction of power relations and inequalities associated with them or instead emancipation of subjects. Emancipation, empowerment have positive repercussions on individuals' lives but they also do on communities. Emancipation can break the climate of mistrust that prevents altruism, attention to the other, self-esteem, even utilitarian activation. Distrust makes prosperity and growth (in an economic or existential sense) impossible. To work on emancipation, schools must return to being an instrument of social mobility and educate more about freedom and responsibility rather than "surveiller et punir".

The educational relationship is based on trust. The need for order and discipline that reduces the educational relationship to negative marks and sanctions for unaccepted behaviors, distances children from institutions and strengthens negative identities. Can investing in trust in young people, by building self-esteem, produce positive openings towards others and improve civic sense?

Boys and girls do not get involved if they feel they are being inserted into a negative script in which they are entrusted exclusively with the role of losers without any power to change the rules of the game. Bourdieu (2006. 2015) spoke of symbolic violence. To involve them, the games must not be "rigged" with ending and roles already pre-established by the system. Young people and citizens love new media because they feel that they can have a greater influence on the definition of reality and on the outcomes of the actions deriving from this definition. A non-zero-sum game enhances the emancipatory aspects of the new forms of communication without underestimating the control and dangers that go through them.

Bentham 1983, Crespi 2004, Foucault 1976, Sennett 2004, Serpieri 2020

130 Social And Emotional Skills In Italian Primary School. Mechanisms And Dynamics Inside Classrooms

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Keywords: social and emotional skills, life chances, educational models, teacher effect.

Social and emotional skills (SES) are non cognitive skills: they have relevant effect on behaviors, attitudes, chances for future. They contribute to the development of the whole child. Then they can be acquired and generated in various learning environments. SES, as the literature indicates, are correlated with performance, increasing self efficacy, favoring cooperative relationships with peers, increasing employment chances in adult life (Clarke et al., 2015; Weare and Nind, 2011; Yoshikawa et al. al., 2015); also positively influencing the possibilities of tertiary education (Domitrovich et al., 2017; Durlak et al., 2010; Durlak et al., 2011) and finally improving the outcomes in adult life from an economic and relational point of view (Belfield et al., 2015). The most recent studies in the educational field have recognized a school role both in the transmission and building of a cognitive knowledge, as well as in the development of SES, and mutual interdependencies (Corcoran 2017a, 2017b; Corcoran et al., 2018).

In the period 2018-2020 a research project on SES was carried out with some fifth classes of primary schools in the city of Turin. Starting from the "Big Five" model, some competences have been selected for pupils and for teachers. For pupils: perseverance; resistance to stress; sociability; cooperation; creativity. For teachers: resistance to stress; cooperation; creativity; energy; organization skills.

The project was carried out with a mix method, which included: interviews and focus group with teachers and principals; questionnaires with pupils and their teachers; naturalistic and participant observation inside classroom.

In this contribution we present results of case study research section, carried out on three primary schools, different for families social class (upper class, middle class and blu collar class) and for school educational offer. Schools were placed in eterogeneous social, cultural and economical contexts, with different resources and constraints.

The hypothesis is that the socio-cultural resources of families and schools, as well as the teaching and educational styles implemented by teachers, influence (positively or negatively) development of children's SES. The main results of the observations highlight the presence of different "educational models", with effects on learning, sociability and skills.

Alongside a performance model, based on performance and school-family conflict, we observe a completely opposite model based on the inclusion and participation of pupils in a mutually cooperative form, with space for rules respect and for the independent children reflexive capacity both with respect to learning outcomes and with respect to interaction with peers and teachers. In between, a further model, characterized by a complexity both in relationships and in learning: strong social mix, delegation and low trust of families in school, organizational inefficiencies and authoritarian educational styles contribute to making learning processes ineffective.

895 School-Work Alternation As An Educational Tool For Enhancing Upper Secondary School Students' Social And Emotional Skills In Italy

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Keywords: Non-Cognitive Skills, Learning, School-work Alternation, Upper Secondary Education

Abstract: Until the start of the 2000s "knowledge society" had been the watchword, even in academia. Following the Fourth Industrial Revolution, it is now more frequent to come across the expression "skills society", both in training and work settings. More

specifically, an interest in competencies has developed the years. This terminology has been defined in a variety of ways, depending on the perspective (managerial, psychological, sociological, pedagogical) and the context. In this paper, we focus mainly on non-Cognitive Skills as identified by economic theory (Heckman & Kautz 2012) and the Social and Emotional Skills analyzed by the OECD (2015). The centrality of these skills to educational and professional success is well known. Instead, uncertainty arises as regards acting on these skills in educational processes (West et al. 2016). More specifically, is it possible to provide effective solutions to enhance these skills? The paper will discuss how legislation governing training and work – e.g. apprenticeship contracts and school-to-work internships – might play a role in the development of social-emotional skills of young people in upper secondary school. Some examples will be put forward in order to reinforce this non-cognitive dimension and the results will be examined, also in order to assess skill development.

Method: Bibliographical research will be used to frame the issue. Furthermore, some educational choices made in Italian upper secondary schools will be analyzed to identify good practices, without sampling the cases selected.

Outcomes: The aim here is not to scientifically validate the practices identified, but to use them to raise new research questions. Specifically, the aim is to verify whether the experiences of young people's interaction with businesses can be organized as a learning solution in order to develop social-emotional skills even at an age considered advanced to do so (14-19 years).

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550   For A Sociology Of Defences Against Emotions In Education: Work Discussion Groups As An Action-Research Method

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Keywords: social defences, emotions, critical sociology, educational practices

The importance to bring to light the cultural structures informing professional practices and organizations can be found in research oriented by critical sociological perspectives. For example, the concept of habitus of Bourdieu have been adopted to uncover structured and structuring dispositions that affect educational work below the level of consciousness (Perrenoud, 2010). Other theories like transformative learning of Mezirov (2016) stress the need to critically reflect on the symbolic contents of unconscious meaning schemes and frames in practitioners' educational background.

The purpose of the paper is to explore further cross-disciplinary developments of these sociological perspectives by drawing on the practice of Work Discussion Groups (WDGs) oriented by the psychoanalytic theory of social defences, with specific attention to their applications at school (Armstrong & Rustin, 2015; Rustin & Bradley, 2008). The concept of social defence refers to subjective escape routes from emotions provoked by the educational work, especially when teachers feel such emotions as an immediate threat for the own personal wellbeing. A defensive culture could embed in school organizations over time, for example in the form of thought-styles (Douglas, 1986), informal norms or routines, which are gradually incorporated in training and induction of new teachers. An excessive level of defences embedded in educational practice and systems can impede an effective focusing of needs, opportunities and borders within the educational relationship.

From this perspective, reflective agency appears not only a cognitive process, as long as it requires the socio-emotional ability to hold - and not to avoid - emotions and to reflect on their impact with the support of a group. In a WDG session, this process is based on the elaboration and discussion of observational narratives on a particularly complex or challenging work situation.

The paper discusses benefits, limitations and possible improvements of WDGs as an action-research approach for critical sociology in education. When applied for evaluation purposes, WDGs also support double loop learning processes (Schön, 1992), by helping practitioners to cope with the fear to put in question their implicit theories and assumptions.

In conclusion, the paper suggests new action-research on educational practices during the pandemic emergence and the successive recovery phase. The adoption of WDGs with schools is discussed as a possible reflexive space on pre-existing or new forms of social defences against the sense of threat and uncertainty caused by the Covid-19 disaster, as well as from the emotional work needed to develop new practices in response to the immediate and long-term impacts of the pandemic crisis on students.

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347   Non-Cognitive Skills In Junior High School: A Study On Academic Self-Concept Change And Overview Of The 'Sentirsi Forti' Project

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Keywords: Non-cognitive skills, academic self-concept, latent change analysis, junior high school

Non-cognitive skill(s) is a broad term that includes several kinds of psycho-social, motivational, emotional, and personality characteristics. Nowadays the role of non-cognitive skills as significant positive precursors of academic achievement and well-being is attested by a large number of empirical findings. Among the various non-cognitive skills, academic self-concept (ASC) proved to be one of the most important predictors of academic achievement (Marsh et al., 2019), and thus it was the target of several theoretical models (e.g., I/E FOR model, REM, RI/EM; see Sewasew & Schroeders, 2019) and interventions (Parker, Dicke, Guo, & Marsh, 2019). However, some findings showed that ASC negatively affects academic performance in non-matching domain (e.g., math self-concept negatively affects verbal achievement). Therefore, caution is advised when implementing interventions tackling ASC.

In this contribution, we first showed a longitudinal study on the relationship between math/verbal SC and math/verbal achievement; then, we overviewed an ongoing project ('Sentirsi Forti') we are carrying on in the Province of Trento.

In our longitudinal study, we explored stability and change in math and verbal SC (by means of Latent Change Models) and found that both significantly decline from the beginning to the end of the junior high school. Yet, we shown that there is substantially variability in the way students change across time in ASC. Finally, our study shown that if we consider ASC change (instead of stability) the negative effect of ASC in academic performance in non-matching domain is actually non-significant or positive-significant. In sum, our study suggests that the ability to contrast the overall negative trend of ASCs is associated with amelioration in academic achievement at the end of junior high school. From a practical standpoint, these findings suggest the importance of (a) assessing and intervening on ASCs during junior high school; (b) intervening in math and verbal self-concept separately; (c) taking into account student's own way of changing.

Given the above results, starting from summer 2020 – as a partnership between University of Trento (Department of Psychology and Cognitive Science) and Province of Trento (Department of Education and Culture) – we implemented a project (titled "Sentirsi Forti", funded by Fondazione Caritro) that aimed to help teachers in acknowledging and nurturing non-cognitive skills (in particular ASC) in pupils, after the covid-19 crisis. Seven junior high schools and 21 teachers in the Trentino area have been involved in the 'Sentirsi Forti' project. Measures were collected in 322 students at T1 (December 2020 – February 2021), whereas T2 data will be collected in June 2021. The project consists of three phases: (a) assessment of non-cognitive skills; (b) training of teachers on non-cognitive skills by means of three seminars and three "operational guides"; (c) coaching/consulting provided to teachers in regards to interpretation of data collection, feedbacks, and didactic planning.

In conclusion, in this contribution we offered (a) empirical findings about the importance of taking into account the effect of "ASC change" on academic achievement, and (b) the overview of an intervention on non-cognitive skills that may be adapted to other educational contexts and constructs.

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724   Developing Students' Non Cognitive Skills In Middle School: Insights From An Action-Research In Province Of Trento

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Keywords: Non Cognitive Skills, Input-Practice-Reflection, Malleability, Formative Assement, 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 competencies, 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 is 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 final sample consists of more than 3000 students, and 200 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.' 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.

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802 Good School, Good Life: Exploring The Role Of Non Cognitive Skills

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Keywords: non cognitive skills, character, achievement, key competences

Good school, good life: exploring the role of non cognitive skills

Luisa Ribolzi

Competence is more than just knowledge and skills, and distinctions between cognitive and non-cognitive skills has weakened. The relationship between noncognitive attributes and academic outcomes (such as grades or test scores) is now largely demonstrated, and a new global goal for education systems and lifelong learning is to define, teach and measure key competencies, both cognitive and non cognitive, that individuals need to acquire to face the challenging demands of complex society. OECD, through the DeSeCo Project, at the end of the '90[1], identified a small set of key competencies: a new OECD Study on Social and Emotional Skills is currently examining the assessment of 19 social and emotional skills of 10- and 15-year-old students.-

Both cognitive and non cognitive skills are formed early in the life cycle, mainly determined by early family factors, and poor non cognitive skills may accumulate over time and lead to less desirable educational and economic outcomes in adulthood. Even if the sooner, the better, noncognitive attributes developed during adolescence through specific programs could reduce initial gaps, and have been shown to have a significant and lasting impact on success in life, although the effects vary in different social groups and subjects.

Noncognitive skills include a range of personality characteristics (character skills)[2] that influence a wide range of life and school outcomes. They do so not only through their direct effects, but also through their indirect effects on the development of cognitive capacities and the attainment of educational qualifications[3] The literature discuss a wide range of personality characteristics, the ways they are measured and the variety of measurement instruments for each personality characteristic, reliably measuring these skills could help to identify 'what works' to enhance social and emotional skills as well as to have information on the distribution for each student or at the aggregate level. This information would empower teachers and parents to better address children in need[4]

There is an intensification of reflexivity upon the human being, and a growing interest in the 'whole child', i.e. in personal development beyond the learning outcomes. Adopting a child-centered model focused on the set of individual skills and behaviors that children have acquired prior to school entry, and enhancing the concept of character, and some related notions, as they emerge in the contemporary discourse on education, could help education policy agendas to remove structural and cultural conditionings, moving towards a greater educational and social equity.

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567 Synergizing Competences: Encounter Student Needs Through Peer Collaboration

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Keywords: peer collaboration, lifelong learning, post-covid education, soft skills

RELEVANCE: Life skills as competence set in 21st century education

During the pandemic period, hard skills were not in tune with needed soft skills to overcome destabilizing socio-emotional circumstances and educational inequalities became a central concern (Giovannella et al 2020).

According to an INDIRE research, for example, during the distance learning secondary school students showed slight improvements on some soft skills, such as collaboration and self-regulation, while, on the other hand, in the younger student groups, distance interaction led to a worsening of all the main soft skills.

Collaborative processes must therefore be renewed in order to favor rebalancing, and not accentuating the skill gaps.

Several authors confirm that collaborative peer-to-peer processes, especially for students from disadvantaged backgrounds help to promote friendship and socio-emotional skills (Jordan, Le Métais 1997) and can foster a greater sense of belonging (Baloche, Brody 2017).

METHOD: Holistic approach to student needs

The authors propose a methodology based on peer collaboration that benefits from highly diversified educational contexts:

Firstly, student "buddy" couples (2 pupils) collaborate in formal and informal situations through provided and co-created learning contents. Learning contents would be produced:

From teachers for learners according to the 'classical' front-class teaching method.

From buddy to buddy: exchange through and elaboration of supporting learning materials.

From buddy couples for classmates. Trainees become trainers when explaining co-created learning contents to their peers.

Secondly, also teacher "buddy" couples co-create recommendations for student buddy-building and the implementation of corresponding learning methods. Teachers must be trained to recognize and valorise competence stocks that derive from the learner's life course and the familial-ethnical habitus.

RESULTS: new models of peer collaboration

Educational activities – especially in (post-) COVID scenario - would be improved as:

Emphasis is thus not exclusively on educational needs but also on the child's socio-emotional and structural needs (Pinson, Arnot 2007) and in the integration between formal and informal learning.

Student's own production and their involvement as trainers allows children to express their own point of view, overcoming a predominant adult-centric vision.

lessons acquired during the pandemic era can be useful for deep understanding how to module and differentiate cooperation and distance interaction practices according to the specific characteristics of students.

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313 Explicit And Implicit Effects Of Socio-Emotional Skills. An Analysis Of 2018 Pisa Data

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Keywords: Socio-Emotional Skills, Cognitive Skills, Equality of Opportunities, Social Inequalities, School Curriculum

The main mechanisms underlying social complexity can be identified in an expansion of the possibilities of actions and experiences, of spreading of technologies within an overall acceleration of social life and a saturation of social and symbolic space (Eriksen, 2016). All these elements determine a pressure on the Self of individuals (Maccarini, 2019). In order to cope with this complexity, it is necessary to develop an approach to education that focuses on cognitive skills, conveyed mainly through school curricula, as much as on social-emotional skills (SES). SES have indeed an important role in giving to young people the right equipment to face present and future challenges, as well as contribute to the development of a sense of cohesion, greater equity and social justice. Already from the first international test-based surveys conducted by the OECD, in addition to cognitive skills, an important space was reserved for non-cognitive dimensions (Giancola, Viteritti, 2015). During the various waves of the OECD-PISA, the PIAAC survey and its follow-ups (for Italy see Di Francesco et al, 2015; at international level see OECD 2015) carried out in view of the new large-scale edition, non-cognitive skills have been progressively re-conceptualized in terms of socio-emotional skills (as illustrated in the historical-methodological reconstruction conducted by Giancola & Lovecchio, 2018). The objective of this proposal is to illustrate, using the OECD PISA 2018 wave data, how socio-emotional skills, in the operationalized and measured version within PISA, have a significant impact on cognitive skills (reading, math, science). This evidence may already be considered interesting in itself, and in line with robust international evidences (Heckman & Kautz, 2012). The presented study shows two other interesting results. Using a set of OLS multiple regression models, it was possible to estimate the single effect, the additional effect and the combinatorial effect produced by socio-emotional skills. A first result is that socio-economic and cultural conditions being equal (summarized in the ESCS index), socio-emotional skills have their own independent strength in terms of better results in standardized tests. Furthermore, possession of these competences also appears to have a positive impact on educational expectations at the end of the upper secondary education cycle. A second result is that these competences have a benefit especially for students characterized by a low level of ESCS (to simplify, we could define them as students of low social class). The implications of these results are of particular interest for the purposes of policies for the social equality of opportunities, equity and system effectiveness (Benadusi, Giancola, 2021). Evidence shows that if a curricular enhancement approach may be useful for reducing inter-categorical and inter-individual gaps, strengthening with respect to the acquisition, development and maintenance of socio-emotional skills is equally useful. An educational system capable of including a balanced curriculum among social-emotional and cognitive skills is one of the keys for the advancement of a society more equipped in dealing with old and new socio-economic inequalities, unemployment, poverty, discrimination and social exclusion.

326 Journey Into Character Skills. People, Relationships, Values

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Keywords: Human capital, Cognitive skills, Non cognitive skills, Character skills, Covid-19

A recent volume published by Il Mulino in the Fondazione per la Scuola series in collaborationwith the Fondazione per la sussidiarietà ("Viaggio nelle character skills. Persone,relazioni, valori " edited by Giorgio Chiosso, Anna Maria Poggi and Giorgio Vittadini) takes up the theme of non-cognitive skills (NCS) or character skills developed by Nobel Prize winner James Heckman..

Since the origins of economic science scientists have been defining Human Capital, the human being's contribution to production by virtue of his innate and acquired abilities. In more recent times many authors linked HC to the quantity and quality of knowledge acquired in school and training. In recent years it has emerged that HC does not depend only on knowledge but also on non-cognitive

skills, individual's traits and behaviors influencing his ability to relate to others and to reality as a whole. These non-cognitive skills are malleable and can be improved in the educational path; their increase leads not only to a positive effect on school and work performance but also to a greater solidity and stability. Therefore we can conclude that non-cognitive skills can be seen as the observable characteristics of the underlying inseparable personality of a human being.

As shown by a recent research carried out by a team of researchers of the Universities of Milan Bicocca, Trento and Iprase showed that also in Italy a didactics that stimulates the growth of NCS determine an improvement of CS, measured by school results

In addition, educational interventions designed to improve NCS have a positive and causally demonstrated effect, on the NCS most related to student characteristics. Thus, the educational programs that are shown to be most effective are those that aim for full development of the person, that intend to make students aware of their choices and reasons, and that support the full development of their character.

The importance of character skills in the educational journey was shown unequivocally in distance learning classes during the pandemic crisis caused by Covid-19. Those dramatic months of 2020 saw a true revolution in teaching methods. It was not digital communication per se that made the difference. Rather, in many cases, where it was possible to activate connections, digital platforms stimulated professors and students not to give up in the face of adverse situations, to confront each other more and to support each other in taking initiative. Commitment, motivation, the ability to ask questions, to think in terms of problems, and to learn to work together to achieve a common goal have all been seen.

It can be concluded that studies on character skills are relatively recent and still little known and used in schools. However, it can already be said that where they have been introduced, when applied in a shared and participatory way, they have coalesced the professional community around clear objectives, they have characterized the learning environment and have questioned the very competencies of teachers and the training and educational offerings that characterize the school.

A.6. Education Now: To Compare For Understanding The Unexpected

327 The Unhappy Society: In Search Of A New Paradigm To Face The Unexpected

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Keywords: crisis, medicalization, happiness, socio-pedagogy, relationship

Talking about an "unhappy" society is provocative, as happiness is a complex concept made up of psychological, socio-economic and environmental factors, but it is necessary to grasp the multiple aspects of social unease, and the growing use of its medicalization, for a correct analysis of the condition of modern man. In a closed biological system, such as planet earth is, economic growth shows more than a few critical issues, but the ideology of mass medicalized health systems also shows its limits, as Ivan Illich points out. In a social system based on bureaucratic rationality, the uncertainty principle and the sense of limit are systematically rejected. The acceleration processes generate alienation, without ever being the object of criticism, as they are considered useful, and deceleration appears to be an erroneous principle. However, it is difficult to think of analyzing the increasingly complex processes of postmodern societies without the right amount of time. Similarly, the foundation of a sustainable lifestyle appears impossible without a reappropriation of the sense of limit.

In light of these inadequacies, made even more evident by the pandemic, what educational paradigm can we hope to build to satisfy the search for meaning of the modern citizen, called to know and understand what is happening around him? The construction of a new paradigm could be knotted from the rediscovery of the body, both in its physiological and biological needs, and in its occupying a space that becomes territory "hic et nunc". Indeed, a new educational paradigm represents a social urgency that can be solved by inserting the current model of transmissive teaching on a cognitive-rational basis, within a broader paradigm, of a socio-relational type, based on reflection. around the concept of "happiness" and the relationship between happiness and the unexpected.

If we wanted to concretely define the characteristics of a sociological pedagogy, we would have to take into account three aspects: the contents, the methodologies and the contexts. As for the contents, the sociological contribution is useful for:

1) Propose new ecocentric cognitive structures on which people can reorganize their representations of the world and act coherently with them.

2) To convey typical concepts of sociology (empathy, sustainability, community, relationship, etc.) using suitable methodologies. In terms of methodologies, a pivotal role can be played by the body, not only as a biological element, but, above all, as a symbolic element. The body, in fact, becomes the "place" where they concentrate:

1) perceptive skills capable of experimenting with complex sociological concepts through a multisensory approach that brings the lived experience back to concreteness.

2) dimensions of space-time that are humanly sustainable because they conform to rhythms and cycles that are marked by the body itself Finally, as regards the contexts, the pedagogical intervention is undoubtedly aimed at the worlds of everyday life both in the field of primary education (schools) and in lifelong learning since every moment of life can offer an opportunity to consciously review the own role in the community.

557 From The International Educational Surveys To The Olympic Games Of Education

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Keywords: international surveys, rankings, testing

According to Aldo Visalberghi (one of the main advocates of the Italian participation in the IEA Six Subject), since the international surveys were intended to collect data useful for appraising the equity and effectiveness of educational policies implemented in democratic countries, they should have been based on shared visions of the democratization of education. On the basis of his cooperative and non-competitive outlook on educational research, Visalberghi (1977) feared that such surveys would be seen as something akin to "Olympic Games of Education". This prophecy has come true: Morris (2016) shows that not only are international surveys increasingly perceived as authentic Olympic games, but they also provide rankings which are constantly promoted by the media, because tests are considered a valid and reliable measure of human capital, a variable employed to explain success in global economic competition.

Starting with Visalberghi's view of the relationship between educational testing and large-scale surveys, the paper moves on examining the main elements of discontinuity between early analyses of international surveys and current ones.

Being aware of the limitations of testing, Visalberghi never reduced literacy or competencies (1992) to a test's score. By proper placing international surveys in the field of correlational and non-experimental studies, he never considered the school system as the sole responsible of the literacy levels measured by the tests. Visalberghi rather read the IEA results as multifactorial effects of the interaction between school and society, avoiding recommending naïve and merely educative solutions to complex and multifaced problems.

Today the most widespread interpretations of surveys express incautious, hasty and reductionist judgements, reducing to test scores complex, multidimensional and situated constructs such as literacy and competencies. In addition, most of today's international survey analyses tend to decontextualize educational problems and processes, and such oversimplification leads them to disseminate stocks of best practices. Finally, the current analyses of international studies, eluding the non-experimental design of the researches, emphasizing significant but weak correlations between processes and outputs, and by taking test scores as policy and educational targets, unduly blame only school systems for the performance in OECD and IEA surveys (Komatsu & Rappleye, 2017).

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475 Performativity And Specialisation In Comparative Perspective

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Keywords: Specialisation, performance, higher education, Europe, comparative education.

Looking at the current scenario of European higher education, we can make out some lasting ideas, which have contributed to define the aims and the institutional identities of university, reflecting its changes and the tensions linked to the diverse historical junctures. Among them, the concepts of performance and specialization stand out, because, with different nuances, they have accompanied the development of modern University, from its birth in XIX century to nowadays, calling into question the ideas of knowledge, education and culture.

This paper aims to propose a critical analysis of these ideas, showing their relevant issues as well as fruitful developments in order to think higher education and the requests addressed to higher education systems nowadays, in the frame of the interrelation among local, national and supranational level.

To carry out this path, Max Weber's lecture about Science as a vocation and Jean-François Lyotard's argument, developed in The Postmodern condition, will be assumed as main references; in these works, the concepts of specialisation and performance are employed by the Authors to sketch out the meaning of higher education in their respective historical periods. From an historical-comparative perspective, we will propose a conceptual analysis of such ideas, highlighting their changes, in order to critically thinking how these ones are used and articulated in the current debate about higher education, taking in account that some concepts can be particularly multifaced and ambiguous.

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438 University Delays. Italian Academic Gap As A Media Topic

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Keywords: University, information, rankings, sociology, comparative education

Contribution

This proposal deals with the journalistic impact of international university rankings, in which Italy is rarely found in the top positions. The reports annually published by the most important academic rankings in the world (Academic Ranking of World Universities, Times Higher Education World University Rankings and QS World University Rankings) comply with several indicators of didactic or research performance, including highly cited researchers and papers indexed in major citation indices. These ratings shed light on Italian university delays, as the media emphasize – in a so-called comparison – whenever ratings are presented to the press. Hence follows the opportunity to focus on the Italian academic gap seen as a media topic, with emphasis on the delays of our universities in terms of functional efficiency and public financing.

Method

The sociological analysis of the media rhetoric inspiring some journalistic reports emphasizes the narrative paradigms focused on the drawbacks featured by our universities, with particular regard to students' right to education. Several articles point out that taxes are higher than in other European countries, loans and scholarships are rarely provided, male students graduate more than female, investments in higher education are low. In addition, the degrees obtained are few and dropout is high. This is what journalists, scholars and academics often denounce in newspapers and on television, referring not only to the international university ratings, but also to Eurydice, OECD and Eurostat reports. The latter confirm that the Italian academic gap is more than a mere journalistic issue and has to be considered the intolerable effect of structural (and political) delay.

Results

The media analysis of Italian university delays fuels public discourse on investments and innovations. The journalistic relevance of the academic gap concerns both the national context and the international scenario, as "la Repubblica" and "Sole 24 Ore" rankings highlight in reference to the gap between Southern and Northern universities. Nonetheless, the pandemic seems to have inverted this negative trend. In other words, excellence may have a journalistic impact, inasmuch as merit and research quality may be gauged just through the media impact: Italy has been placed fifth in the world in a ranking of Covid research by QS World University Rankings.

This means that Italian research excellence can journalistically black out the chronic delays afflicting the higher education system at large, as national and international rankings, reports and newspapers periodically point out.

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246 Towards A Post-School Educational System

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Keywords: Post-school, hybrid education, personalization, digitalization

Since March 2020, when the Covid-19 epidemic was recognized by WHO as a "pandemic", school systems around the world have been subjected to unprecedented stress.

In the history of the school, the pandemic is an event that, to use the expression coined by the economist Joseph Schumpeter, could be defined as "creative destruction": destruction of the school as it took shape in the last two and a half centuries, starting in Europe with Frederick II of Prussia and Napoleon, made up of dedicated buildings, classrooms, rigid schedules and separate disciplines. And the birth in its place of a "post-school" educational model, in which the educational process takes place at school, at home and everywhere ("onlife", as Floridi says), classrooms are open, hours and styles of learning are flexible and personalized, learning objects interdisciplinary.

The massive and generalized use of distance learning (DL) in schools around the world is an anticipation of this new phase: the progressive online passage of parts of teaching and learning will increasingly assume a mixed, hybrid, multidimensional configuration even after the conclusion of the pandemic will have made it possible to reopen the school buildings.

It would be a very serious mistake to consider the DL as an emergency remedy, to be set aside when the pandemic is over. In fact, only the digital school, with its flexibility, lends itself to the personalization of individual itineraries and to solve problems such as those of individualized support (for everyone, not only for pupils with disabilities), of teaching for groups and skills, in order to enhance the potentials and attitudes of each pupil.

If political decision-makers all over the world do not understand that a new phase of "creative destruction" of the old school has opened, and will somehow try to mend the old one, perhaps with the excuse of unpreparedness or opposition of teachers and trade unions, the most catastrophic scenario among the four envisaged by OECD in a study recently implemented will come true: the outsourcing of upper secondary and tertiary education, to be entrusted to large online agencies, faster and more ready to meet the demand, which will increasingly ask for skills considered essential in the future smart job market: skills to learn, to collaborate and to manage the unexpected, empathy, critical thinking, resilience.

However, it is not inevitable that this will happen. It will depend on the wisdom and foresight of political decision makers whether to relaunch the role of schools, opening them up to a hybrid, flexible and personalized teaching method: a decisive condition for the full inclusion and enhancement of all individual potential. In this perspective, which is the least "unschooling" of the four identified by the OECD, schools would continue to have a central role at the local level as the main learning hubs, even if they would limit themselves to certifying the acquisition of basic knowledge and skills. The main features of this scenario will be presented, taking into account the comparative approach, essential to understand their complexity.

A.7. The America Syndrome: The Influence of The United States on European Educational Cultures And Policies, Between Myth And Reality

483 Malaguzzi, Dewey And The Bauhaus. Similarities And Influences In Aesthetic Education In The Reggio Emilia Approach

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Keywords: Malaguzzi, Dewey, Bauhaus, Aesthetic Education, Reggio Emilia Approach

The following essay aims to highlight some cultural references that have influenced the Reggio Emilia Approach and its aesthetic education practices. We will examine two of them specifically, which seem to play a substantial role. These are the cardinal principles of the Bauhaus and, above all, the theories of the American pragmatist philosopher John Dewey. A debt that is exposed, in a 1988 interview, by Loris Malaguzzi, the pedagogue and teacher who played the main guiding role in the educational experience of Reggio Emilia kindergartens.

However, considering the complexity of the history of the Reggio schools, an in-depth examination is necessary. We must try to understand if there has been a tout-court application of the theories or, as we suggest, a more critical and analytical integration.

The focus will be on two fundamental issues. The first is the relationship between art and everyday life. The second will be a discussion of the issues surrounding the idea of process and the value it takes on in the different phenomena studied. We will see how these questions, argued differently by Dewey and Bauhaus, will play a role in the schools of Reggio. In particular, in the design of spaces dedicated to education in visual languages - the ateliers - and in activities related to visual communication - documentation and exhibitions.

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594   The Competitive Humanism In The Ministerial Congress Of Madrid (1999). For An Analysis On The Opus Dei Language And The Contemporary Relationship Between Spain And The United States In Education

Boccacci, Daniel (University of Granada (Spain))

Keywords: Curricular policy, humanism, competition, Neo-liberalism, Opus Dei

Daniel Boccacci

The congress La Educación Secundaria Obligatoria a debate (Madrid, December 9-11) in 1999 was very important in building proposals and consensus among actors in the Spanish educational world to reform of the national school system. The Partido Popular, promoter of the congress, develop the general reform in 2002 (LOCE). This normative framework rests on the same competitive premises of congress. Important politicians and specialists of the congress ighlighted the need to adapt to the «constant pressure [...] of the North American model». However, the congress is also remembered as a very important meeting point between politics, research and teaches for a curricular definition in favour of «humanidades». Through this proposal, the interventions of the congress express a critique of the strict educational functionalism and praise the updating in a "humanistic" sense of the theory of human capital, promoted by American economists and the OECD in recent years.

Method

Within the theoretical and methodological framework centered on the foucaultian discourse analysis and the conept of the system of reason by T. S. Popkewitz the intervention aims to link the congress speeches of important politicians and education researchers, belonging to Opus Dei, to the general system of ideas of the Roman Prelature, characterized by the original fusion of religious, educational and economic meanings.

Outcomes (expected)

The analysis of the Opus Dei language, which is fundamental in national education starting from the second half of the twentieth century, stands as a proposal for a specific key to the history of the relationship between the USA and Spanish educational policy during the Cold War and in the age of globalization. Within the understanding of the Opus Dei language, the USA-Spain relationship in education is not so much to be read as dominated by the cultural imperialism of the former, the thesis put forward by several historians and sociologists on twentieth-century Spain, and a phenomenon that would corroborated the development capitalist of the Latin country from the late 1950s to today. The analysis, on the other hand, places a critique of the category of "influence", too often generic and univocal of historical-social phenomena. That is, in-depth study gives greater importance to the interaction of social actors and to the possibilities of symbiosis of the US-Spain proposals. At the same time, the analysis intends to enter into the complex relationship between the categories of "culture" and "market" in contemporary discourses, showing how the word "neoliberal" is too often charged with an exclusively "ideological-economic" meaning, neglecting the its "practical-social" strength, which finds its new strength of conviction and action precisely in humanistic meanings, advanced through a religious-existential substratum.

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726   John Dewey And "The Impression Of Soviet Russia"

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Keywords: History of Education, Russian schools, Soviet reforms, J. Dewey, Soviet Union.

The reception of John Dewey's conception in the Soviet Union has been extensively studied at internationa level. In fact, his works were already translated into Russian from the beginning of the twentieth century to reform the Tsarist school. Furthermore American activism was the basis of a series of experiments in the reform of the Soviet school. Therefore, this paper consists of three parts. The first introduces Dewey's translations in Russia into the contest of the renewal of the "free education movement" (svobodnoe vospitanie), before the Revolution, since this aspect is less known than the spread of activism in the Soviet school of the 1920s. The second deals with the reforms of the Soviet school in the 1920s and the circulation of American activism within it. In the context of the Soviet labour school, in fact, not only Dewey's conception but also other the methods such as the Projects and the Dalton Plan that were inspired by activism, were introduced to renew the teaching strategies inside the Marxist school intended as a laboratory that united theory and practice. In the third part we will analyze Dewey's work Impressions of Soviet Russia and the Revolutionary World: Mexico — China — Turkey, and the observations of the Soviet schools he had the opportunity to visit during his trip to the USSR in 1928, in order to understand in which way he observed the realization of his pedagogical conception.

731   Democracy And Education, And The Challenge Of Biopolitcs. Remarks On Competence-Based Education

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Keywords: sovereign power, state of exception, biopolitics, crisis of the nation-state, competence-based education

In my previous works, I assumed that competence-based education is probably a neoliberal biopolitical dispositive (Giacomantonio, 2015 and 2016). But Luana Salvarani argues with the use of "neoliberal" from a historical perspective. As Foucault's work Naissance de la biopolitique (Foucault, 2004) played a pivotal role in my reasoning, I could have naively generalized some among Foucault's statements.

In order to discuss the mutual legitimation between power and instructional knowledge, we should investigate the genealogy of the competence-based education in European and Italian political and economic system. A very complex field of investigation, which I approach starting from the idea of biopolitics in Giorgio Agamben's work.

I take into account Homo sacer (Agamben, 1995), Stato di eccezione (Agamben, 2003) and Quel che resta di Auschwitz (Agamben, 1998).

According to Agamben's historical-theoretical analysis, power turns itself into sovereign power as it proves capable of proclaiming the state of exception. Thus, power is inherently biopolitical, and it holds over bare life. This dynamic banishes, breaks down, dismisses any life-form.

Recently, biopolitics has gained more and more power, and this can be explained only in part through the pandemic issue. Rather, it is an output of the crisis that affects the nation-state as the holder of the sovereign power. In this frame, the figure of the refugee severs any bond between birth and citizenship, that is the nation-state's very foundation. Camps – refugee camps as well as concentration and extermination camps – reppresents the biopolitics' paradigm. Nazism was "the first radically biopolitical State" (Agamben, 1995, 158). People attempt to include people into the biopolitical project – this aim has been partially achieved by the industrialized countries; all along the 20th century, it brings together both left and right, communist and capitalist countries.

The paper will question the role and job of education within such a general disposition, with particular attention to the competence-based education, assuming that it is the result of hegemonic instrumental rationality.

745 Current Status And Future Of Foreign Languages Subjects In Norway

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Keywords: education reform, curriculum renewal, foreign languages subjects, transferable skills, trust in governance

In this presentation, I look at the foreign languages subjects within the Norwegian educational system, in view of the Core Curriculum for primary, lower and upper secondary education, the actual educational policies in Norway, and the 21st skills development.

In Norway, English as a foreign language (L2) is a compulsory subject, which is taught from the 1st grade in primary education. Usually, the students choose a third language (L3) in year 8 (age 13), and Spanish, German, French, and Italian are the most popular languages in upper secondary education. Learning foreign languages gives students the opportunity to come into contact with other people and cultures, and the main purposes of foreign languages subjects are, among others, to increase the students' understanding of how people live and think, promote greater interaction, understanding and respect among people with different cultural backgrounds and foster democratic commitment and responsible citizenship. The intellectual freedom implies the allowance for other points of view, and the courage to think and act according to one's own convictions. The competence aims give schools the freedom organize tuition and choose content and the methodology.

During 2018, I conducted a pilot study in which I aimed to explore how teachers' trust or distrust in different stakeholders in the educational system, such as school leaders, school owners, national educational authorities and lawmakers, influences their lesson planning and execution as they attempt to achieve the teaching goals as described above. I conducted qualitative interviews with six teachers of Spanish. I asked them to describe and reflect on in what ways their selection of teaching and learning resources, choice of pedagogical methods and organization of learning, are conditioned by trust, or distrust, in the stakeholders. I also asked them to describe how they plan and execute learning activities in order to promote collaboration and democratic values and attitudes.

During spring 2021, I further explore selected findings by carrying out qualitative interviews and document analysis concerning the same topic. Since spring 2018, the situation of the foreign languages subjects has changed. The number of pupils studying foreign languages (L3) in Norway has declined, and the national educational authorities are in the process of implementing a new curriculum [1]. At the same time, the Norwegian Government, a three-party minority of the Conservative party, the Centre, Christian Democratic and, Liberal parties, is in process of revising the educational system, specifically in regards to upper secondary education. One of the main goals is to reduce the number of core subjects, making more subjects elective, such as foreign languages (L3), history, geography, and natural sciences. Only the subjects Norwegian, English, and Mathematics will remain compulsory [6]. By June 2021, I will be able to show some preliminary results of the interviews and document analysis, and I will discuss what effects this educational reform will have on the teachers' trust in government, the interest in and status of foreign languages subjects, the subject content, and the pupils' possibilities to develop transferable skills.

489 Bureaucratic Exchanges – Translation, Transfer, And Trajectories Of Educational Administrative Knowledge In The Transatlantic Space

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Keywords: translation and transfer, administrative knowledge, school organization, Prussia, USA

In most cases, studies focusing on the transatlantic relations between the USA and Prussia concentrate on the early exchange phase, in which travel reports represent one of the key sources. However, the mutual exchanges between these two regions have lasted well into the twentieth century and have significantly shaped the emergence of school administrations. This period not only

saw the exchanges of individuals and their reports, but also the circulation of specialized administrative knowledge. This paper focuses on how this knowledge, which was geared towards school organization, was translated and transferred between the two contexts. By firstly discussing research literature on the topic, the paper secondly examines the central documents through close reading. This approach allows for an in-depth analysis of the exchanges and inscribed trajectories.

Kandel and Alexander's "The Reorganization of Education in Prussia", a widely received publication that originated in a comparative research group at Teachers College, not only provides an overview of the structure of the Prussian administration system, but the authors also translated specific documents and administrative guidelines to make this bureaucratic system, perceived as an advanced administrative model, available to experts and the public. The majority of the publication's content is based on works by von Boelitz, a high-ranking administrative official and secretary of science, art, and popular education in Prussia. A comparison of the two texts allows for a close examination of the specific translation choices regarding the selection of material to be translated as well as the concrete wording of the translated text. By tracing the mutual observations and communication, the paper seeks to examine how the two educational administrative systems came into being and how they influenced each other. At the same time, this allows for an analysis of the role that the administrative traditions played in the respective contexts and contrasts a hierarchical top-down structure in Prussia with a bottom-up configuration in the USA.

Starting in the middle of the twentieth century, a reversal of roles between the USA and Germany can be observed, and is e.g. expressed in the transfer of Parson's thoughts and works on the systems theory. These were taken up by Luhmann, whose theoretical approach has become one of the most influential concepts in sociology and has significantly shaped German educational thinking.

Thus, this paper drafts a first chronology and contextualization of the exchange of administrative knowledge and employs these two moments of transfer and translation to retrace the underlying information-transfer-networks enabling these exchange processes. At the same, it also examines which aspects of administrative knowledge were deemed significant for translation and thus became "transfer-worthy".

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645 Dewey, Democracy, And Malaguzzi'S Vision For The Schools Of Reggio Emilia

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Keywords: participation, individualism, community, Reggio Emilia Approach, freedom of intelligence

Malaguzzi often refers to Dewey as one of the "founding fathers", one of the threads weaving the warp, one of the cornerstones of a much larger building: "i riferimenti maggiori sono stati inizialmente quelli di Rousseau, Locke, Pestalozzi, Froebel, della scuola attiva di Bovet e Ferrière, di Dewey e della scuola di Chicago…" (Malaguzzi in Edwards et al. (eds) 1995, p.62). In defining the value of these connections Malaguzzi explicitly refers to activism, creativity and mediation between individuality and society:

un nucleo duro che discende dalle teorie e dalle esperienze dell'educazione attiva che si storicizza attorno alle figure di un bambino, di un insegnante, di una scuola, di una famiglia, di una comunità, produttori di una cultura e di una società provvide, attive, creative che connettano i valori della dimensione individuale con quella sociale. Ferrière, Dewey, Vygotsky, Bruner, Piaget (Malaguzzi in Edwards C. et al. (eds) 1995, p.88)

Central in his vision is the need to connect individual and social dimension, build a culture and society able to embrace both, to work for the common good while respecting individuality. The quest for a "new individualism" is strong in Dewey as well, together with the need for qualified participation. While the questions are mostly similar, this article aims at establishing whether the answers are too and whether a direct link can be traced between these two thinkers.

Dewey lived a long and productive life, he died at 92, and left an incommensurable contribution to pedagogy. His work had a wide audience in post-WW2 Italy and became an essential reference for pedagogists. His philosophy left lasting traces throughout the Reggio Emilia Approach (REA). This article aims at investigating whether Dewey's vision of democracy and the role of schools in fostering it, inspired Malaguzzi and the schools in Reggio Emilia. Malaguzzi's idea of democracy is a complex, multidimensional vision, that imbues all his work and writings since the post-war years. Contrary to Dewey, Malaguzzi does not dwell on philosophical argumentation, he often talks about it, but almost never in connection with the official governmental form and never defines it. Our investigation is therefore not easy. It implies deconstructing the concept of democracy to find clues and indicators leading back to Dewey's vision. We will base our analysis on Dewey's texts available to Malaguzzi and compare them with his own writings, focusing on two main aspects: participation and the relation between individual and society.

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436 Reggio Emilia: A Method, An Approach, Or A City

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Keywords: Reggio Emilia Approach, educational methods, global approach

Reggio Emilia is an Italian city that is internationally known for its municipal system of infant-toddler centers and preschools (Firlik, 1996). The approach that inspires the methods applied in these pre-schools is based on the ideas of Loris Malaguzzi (1993), who was influenced by a series of thinkers, such as John Dewey, Jean Piaget, Lev Vygotsky, Jerome Bruner, and Howard Gardner. Key elements include the image of the child as having potential, curiosity, and competence in constructing their learning; children's multiple symbolic languages as culturally constructed modes of discourse; long-term project approach to curriculum; the parental involvement as a form of civic engagement. This popularity is witnessed by the proliferation of teachers/educators' study-tours from all the world - especially from the USA. Several systematic reviews confirm the Reggio Emilia Approach as an increasing topic of interest of international literature in the field of early childhood education (Keskin, 2016). This growth of international exchanges, especially throw the Internet, made the "Reggio Emilia phenomenon" a global product, subject to global sales strategies and market perspective (Grieshaber, Hatch, 2003). Some authors (Johnson, 1999; Wright, 2000) presented "Reggio" as a "buzzword" in the field of early childhood education and argued the Reggio Emilia Approach stands in danger of being absorbed and 'Disneyfied' by the USA dominated institutions and knowledge structures who have promoted it. Similarly, others are concerned about the seemingly uncritical transfer of ideas and preferences in their professional practice, embodied in the tendency to superficially replicate Reggio-like environments, without sufficient in-depth attention to critically reflecting on how things might work in different ways within unique and situated expressions of the Reggio-inspired pedagogy (Grieshaber, Hatch, 2003; Johnson, 2000).

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781 Philanthropy And Education. An Alternative Between Generosity And Democracy?

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Keywords: Capitalism, Democracy, Ideology, Meritocracy. Philanthropy

In his recent study on social inequalities entitled "Capital et idéologie", Thomas Piketty dedicates some interesting observations to the role of philanthropy in financing and directing education both in advanced capitalist countries and in less developed economies. Essentially, according to Piketty, philanthropy paradoxically helps to deepen inequalities in three ways: subtracing large sums of money from the finances of countries; contributing to the strengthening of a meritocratic ideology that celebrates success and blames the losers; financing schools and universities according to the neo-liberal model and in a fundamentally undemocratic way.

Starting from this, my contribution intends to offer some further reflections focusing mainly on the following four questions:

1) What cultural and ideological vision explains the success of philanthropic foundations established in the United States and often committed to funding educational projects?

2) To what extent can or should philanthropic Anglo-Saxon experiences be exported to Europe, in a cultural and regulatory context other than that of the United States?

3) How is the philanthropic capitalism actually affecting the development of education, both in the United States and in Europe?

4) Does the philanthropic model pose a threat to democratic education?

To conclude, a reflection on the "America Syndrome" should also pay attention both to the role and possible developments of philanthropic financing.

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654   From Republican Identity To Economic Competition: The Teacher As A Catechizer

Tedesco, Luca (Roma Tre, Italy)

Keywords: Education, Instruction, Teaching, Identity, Enterprise

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Education, Instruction, Teaching, Identity, Enterprise

In the Italian school system there has always been the need to combine generalist and disinterested education with that oriented in a professional sense (Baldacci 2019). Since the 1990s, however, the processes of integration and economic competition on a global level have also increased the pressure in Italy to bend the school system to the demands of the productive world, demands aimed at increasing human capital, that is to say the stock of knowledge and skills possessed by the individual (Baldacci 2019; Cornali 2017; Vittadini 2004; Becker 1993).

This transformation of the school's aims has been stigmatized by those who believe that the excessive emphasis on human capital imposed by the neo-liberalism ordo is marginalizing the main objective of this institution, namely the full deployment of the learner's critical and thinking autonomy (Baldacci 2019, which revised in this key Bartley 1983).

This deployment would be feasible only by an educational system devoted to the formation of democratic citizenship and the conveyance of constitutional freedoms, rights and duties, a system in which the necessary connection with the world of work should be inserted at the end of school pathways, entrusting it to Istruzione e formazione tecnica superiore post-secondary courses and to post-university first and second level masters and by reducing and reforming school-work alternation in secondary schools, as it is unable in today's configuration to develop complex skills (Baldacci 2009).

From the statement, however, that the political-institutional regime most suited to the full development of human faculties is the democratic one, it does not follow that participation in the construction of this regime can be presented as an ethical duty of the scientist as such, given that each associative model responds to value tables whose validity cannot be scientifically founded.

Methods and outcome

Retracing a line of thought that distinguishes the moment of instruction from that of (value-based) education (Galli Della Loggia 2019; Zagrebelsky 2019), the aim of the essay is to show how the relatively recent influence of the US market-oriented school system on the European one coexists with the traditional role entrusted to the public teacher.

The latter, in fact, for both historical-political and institutional reasons, cannot fail to represent the republican and constitutional identity topoi as objective and universal data rather than as historically determined and transient experiences, thus lending himself to a work of unscientific mystification completely symmetrical to that of those who want to make school a natural vehicle for entrepreneurial logic.

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A.8. Economic and Financial Education: New Multidisciplinary Scenarios

204 Economic And Financial Education In The Perspective Of Lifelong Learning

Aleandri, Gabriella (Università Roma Tre, Italia) · Refrigeri, Luca (Università del Molise, Italia)

Keywords: Economic and Financial Education, Human Development, Global Citizenship, Inclusion, Lifelong learning

Thanks to many experts and scholars in the economic, financial, sociological, pedagogical, and political fields, sensitivity and attention to economic and financial literacy and skills have greatly increased, especially in recent years. Nevertheless, the results from international (OECD, UNESCO, World Bank) and national (Bank of Italy, MEF, MUR, FEDUF, ONEF) surveys still confirm many critical issues in Italy, in skills both of children and of adults. Although the trend is towards an improvement, it is still little. In Italy, the debate, also at the political and institutional level, was lively and aimed at sharing the heterogeneous experiences achieved to try proposing coordinated initiatives. In addition to difficulties in finding organic and comprehensive information, we face with complexity deriving from multidisciplinary and interdisciplinary approaches, as the pedagogical/educational perspective is overshadowed or it is not while promoting only technical disciplinary skills.

UNESCO 2030 strategy and 2018 EU Council Recommendation on key competences for lifelong learning focused on also mathematical and entrepreneurial skills, indispensable for making decisions and acting in every life contexts.

Recently in Italy, many economic and financial education projects had activated, especially in upper secondary schools, but also in lower secondary and primary schools and in adult education too. The participation of associations and banks made a significant contribution, but still these are heterogeneous and non-systemic projects.

What are the reasons why financial education struggles to produce satisfactory results in Italy? What are the prospects for establishing, even in our country, a culture for global and inclusive citizenship, based also on economic and financial education, in a lifelong learning way?

In this paper we aim to start from the analysis of the literature and documentation available, nationally and internationally, and from a field survey, to provide an understanding key based on mainly critical-hermeneutical and heuristic research methods.

From such analysis, we try to suggest pedagogical proposals towards curricular and interdisciplinary economic and financial education both in school cycles and in adult education, for human development, individual and social well-being, in a lifelong learning perspective.

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851 Why Don'T Women Knit Their Portfolio? Gender And The Language Of Investor Communication

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Keywords: familiarity, gender gap, financial communication, cognitive linguistics

This paper investigates whether (lack of) familiarity with the language of investor communication may explain the well-documented gender gap in financial decision-making. Economists have demonstrated that men and women exhibit different financial behavior. Women are less involved in the stock market than men, and if they are, they take fewer risks. This gender gap in financial decision-making is generally explained by differences in risk tolerance (i.e., women are more risk averse than men) and financial literacy (i.e., women are less financially literate than men).

A pivotal concept for this paper is that of familiarity (Huberman 2001), which has been extensively used to explain apparent paradoxes in people's financial behavior, such as the so-called home bias in portfolio choices. Using an interdisciplinary framework that combines insights from Behavioral Economics and Finance, and Cognitive Linguistics, this paper applies the concept of familiarity to the language of investor communication. By analyzing the conceptual metaphors used in two websites targeting unexperienced investors in Italian and English, the paper finds that the metaphors used come from the same conceptual domains; namely, war, health, physical activity, game, farming, and the five senses. As these domains refer to worlds that are predominantly and (stereo)typically masculine, the study concludes that the language of investor communication may give rise to feelings of familiarity and belonging among men, while creating feelings of distance and non-belonging among women. In other words, this paper suggests that gaps in risk attitudes and financial literacy may be only a partial explanation of the gender gap in financial decision-making. Thus, it proposes a complementary explanation focusing on the degree to which men and women identify with (i.e., they are familiar with) the language used in investor communication.

Why don't women "knit" their portfolio? This is quite obviously a provocative question. The objective is not to turn the language of investor communication into a language which is (stereo)typically feminine. However, a language change would help giving women easier access to financial markets and create more equal opportunities. This is of fundamental importance in a world in which labor market participation of women increases, and women (need to) rely more and more on themselves in making short and long-term financial decisions.

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640   An Italian Project Of Financial Education For Migrants

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Keywords: financial inclusion, education, migrants

After introducing the multiform phenomenon of financial inclusion/exclusion and offering a brief overview on migrants living and working in Italy, this paper presents and discusses an experience of financial education of migrants – "FIN-Financial inclusion" project – financed by the AMIF National Italian fund 2014-2020 and recently carried out in Italy. The multidisciplinary approach chosen for

the realization of the project defined the objectives, the target groups and the educational initiatives, which are described and commented by the authors. While the newly arrived migrants have been addressed by courses aimed to develop their language skills – thanks also to the development of a specific manual, "Financial literacy course for non-Italian-speaking students Level I" – permanent immigrants have been following a second level financial course aimed at introducing them to financial products and services. In this second group a special attention was paid to the category of foreign women. The financial training experiences carried out as part of the FIN project, together with the other experiences - in Italy and in Europe - analyzed, have provided very useful indications for identifying the most suitable tools and strategies to allow the financial inclusion of the most vulnerable groups as migrants. Considerations about teaching activities and a discussion of problems encountered during the project develop into a series of conclusive guidelines to better implement the process of financial education and inclusion and to eliminate the barriers that prevent the financial inclusion of migrants.

241   Out Of The Debt Trap. The Financial Capabilities Against Financial Abuses

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Keywords: Financial literacy, Illegal finance, usury, loansharking, capabilities approach

This article explains that the absence and low levels of financial literacy and awareness prevent consumers and entrepreneurs from fully satisfying their consumption and investment needs and, more generally, prevent them from realising their life projects by constricting them into the "debt traps".

Therefore, consistent with the capability approach (Sen, 1993, 1995), financial literacy is considered, first and foremost, an indispensable part of the general endowment of "functionings" to reach well-being.

The paper also stresses the importance of combating financial illiteracy to counter the spread of illegal finance. Once again, as far as Senius' theory is concerned, the spread of illicit finance should be interpreted as an external condition unfavourable to the diffusion of the "capabilities" supporting households and entrepreneurs' financial choices.

Unfortunately, during the current pandemic, loan-sharking, usury, and other criminal finance crimes have spread dramatically. Especially in the most fragile socio-economic contexts, where, moreover, organised criminal groups are stronger and more deeply rooted, and unfortunately, needy families and entrepreneurs stay in these "debt traps".

Finally, the paper indicates possible new initiatives that would increase financial literacy as a capacity-building tool following the Edufin Committee of 2020 and the OECD Recommendation 2020. It could increase financial resilience, conscious consumption, and active citizenship and democratic opposition to financial abuse and crime.

320   Special Education And Economy: New Scenarios For The Life Project Of People With Autism Spectrum Disorders And Their Caregivers

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Keywords: People with Autism Spectrum Disorders, Caregivers, Special Education, Economy, "After Us"

Special Education and Economy have in common plural topics, as argued in other studies (Giaconi, 2015; Giaconi et al., 2020), since the taking care of adults with disabilities and their caregivers is not just an educational issue, but involves economic/financial

dimensions. Specifically, in this paper we are going to deepen the challenges that families with sons/daughters with Autism Spectrum Disorders faces, when the economically relevant members are aged. In one direction, concerns are about the future of an adult with Autism Spectrum Disorders, on the other, a Modern welfare state that introduces a paradigm shift in the production and/or financing of social assistance for people with Autism Spectrum Disorders. If, in economic terms, the "After Us" represents a solution to the failure or insufficiencies of the market, in pedagogical terms, it is possible to create this perspective in the "During Us" (Pavone, 2009; Caldin, 2014; Perla et al., 2020), through new actions aimed at the life project of the person with Autism Spectrum Disorders. Retracing the epistemological assets of Special Education and Economy, the article discusses various paths in order to recreate a new generative and transformative link capable of responding to the "After Us" with targeted actions for the design of Quality of Life spaces for caregivers and for adults with Autism Spectrum Disorders (Khanna et al., 2011; Kuhlthau et al., 2016; Marsack-Topolewski, Wilson, 2020; Oti-Boadi et al., 2020).

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593 Entrepreneurship Education And Value Creation

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Keywords: Entrepreneurship Education, Key competence, Value creation, Curriculum, Territory.

The recent health crisis of Covid19 highlights the need to question the current economic development model and underlines the urgency of reconnecting economic systems with the sustainability paradigm (Asvis, 2020). In this framework, it becomes important to reflect on the construct of entrepreneurship and entrepreneurship education.

Developing entrepreneurship competence, understood as "the capacity to act upon opportunities and ideas, and to transform them into values for others" (Council of the European Union, 2018,p. 11), means in fact forming citizens capable of acting actively and consciously in building their own future (Costa & Morselli, 2019) and able to support a sustainable and responsible economy (Lindner, 2018).

However, research on the development of entrepreneurship competence referred to the Italian context and in particular to the school context is still scarce. The present study, within an ecosystem research perspective, therefore, intends to map and describe the phenomenon of entrepreneurship education in order to understand how this competence is developed in schools, what form it takes in the curriculum, school planning and teaching practice, and what relationships are created with the local context, with its opportunities and/or criticalities. The context chosen for this investigation is the one of the Province of Trento, which can become a 'case study' because of its specific features, such as its autonomy (including scholastic autonomy) and its vocation for the development of the form of cooperative enterprise.

Method

The analysis follows a mixed-methods-multilevel survey approach. Referring to this research strategy, it was decided to combine different survey approaches and different tools, in particular, semi-structured interviews (with students, teachers, headteachers, other stakeholders) and documentary analysis (school curricula and school projects), in order to address the phenomenon of entrepreneurship education as a process of value creation from different perspectives.

Outcomes (expected)

The first data collected revealed:

- the difficulties of the school system in introducing the term entrepreneurship in the school curricula and in the teacher's educational planning;

- in entrepreneurship education projects involving schools there is a 'broad' interpretation of entrepreneurship, seen as a transversal competence;

- many schools adopt experiences of school cooperation and solidarity projects.

These initial data will be complemented with the testimonies of stakeholders involved in entrepreneurship education and with interviews with representatives of the school system (headteachers, teachers and students) to draw the conditions in which, through synergistic school-territory interactions, the development of entrepreneurship competence as a process of value creation for the community is promoted.

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200   Financial Literacy And Powerful Knowledge: Teachers' Perspectives

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Keywords: Financial literacy, economic literacy, powerful knowledge, economics education

The notion of 'powerful knowledge' was developed by Young (2008) to re-establish the importance of knowledge in teaching and curriculum development. Powerful knowledge is defined by Young as coherent, conceptual disciplinary knowledge that, when learned, empowers students to make decisions and become action-competent in a way that will influence their lives in a positive way. He argues for the entitlement of every pupil to have access to knowledge that is 'better, more reliable and nearer to the truth about the world we live in and to what it is to be human' (ibid., p.107). By employing this construct, this presentation explores what constitutes powerful knowledge in financial literacy and the implications for teaching.

This paper arises out of my PhD research study aimed at exploring teaching and learning in secondary school economics in Malta. The underlying conceptual framework for this study is critical realism, which offers an understanding of the world that is real but which may be differently experienced and interpreted by different observers (Bhaskar, 1979; Fletcher, 2017). The research method consisted in interviewing and observing fourteen economics teachers, together with four focus groups interviews with students. Data was analysed by employing thematic analysis (e.g. Braun and Clarke, 2006), with the help of Nvivo software. Financial literacy emerged as a theme in the teachers' and students' voices and in the lesson observations. This presentation focuses on the teachers' voice discussing how economics education enabled students to grow more financially literate. This resonates with the literature that economics education assists students into developing financial and economic literacies (e.g. Brant, 2018; Chang, 2014). By employing the notion of powerful knowledge from the area of the sociology of education, this presentation assists the reflection relating to the teaching and learning of financial literacy and what constitutes powerful knowledge in this area.

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Financial literacy, economic literacy, powerful knowledge, economics education

625   The Economic And Financial Litteracy Of Future Teachers: A Cluster Analysis

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Keywords: financial education, financial literacy, teacher training, cluster analysis

Since it is not possible to think to a process of financial literacy of younger generations without the direct involvement of the formal education system (Refrigeri, 2020), this research aims at assessing the levels of financial literacy of future kindergarten's and primary school's teachers, that are now university students.

The survey on the economic and financial literacy of students was carried out with the involvement of ten egree courses in Primary Education of as many Italian universities and has seen the participation of 2,321 students, representing 7.21% of the total student population of Primary Education enrolled in Italian public and private universities, which amounts to 32,180 students.

For data collection, a questionnaire structured in two sections was prepared: the first, aimed at collecting the individual characteristics of the participants; the second, consisting of a test of 10 questions constructed to detect their economic and financial knowledge.

To analyze the data, we used a cluster analysis, typically conducted in three steps. Initially, the grouping criteria were identified, i.e. the variables to be used to group the subjects. Then the distance measure is defined to calculate the closeness (or similarity) between the students in terms of the selected variables. Finally, a group construction algorithm is adopted to assign each individual to a group, in order to maximize homogeneity within groups and heterogeneity between groups.

In our case, students were grouped on the basis of variables selected from four sets of individual characteristics: demographic characteristics, education levels, using of financial instruments, knowledge of economic and financial literacy, with the addition of the score obtained in solving the questions of the economic and financial test.

For the second step, the common practice of using Euclidean distance was followed: the greater the distance, the less similar the students. Finally, the Ward's (1963) agglomerative hierarchical classification on standardized variables and Euclidean distances was adopted. The number of clusters was defined using the index of Duda et al. (2001), with the associated pseudo-T-square method and the pseudo-F index developed by Calinski and Harabasz (1974).

The results obtained with the cluster analysis allow to highlight five profiles of students, useful to set a policy on economic and financial education of future teachers more informed and targeted.

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575   The Role Of Pedagogy In Building Economic Citizenship From Childhood To Old Age

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Keywords: economic citizenship, pedagogy, economic education. lifelonglearning

In contemporary society we are, once again, going through a historical moment in which crisis, declining consumption, indebtedness, families in difficulty, etc., are perhaps the most spoken and written words in the news and in everyday life. It appears, therefore, urgent that pedagogy addresses issues and situations for a long time considered prerogatives of other disciplines, in order to tackle the educational aspect to them reportedly, and to "educate to the future" in every situation and age. The pedagogy should address the development of economic competence, considered as one of the spheres of life aimed at the design of well-being, which is also built through learning.

The relationship between pedagogy and economy has always been complex and unresolved: difficulty of culture of education in dialoguing with the economic sciences has led pedagogy to neglect this issue, leaving pedagogical topics into economy to other sciences. Understanding economy is fundamental to know and govern some of the dynamics of today's society and, therefore, economy must be part of education, in view of active citizenship.

Economic education has become an important aspect of the education of citizens and is globally recognized as an essential element of stability and socio-cultural development. It also allows considering the future as a controllable time frame, though not always predictable, thanking to greater critical skills acquired from an early age.

Economic education, as process intentionally aimed at providing knowledge and skills related to management of money, constitutes a part of culture of citizenship, that allows citizens to become aware agents during their economic and social life. Final objective of economic education, starting with financial literacy, should therefore be promotion, in families and at school, of planning ability, recognizing nature of money as means and not as an aim for the promotion of personal and collective well-being.

817   How To Teach Big Economic Crisis (Financial And Now Pandemic) In High Schools. A Case Study

Pomini, Mario (University of Padua, Italy)

Keywords: teaching financial literacy in high schools, methodological approaches to teaching finance, teaching financial crisis.

The economic crisis is a difficult, and quite rare, topic of teaching in the high school. Up to financial crisis occurred in 2007/2008, the only relevant case was the Great Depression. The Great Recession changed this situation and a new interest emerged in the analysis of the causes and consequences of financial economic crisis. The pandemic situation is posing new and dramatic issues.

In period 2012-2015 the Fondazione Cariparo in Padua (Italy) financed my project of economic education entitled "Understanding financial crisis: the Great Depression versus the Great Recession". The audience was the final classes of the high schools. I had the opportunity to offer two conference to each class. The aim of the project was to evaluate and foster the financial literary of the students. The project involved 15 classes of very different kind of schools every years.

The contribution tries to explain the main results of this articulated and complex experience of teaching financial crises, and it helps to understand the problems in the field of teaching financial education.

In summary we can say that:

a)   the financial culture of high school students is modest but there is great curiosity about these issues;

b)   students have a very modest statistical preparation, including those in scientific high schools;

c)   the financial problem is part of wider methodological problem of choices under uncertainty;

d)   financial education should be part of a broader economic education ;

e)   specific conferences on financial education can be a useful tool because they integrate financial literacy with of a wider cultural view of the economic and social problems.

566   For An Effective Financial Education Of Young People

Refrigeri, Luca (Università del Molise, Italia) · Aleandri, Gabriella (Università Roma Tre, Italia)

Keywords: Financial literacy, financial education, teacher trainership

Faced with Italy's obvious difficulty in increasing levels of financial literacy, which remained at the same levels from 2012 to 2018 despite the numerous financial education initiatives that have been organized in Italy, the path designed by the Edufin Committee with the "Guidelines for the implementation of financial education programs for adults" and "Guidelines for the development of financial education skills in schools: First cycle schools Second cycle schools" issued in 2020.

If for adults the greatest difficulty in financial, economic, and social security education actions is the lack of a commonplace, for young people the school represents the ideal place; the Committee has decided to focus its attention on this with the aim of identifying the best way to include financial education in the school curriculum, recognizing that it must be considered an element of basic literacy.

The position of the Committee is to consider financial education as a cross-cutting issue to be included in the various disciplines with operational and in-depth methodologies, one of the issues of the new "Civic education".

In sharing that the topics included in financial education cannot be realized by treating them within a single discipline and by a specialized teacher but developed in interdisciplinary paths integrated and led by curricular teachers.

For this project all teachers must be trained and updated both in basic financial knowledge and in the most appropriate methodological knowledge: active teaching, laboratory methods, learning-centered on experience and problem solving, interactive teaching tools, etc.

Without teachers who are adequately literate in finance and on new teaching methods, there will never be a true financial education in the Italian School System.

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889   Economic And Financial Planning In Schools: Reflections And Practical Proposals

Valle, Annalisa (Università Cattolica del Sacro Cuore, Italia) · Rinaldi, Teresa (Università Cattolica del Sacro Cuore, Italia) · Lombardi, Elisabetta (Università Cattolica del Sacro Cuore, Italia) · Massaro, Davide (Università Cattolica del Sacro Cuore,

Keywords: economic and financial education, financial literacy, educational interventions, intervention projecting, Learning Units

The Italian position on financial literacy was critical even before the Covid-19 emergency. The Pisa 2018 report (OECD-2020) indicated a high risk of 'financial illiteracy', showing how, among the G20 countries, Italy was in the second last place for financial skills. The latest Consob reports show as 80% of Italian citizens are unable to choose effective financial products matching their needs. The debate on intervention methods and their effectiveness is still ongoing and today, in particular, an effort to design and adapt actions to the current situation is required. It is important to remember that "quality education", "decent work and economic growth" are among the 17 Sustainable Development Goals of the United Nations General Assembly for the 2030 Agenda.

In order to achieve these goals, it is also necessary to address economic and financial education interventions as early as to children and adolescents, since they are able to make economic decisions related to the goods available at their disposal and that helps them to become skilled citizens, active and aware agents as adults (Valle et al, 2020).

To nowadays, in the Italian context, there is no curriculum dedicated to the development of economic and financial competences, but recently economic and financial issues have been included in the school Civic Education curriculum. This opens up the chance of projecting specific good practices: incorporating the study of economics into the curricula would enable teachers to systematically approach the subject and children to perceive and experience its relevance, as well as to understand the link between economic knowledge and other school subject areas. A useful modality is the so called "Learning Units", defined as interdisciplinary didactic pathways related to a specific topic that, through several methodologies, involve children and favor the acquisition and consolidation of notions.

In the current scenario, the present paper seeks to use the Learning Units projecting as a methodology to include financial and educational intervention from a multi-disciplinary point of view (Marchetti et al., 2020). This methodology also favors the distance learning activated during the Covid-19 lockdowns allows the use of digital platforms where it is possible to create content tailored to the users and which can be transformed into webinars or public events, including recreational ones.

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A.9. Education for Sustainability [EFS] As A Ground for Innovation Both In Methodology And Knowledge. A Strategic Alliance for Transformative Education Between Schools and Community

653   The Artur Lab: A Social Intervention For A Sustainable Well-Being Education

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Keywords: pedagogy, association, transdisciplinary intervention, risk prevention

The operational guidelines of the National Strategy and the 2030 Agenda for Sustainable Development towards educational activities underline the importance of fostering creative, inclusive, and non-violent social-communities in resilient territories; for an educational action-oriented towards social sustainability development (Varga et al. 2007) and well-being (Iavarone, 2008). In these novel scenario care management and educational responsibilities become strategic assets for the future of civil society (Iavarone, 2019), capable of supporting the challenges in contrast to the current educational poverty (Nuzzaci, 2020). This "generative" action requires a holistic-transdisciplinary intervention (Jeder, 2014) conceived in the deweyan perspective of learning by doing (Van Poeck et al., 2018). According to these theories, the following contribution presents the ARTUR Association and its ARTUR LAB. The ARTUR Association (Responsible Adults for a United Territory against Risk) aims to implement pedagogic interventions to ensure the timing and effectiveness of education in territories at risk of adolescents' antisocial behaviour (Iavarone, 2020). The ARTUR LAB (Laboratories for Adolescents and their Needs) are workshops that guide adolescents to think and act according to ethical and moral society principles. The activities are divided into "indoor" and "outdoor" modules and are built around sports, arts and citizenship activities all linked to the 4C risk prevention models (i.e., Countering, Treating, Co-responsible, Sharing) (Iavarone, 2020) with the purpose of <<transforming crises into possibilities, poverty into opportunities>> and to educate adolescents today in becoming responsible adults tomorrow.

Key-words

pedagogy; association; transdisciplinary intervention; risk prevention

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504   Civic Education And Service-Learning: Towards A Sustainable And Supportive Curriculum

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Keywords: Civic education, service-learning, sustainability, community, co-responsibility

Law 92/2019 has provided the inclusion, starting from the current school year, of 33 hours of civic education in the teaching programs of all levels.

The Ministry of Education has identified three axes in the Italian Constitution, within sustainable development and digital citizenship, on which teaching will be articulated.

These guidelines will have to be explored through a transformative and systemic approach, which accepts the challenge of designing interpretative paths capable of re-signifying and building new access keys to reality.

The transversality of civic education calls for a different reference paradigm to be assumed from the one adopted up to now in bringing together the individual disciplines: it is a question of generating more committed and participatory forms of citizenship that involve the whole integrated training system, creating synergies to generate networks and promote a common language on which to construct the entire pedagogical-educational planning.

From an in-depth reading of the Law, the need emerges in all its significance to carefully consider and communicate the issues proposed by the Italian Constitution and the UN's Agenda 2030 with the aim of building sustainable and supportive communities: "doing" civic education means to promote responsibility in the younger generations and to agree on strategies, paths, actions based on help and respect for the other.

In this direction, the gradual but significant dissemination in school curricula of good practices focused on the pedagogical proposal of service learning (Tapia, 2006; Mortari, 2017) identifies inter and intragenerational solidarity as an interesting point of access for interpreting in an unprecedented way what is required by the regulatory provision. Service-learning is a choice of meaning to give life to responsible and welcoming learning environments, which offer the opportunity to work together on common causes and see the students as protagonists in offering a service to the community.

Promoting educational and cultural tools useful for acting in personal and collective responsibility means generating a new way of learning. As a space and time of signification, the school must accept the challenge of educating authentic, competent, supportive people in the logic of respect and acceptance.

This configures a constant pedagogical and didactic solicitation to design new educational paths, privileged and multi-experiential spaces that allow to interpret the concept of citizenship in an unprecedented way. The values that are the foundation of a democratic community can find their full realization and interpretation in sustainable educational contexts that recognize the mutual respect for community [MV(1] and the responsibly shared construction of the future.

We are called upon to inhabit the earth with concern and fraternity (Malavasi, 2020): in this perspective, civic education is part of the issues related to human formation and represents a challenge linked to the educational system for the promotion of the rights of the person, envisaging a reference to its axiological dimension and educational ethics.

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331 Sustainable School Development – The We Project Challenge

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Keywords: Sustainability, Global Education, Community Hubs, Partnership, Social Innovation

If education is a common good, training is a collective affair, a responsibility to be shared.

For a democratic governance of education, in a complex and changing society, it is necessary to think about the evolutionary processes of education that challenge Institutions, Academies, Research Establishment, Companies, Civil Society and each of us.

In this perspective, education is not a tool to allow people to conform to the needs of the context but rather a path that can offer the opportunity for everyone to acquire a global perspective and competences of action, participation, and innovation at the local level, in a frame of fundamental shared values, such as: respect for human dignity, social justice, cultural diversity and plural responsibility for a sustainable future.

The WE project supports this vision. It realizes a participatory process for the promotion of education for sustainable development and citizenship in a community, challenging schools asking them to set up a network, which immediately strengthens their partnership, and Asking to Town authority and to Universities to identify the most sensitive stakeholders, ready to collaborate.

The project starts with a teacher training course, encouraging them to think about themselves as changemakers in their community. The meetings are organized to deepen the knowledge of the territorial situation in relation to the sustainable development goals (cf. Annual reports SDGs) and of national and international documents concerning sustainable development and global citizenship. Another aim is to foster, with a research-action method, an approach to transdisciplinary knowledge and the development of multiple professional competences, including empathy, creativity, action and imagination of possible future scenarios.

Then, the so-called Community Hubs: multi-actor co-planning tables in which teachers, school principals, parents, university professors, representatives of institutions, companies, Civil Society, design sustainable development paths and social innovation initiatives for the whole community.

After the first experience carried out in 2019 in Mantova for the eight kindergarten managed by the City Council, Enel Italia and ANCI have decided to support and promote the WE project also in Palermo, Bari and in two other cities to be identified.

To date, 23 schools and 250 teachers, three municipalities, two universities and 40 stakeholders have been involved. The project engaged all the partners offering a new citizenship experience, implementing values and practices of collaboration and solidarity, and showing a social model more sensitive to the community dimension, in which the school is the fundamental node of a widespread educational system.

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285 Educating For Ecological Thinking: The Contribution Of Sociology To The Spread Of A New Educational Paradigm

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Keywords: ecological, sustainability, socio-relational, interdisciplinarity, outdoor

The connection between education and sustainability has been posited to have benefit for realizing a social development compatible with environmental protection. In order to verify this hypothesis work, it is necessary to start by studying the system of educational relations. The currently widespread educational paradigm is cognitive-rational and stems from a model of social relationship based on productivity. School output is conceived in terms linked to the rational needs of the productive world, and this generates micro-social behaviors of competition and oppression. On the contrary, the educational challenge launched by the UN requires a response based on the development of consciences in a dimension that considers the acquisition of skills necessary to live sustainable relationships. The real strength of ecological thinking lies in affirming itself as something new and different, distancing itself from selfish and aggressive impulses. And it is a challenge that can be won by activating all the components of adult education: schools, families, the associative fabric, the media. To build a sustainable world, it is necessary to become people in harmony with other human beings, aware that they belong to the same human community that is part of the natural world. This can only be

achieved by looking for the most effective tools to transform the school into an educating community where everyone can feel in harmony with others and encouraged to actively participate. In the light of these observations, the proposal of a new socio-relational educational paradigm constitutes a concrete objective, to be developed in a dialogue between sociology and pedagogical sciences, to work on building sustainable relationships within the educational system, with concrete repercussions on other institutions: family, politics, law. Sociological intervention in the school is fundamental because sociology has the specific investigation and methodological tools necessary for studying the system of relationships in the school and for the elaboration of intervention strategies on micro-social and in the school-family relationship. This is what was experimented in a research conducted in agreement with the Department of Political, Social and Communication Sciences of the University of Salerno. The intervention, structured as action-research, implements for the first time the encounter between literature and nature by combining different educational techniques in symbiosis. The research started with the question: is it possible to introduce a system of relationships at school that promotes the development of sustainable ways of living? subsequantly experimenting with the introduction of a new didactic strategy, in a socio-relational educational paradigm. The novelty of the path, called Fiabadiario, consists in the use of narration as a mediation tool, combining classroom teaching with outdoor education, understood in its social richness: education in listening, dialogue, respect, sense of community. As research director I have carried out the path on children, adolescents, teachers and parents, in Italian public schools of all levels and in the pediatric ward of the Sacco Hospital in Milan, even at a distance. The results obtained reveal an encouraging prospect of change, in the direction of building sustainable relationships, through a fruitful dialogue with other disciplines.

537   National Training Course: Environmental Education For Sustainability: Competences Learned, Competences Acted

Calicchia, Stefania (Italian Institute for Environmental Protection and Research (ISPRA), Italy) · Antonietti, Daniela (Italian Institute for Environmental Protection and Research (ISPRA), Italy) · Sbreglia, Nadia (Italian Institute for Environmental Protection and Research (ISPRA), Italy) · Mayer, Michela (Italian Association for Sustainability Science)

Keywords: National / regional alliance for EES, Transformative education, Active learning, Interdisciplinarity, Replicability of the training model

The relationship between Education and Sustainability is clear for a long time, namely since UNECE remarked that sustainable development must be seen as a continuous learning process and defined Education as a prerequisite for achieving it (UNECE, 2005).

In our days, the perspective of ecological transition and the achievement of the Sustainable Development Goals of the 2030 Agenda make education crucial because what is needed is a transformation of how we think and act, and individuals need to be equipped with knowledges, skills and values that empower them to become sustainability change-makers (UNESCO, 2017).

In Italy, the National Strategy for Sustainable Development (Ministry of Environment, 2017) awards to education a transversal role, aimed to transform knowledges in competences and to promote a holistic understanding of the issues that are at stake.

The Italian EES system includes a lot of public and private subjects, mostly engaged in non-formal and formal education. So the demand for an ad hoc training for environmental and sustainability education is very much perceived at all levels.

The national training course "Environmental Education for Sustainability: competences learned, competences acted" has been developed in the context of an Institutional Agreement (2018 - 2020) between the Italian Institute for Environmental Protection and Research (ISPRA) and the Ministry for the Environment (MATTM), recently changed in Ministry for Ecological Transition.

The project has been realised by ISPRA, with the collaboration of the Agencies (ARPA/APPA) of the National System for Environmental Protection (SNPA) and the support of experts of the Italian Association for Sustainability Science and of the Green University NGO of Bologna.

Method

The focus of the course, that involved over 100 participants from all regions, was to promote an understanding of the competences for educators as 'Change Agents'. Namely, the RSP twelve-competences Model has been proposed to participants as a practical instrument to support and evaluate their professional activity.

The training course was planned as a blended course, combining online lessons on the learning platform of ISPRA and face-to-face training Laboratories. Because of the sanitary emergency from covid-19, the face-to-face activities were changed in online Laboratories, trying to maintain an active learning approach, also by using the opportunities of digital means.

Outcomes

A Technical Report of the project was made by ISPRA and the elaboration of a book has been planned, in which will be also presented the results of the evaluation questionnaires filled by the participants and of the questionnaire on 'Educational Beliefs'. This was created with the aim to distinguish between a 'transmissive' and a 'transformative' view of the educational process, and to highlight changes in educational attitudes and behaviours over time.

Finally, for its experimental and flexible training approach, the course may be considered as a pilot initiative, eventually replicable both at national and at regional level.

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664   Education For Sustainability At University Level To Develop Competences For The Future. The Case Study Of University Of Bari

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Keywords: education, sustainability, university, competence, workshop

As for all the other institutions of the 197 signatory countries of the 2030 Agenda, also for the Universities the Sustainable Development Goals represent an action plan aimed to transform the world by acting for the benefit of people, planet, peace, future prosperity, and partnership. The more the values underlying sustainability become a widespread culture among all components of the university community, the greater is the impact that universities can have on the sustainable development of the area. For this reason, education is central in the discourse of sustainability and for this reason a general rethinking of the pedagogical discourse is required.

The University, in fact, also responsible for training future citizens, politicians, decision-makers and professionals, is called to take a more challenging step towards sustainability, addressing an open reflection on its impact from the educational point of view. The reflection has to start from the knowledge that the training provided by universities must respond more closely to the demands of a rapidly changing society and a world of work that requires professionals not only with specific disciplinary skills, but framed in a systemic perspective, also based on knowledge of transversal and transdisciplinary aspects.

Considering a change of course not only considered necessary, but now advocated by many, there are still numerous evidences of initiatives/projects/activities which still move based on the wrong, but often implicit, assumption that high-quality training/information on the emergencies of the planet and/or sustainability is sufficient to guarantee new generations aware and ready for that much desired change.

Knowing that the information on sustainability issues alone is not sufficient to develop skills for the future, a 10-hour workshop has been activated at the University of Bari, within the Pedagogy Course (Degree in Literature). In this workshop, the students were engaged in designing sustainability solutions for their university. At the end of it, the 253 students of the course were asked to answer a questionnaire with the aim of understanding: The degree of knowledge of sustainability before and after the workshop activity;

The degree of usefulness perceived following participation in the workshop for the personal life and future profession of students; the perception of a possible development of sustainability skills as defined by Unesco (2017); the main strengths of the workshop.

164 answers were collected. From these answers it mainly emerged that:

Before the workshop, students have heard a few times about sustainability, sustainable development and the 2030 Agenda both within the university and in contexts outside it.

Participation in a workshop based on problem-based learning on sustainability issues is perceived as very useful for both personal and professional life.

Students report that they appreciated the experience because it allowed them to develop collaborative skills and creativity.

The results of the study highlight how the education to sustainability at university level, based on active learning, has an irreplaceable role to promote the direct application, the enhancement and the use of knowledge to contribute to sustainable, cultural, and economic development of society.

562   A.P.P. Ver.: From Project To Territorial System To Promote Culture And Skills For Green Economy And Sustainable Development

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Keywords: School/community alliance, Green economy, Green education, Transformative education, Local and regional system for EFS.

The project A .P.P. VER - Learning to produce green represented an important opportunity to study and experimentation of practices for green education to be used as the basis for the realization of policies aimed at meeting the demand and the educational offer of green economy in the perspective of producing new jobs, innovating the traditional one and creating new collaborations and relationships on the territory, to achieve cultural changes, knowledge and skills for the sustainable development in line with the provisions of the United Nations 2030 Agenda and the National and Regional Strategies for Sustainable Development.

The project was led by the Metropolitan City of Turin, implementing by IRES - Institute of Social Economic Research of Piemonte, the support of the Piemonte Region and partners were the Municipality of Pinerolo, the Consortium Training Innovation and Quality (CFIQ) of Pinerolo and the GIP FIPAN (Academie of Nice) . Held on between 2017 and 2020, the project involved in the design of the activities a plurality of actors of agriculture, industry, professional associations, foundations, institution and government, schools, vocational training and research agencies.

The project was based on the awareness that, to produce tangible results that bridge the "distance" between the training systems and the changes taking place in the territorial socio-economic system, it is not possible to limit oneself to the "desk" updating of contents in the school and vocational training courses or to consider the individual parts of the system.

In fact, one of the biggest challenges of sustainable development that all - state, institutions, businesses, organisations, citizens, ... - have to face in the near future, lies precisely in the fact that requires new keys to interpret reality and the constant search for suitable solutions to face its complexities, which require continuous learning by all the actors to contribute to change. To do this, it is necessary to consider and interact with the processes of change already underway and to promote an idea of widespread learning , as a social practice, an active process that takes place within a socio-culturally and historically located participatory framework , which provides for and legitimizes the reciprocity of learning processes, which are never just one-way .

Thanks to the experimentation carried out by the project - which involved mapping the green productive realities, the evaluation of training needs, the curving of curricula of the educational system, the realization of green training, the facilitation of meetings between the different actors of the territory - it clearly emerged that a re-orientation that considers education and vocational training integral parts of the renewal of the socio-economic culture is fundamental, so that widespread and integrated action becomes a driving force for inclusive growth and development of the social and productive potential of the territories. Obviously, new questions have emerged that we need to understand how to answer, taking as a firm point that we must do it through the construction of partnerships inspired by a logic of networking, listening, innovation and sharing .

741 Fridaysforfuture As An Enactive Network. Collective Agency For The Transition Towards Sustainable Development

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Keywords: FridaysForFuture, Enactive Network, Collective Agency, Education for Sustainability

Recent socio-economic and environmental crises, such as Covid-19 and climate change, have presented serious challenges to human systemic homeostasis, safety and continuity, and require prompt and adequate responses from human communities (Steffen et al., 2015; Walker et al., 2020). We present an empirical and conceptual analysis of FridaysForFuture (FFF) and its intended aim of effecting socio-economic change through the promotion of sustainable development.

FFF is a macro social movement that has received outstanding world-wide public recognition worldwide and gained visibility over the last three years. It is of great interest to educational research since it is largely composed of youngsters and seems to play a paideutic role in relation to societal innovation, being able to autonomously collect and share complex forms of scientific and ethical knowledge and enacting them in society to trigger collective awareness and agency. In contrast with formal schooling, FFF is a bottom-up movement, an emergent self-organizing network, a complex, nested and informal community providing pedagogical activities to peers and adults to promote social engagement (Kühne, 2019; Stratton, 2021). We define FFF as an enactive network due to its capacity to retrieve scientific knowledge and transform it into lived knowledge enacted in the real world. FFF aims to distribute such knowledge, mobilize large numbers of people and influence public discourse under an explicit though non-homogenous ethical umbrella.

Social movements are powerful arenas for learning how to initiate societal change, gain transformative agency, and develop critical thinking (Kajamaa and Kumpulainen, 2019). The motivational and interactional intensity of social movements is often seen as a desirable model for human learning and education in general (Sannino et al., 2016). However, relatively little rigorous research has been conducted on the mechanisms and processes of enactive, engaged learning within social movements (ibidem), especially within FFF. Our hypothesis is that FFF represents an innovative and valuable model for connecting schooling and activism, education and politics, embodied and virtual life, and individual and collective perspectives, and for promoting students' agency as well as student-scientist collaboration on sustainable social innovation.

We adopt embodied and enactive cognition theory (EC) (Gallagher and Francesconi, 2012; Varela et al., 2016) and systems theory (Papachristos et al., 2013; Folke et al., 2005) as theoretical frameworks for analyzing the collective agency and pedagogical-ethical implications of FFF. In line with the theme of this special issue, we present data from a quali-quantitative study on FFF organization, dynamics and discourse and describe possible hints for the formal school system. In particular, after an introduction to descriptive data about FFF's discourse, we look at possible forms of collaboration between FFF and formal educational institutions and discuss what schools could learn from FFF to promote students' activism and collective agency in the sector of Educations for Sustainable Development (ESD)/Education for Sustainability (EFS).

We conclude by providing conceptual insights as the basis for further educational research and practical implementation.

596 The Fsi Edu: Teaching The Complexity Of Food Sustainability Using Data And Metrics In A Collaborative And Creative Way

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Keywords: food sustainability, complexity, trans-disciplinarity, FSI

In the current context of increasing environmental challenges, it becomes of uppermost importance to prompt the younger generation towards a more sustainable way of living, fostering those attitudes and skills which can better contribute to a more sustainable society. A major role in this sense is played by the issues related to food, which is intrinsically connected to all SDGs (UN, 2015; SRC, 2016). Food sustainability is complex, including malnutrition (which further includes hunger, under-nutrition, obesity, etc.), food loss and food waste, as well as water stress in agriculture, decreasing biodiversity, and many other problems linked with the production, distribution, and consumption of food. The food system also includes a variety of agents with views and priorities that are often contradicting each other: only by keeping in mind how everything and everyone is interconnected (Ukaga et al., 2010), we may find the necessary dialogue and shared solutions towards a more sustainable direction. To support this process, higher education can offer the possibility to gain not only knowledge on these issues, but even more, to develop the right attitude and mindsets to approach sustainability with critical and creative thinking, acting upon collaborative learning dynamics. The case presented here uses the Food Sustainability Index (FSI) as a starting point for an educational module aimed not only at gaining knowledge on the major paradoxes of food sustainability but also at developing systemic thinking through empathy. Focusing on empathy is particularly relevant because it increases the possibility that an individual will care and act toward another's suffering (Owoimaha-Church, 2017): by activating the empathic recognition of other people's and nature's inherent value, it becomes easier to understand, locally and globally, how sustainability needs to include all life forms (Massari et al., 2021). The FSI is a composite index attempting to measure food systems' sustainability at the national level. It is made by the weighted sum of 89 qualitative and quantitative metrics (BCFN and EIU, 2018), which span over food loss and waste, sustainable agriculture and nutritional challenges. In its third edition in 2018, it assessed 67 countries from all over the world. The availability of such a large database for so many countries and on such a wide range of societal problems, made the FSI the ideal starting point to develop an educational module, named FSI Edu toolkit, to teach the complexity of food sustainability issues in higher education curricula. The module is composed of five parts, namely a theoretical lesson, two collaborative workshops, and one knowledge-assessment questionnaire to be delivered at the beginning and at the end of the module. The toolkit includes a set of materials(also for distance learning). So far, the FSI Edu has reached nearly 600 students in universities around the world, both in the setting of face-to-face and online classes, from faculties including Hospitality Management, Engineering, Nutrition, Food Studies, Design Studies and Food Science.

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206 Assessing Social Responsibility Integration In Higher Education Institutionsutions

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Keywords: Higher Education Institutions, Education for Sustainable Development, Social Responsibility, Sustainability

Introducing sustainable curricula, courses, or modules is of course a first contribution that Higher education institutions (HEIs) may do, and have already done, to develop a greater awareness in the future generation about actual societal and environmental challenges and try to expand their mindset. An holistic perspective that involves, in an inclusive approach, all the areas, activities, values, stakeholders, structures, etc. of the HEIs and considers inputs and knowledge from different field of studies must be followed if the challenges that come from educating for social responsibility (SR) and sustainability are meant to be addressed.

Despite the relevance of the theme, a systematic, comprehensive, and harmonised understanding of what actually drives the maturity of SR and sustainability integration in HEIs is still lacking. The final aim of this paper is to fill this gap. To this end, a meta model of analysis based on a multi-stage and multi-source procedure has been followed. Similarities in concept, nature, object, or subject guided the clustering of the original sources. According to the prevalent SR integration driving/resistance force discussed in the source papers, 9 criteria were identified (Governance, Strategy, Funding, Curricula, Research, Outreach, Stakeholders, Involvement, and Inclusive context). Through a systematic content analysis, the qualitative identification of their concept and relevant distinctiveness was derived and subsequently associated and synthesised in criteria definitions. Criteria were subsequently validated and cross-checked for consistency, comprehensiveness, and diversity, and classified into three dimensions (Culture, Missions, and People) according to their dominant analytical attribute.

The study depicts a conceptual framework enabling the analysis of the stages of SR integration and maturity in HEIs. It displays five main stages (laggard, aware, implementer, exploiter, pioneer), corresponding to different levels of maturity integration, making

it possible to evaluate the phase the HEI has reached while seeking full SR integration. The framework is meant to follow the evolutionary process towards a mature SR integration any HEIs may pursue. It is developed to permit a clear-cut evaluation of the level and stage the HEI has reached on its way to mature SR integration and inspire actions for progress. The framework is also intended to be the theoretical basis for the development of evaluation tools for the assessment of the actual level of maturity integration, for benchmarking HEIs, and for guiding the development and implementation of strategies and actions to institutionalise SR and achieve a more mature integration. In addition, it may inspire future research on the effectiveness of SR integration in HEIs. This is the first attempt to model SR integration in HEIs by proposing criteria and an explanatory framework for maturity integration.

The article reveals practical utility, too. Indeed, the HEI's management and educators may find areas where improvements in the effectiveness of their commitment towards social responsibility and sustainability are advisable and identify measures with the greatest viability and potential. Moreover, academia executives and policymakers may derive policy indications for the enhancement of the university system and the development of policies that would facilitate HEIs embracing ESD.

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680 Territories That Learn

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Keywords: sustainability, formal and non-formal education, community empowerment

Learning is not merely an individual but a collective process. Beyond the fact that one always and in any case learns within relationships and thanks to relationships [Sielig, 2001], and that each one needs others and a context to learn (we always learns through interposed discourse as Galilei said in the Dialogue above maximum systems): above all, certain learnings are either collective and lead to collective transformations (of communities / societies, organizations, territories) or they are not. This seems to be true especially for what concerned to the processes of building sustainable societies and economies, the great challenge and the great horizon of the next thirty / fifty years. But what does it mean to learn as a community? For what kind of sustainability? Which methodological and organizational devices need to be activated? Through which processes of reflection, documentation and evaluation is it possible to bring out and enhance results? For some years now, in an Alpine Piedmont area, a sort of "territory / laboratory" due to its ancient and long tradition, several processes have been designed and concretely implemented in which social, educational and sustainable territorial development dimensions are closely integrated. Starting from the analysis of some of these experiences, we intend to focus on the first methodological lines relating to how to activate and make lasting community processes aimed at sustainability. In this context, the notions of community and sustainability will be discussed first, which require complex gazes and definitions: community understood as a network of local relations, which is not given but must be built; sustainability understood as recognition, care and enhancement of common goods (resources, networks, local milieu) by Local Territorial Systems. The methodological analysis will also focus on the descriptions of specific methods such as the Future Lab [Jungk R., Mullert N., 1996; Pellegrino V., 2019] and the Laverack matrix [Laverack G., 2018], and on specific contexts of community construction such as the Community Educational Pacts, which can represent the framework within which to activate long-term co-planning between territory stakeholders, schools and other non-formal education agencies.

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615 The Place-Based Approach For Citizenship Education: New Didactic Scenarios

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Keywords: sustainability education, citizenship education, place-based approach

The social, environmental and economic challenges we are experiencing emphasize the need to invest in a project for the future that aims at a re-construction of man in his environment to re-inhabit the territory, as pointed out Magnaghi (2020), based on new forms of community self-government that see in the relationship with others and in connection with the territory the founding principle.

The systemic and complex nature of the environmental problem and sustainable development that sees political institutions, educational and training institutions, communities, individual citizens interconnected, brings out the need to invest in the transformative power of knowledge and knowledge to all life (Loiodice, 2018). As underlined in goal 4 of the 2030 Agenda, it is the task of education and training "to transmit to all students the knowledge and skills necessary to promote sustainable development" (Goal 4.7), to train the new generation that is more attentive to the causes that generate impacts rather than techniques aimed at reducing them, moving the problem from resolving the effects to eliminating or reducing the causes.

Educational and training institutions must promote eco-literacy and education for environmental sustainability by educating to critical and responsible consumption to improve lifestyles and increase the sustainability of human activities on ecosystems, spreading the complexity of the processes that underlie the choice or the refusal of a food; to understand the interdependencies that exist between food production, distribution, environmental sustainability and social equity; reflect on cultural, anthropological and social values, foster the development of a critical and conscious environmental awareness as an important expression of active citizenship and of one's own living in the world. These aspects can be favored by a place-based approach that puts the subjects in training in relation with their own territory, strengthening the identity and the sense of belonging to their local environment, knowing the history, the problems that afflict the territory and actively involves in solving real problems and improving places (Smith, 2013).

Attention to the territory, to the dialogic development of the person in his habitat, can become a good starting point which, if well managed, leads to forms of awareness of the human footprint and therefore, indirectly, puts under observation habits and lifestyles of the moment as they are configured in the social group to which they belong.

Our contribution aims to re-evaluate and renew the models of environmental education for the promotion of the culture of sustainability and glocal citizenship through the proposal of a place-based approach.

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432 Civic Education At School: Towards Changing The Road? The Contributions Of Research To The Field

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Keywords: education for sustainable development, transformative change, sustainability, training, networks of schools

The recent introduction in the school of the teaching of civic education - being transversal and object of evaluation - identifies among its three macro-areas the education for sustainable development, with a clear reference to the 2030 UN Agenda for sustainable development of 2015 (Law 92/2019).

This legislative device seems to represent a significant step, supporting training aimed at promoting cultural change, or rather at generating a culture of sustainability. In fact, from many sides there exists a convergence towards the idea that a shared political-pedagogical planning can trace valid guidelines and identify effective solutions to issues concerning the living together, in the direction of the common good and of human promotion (Malavasi, 2012).

But is it a feasible and transformative change in education or does it still appear as the inclusion of a 'new' subject, additional to the school curriculum?

The answer to such a question can be configured in the choices of governance and in the evaluation decisions concerning approaches and ways in which school managers and teachers intend to concretely achieve what is envisaged.

A first essential aspect consists in assuming the perspective of sustainability as an interpretative-regulatory assumption, at the basis of the entire educational offer, including widespread practices and, above all, of living the daily life of the school.

In this regard, it should be noted that the implementation of environmental education and of the interventions on sustainable development, in projects and learning units with an integrative character, of the school curriculum, albeit transversal between disciplinary knowledge, marks an important direction, but not so much effective in bringing about that change in education capable of modifying the way of conceiving and weaving human and environmental relationships (Malavasi, 2017; Mortari, 2020). In other words, similar educational-didactic paths would confirm that "the overall vision still seems to be that of a sustainability that adds to and does not transform existing educational systems" (Sterling, 2013).

Secondly, an idea of school is outlined as an active reality and strictly interconnected with the life of the community, which knows how to combine synergies and skills present in the territory, for an educational co-responsibility aimed, in particular, at removing obstacles and eliminating all forms of inequality, in order to guarantee quality education for all (goal 4 – 2030 UN Agenda).

In order to start the transformative process, heuristic paths are identified from the answers which are themselves provided by the teachers and collected through a questionnaire administered in March 2021 to teachers of all orders and levels in the context of Brescia schools, with reference to the Teacher Training Plan for civic education (MIUR, July 2020). Two substantial evidences emerge from the analysis of the recorded data: the need to deepen training on sustainability, the need to define organizational models that allow more inter-multidisciplinary shared planning.

Therefore, incisive skills belonging to the world of education and effective networks, of schools, together with the territory, constitute an essential combination to set in motion the desired change.

A.11. Learning from contemporary complexities. Reconceptualizing Early Childhood Education and Care in times of (post) pandemic

284 Beyond The Pandemic: Challanges And Opportunities For Innovating Ecec Services Starting From The Lessons Learnt During The Crisis

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Keywords: ECEC, inservice training, pedagogical intentionality

On 23 February 2020, LD no. 6 of the Italian Council of Ministers ordered the closure of all education institutions, including all ECEC facilities, in the red zones areas of severe Covid-19 outbreaks. Nationwide closure of the ECEC services was formally mandated on 4 March 2020 by DPCM. On March 6, the Note of the Ministry of Education n. 278 prescribed the transfer of all instructional, administrative and socio-educational and caring activities to remote and online platform for the duration of the emergency. Since the onset of the Covid-19 pandemic crisis, the ECEC system in Italy has experienced a series of unprecedented challenges: providing continuity of educational relationships with children and families during the lockdown (March-May 2020), re-opening 0-3 and 3-6 provision after the easing of the restrictions (June-August 2020) and redesigning educational practices within ECEC institutions to strike a balance between pedagogical vision and the strict sanitary protocols imposed (from September 2020 onward). A series of working documents focusing on the pedagogical dimension of remote education were issued by the Commission for the Integrated System established under the auspices Ministry of Education. Of particular relevance were the 'Guidelines on building Educational Ties in Remote Learning Environments' and the Steering document for the re-opening of early childhood education services and schools. In order to re-define ECEC services' pedagogical project and educational proposals, professional development initiatives and consultations processes were undertook at local level especially by those administrations which are responsible for managing 0-6 municipal provision. In this context, pedagogical guidance and training initiatives were carried out in order to support practitioners in the process of re-arranging space, time and grouping strategies, as well as to sustain their reflection on educational methodologies and proposals starting from the needs of children and families approaching ECEC in this novel situation. This paper reports on the findings of a professional development initiative jointly designed by UNIBO Department of Education and the Pedagogical Coordination Service of Rimini Municipality. The in-service training pathway involved approximately 250 educators and teachers working in municipal and private-NFP publicly subsidised settings operating in Rimini province. The data analysed derive from educators' and teachers' responses to open ended questionnaires (n=98) launched during online training webinars conducted by the researchers. The discussion of findings will shed light on the main challenges faced by ECEC practitioners during the reopening of services and on how these were faced by redirecting the pedagogical intentionality of education and care practice beyond health restrictions. A particular attention will be dedicated to the in-depth analysis of the main themes emerged, which are related to the observation of children's interactions within small groups, to the re-thinking of pedagogical documentation as a 'bridge' to sustain the relationships with families and to the re-shaping of parents' participation within ECEC settings. In the concluding section, the implications for opening new avenues of pedagogical experimentation and qualification of ECEC practices beyond the crisis will be outlined with specific reference to the potentialities disclosed by the reform on the 0-6 integrated system.

544 Rethinking Professional Roles In Contemporary Ecec By Reducing The Gap Between Health And Education: Lessons Learned From The Pandemic-Crisis

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Keywords: Professional role, ECEC, education, health, interdisciplinarity

In the last months, ECEC practitioners in all European countries have been facing the challenge of continuing their educational work despite the constraints and limitations imposed by the pandemic crisis. Under the pressure of health security during and after lockdown family life, children's daily experience and professional practices have dramatically changed (OECD, 2020). New rules have been set and different educational strategies have been invented and enacted. More reflection and discussion are required to provide practitioners with adequate support to respond to the "social health" emergencies generated by the pandemic – especially regarding prevention/support actions for disadvantaged families and children (educational poverty, migration, economic/environmental disadvantage, disabilities, special needs).

This paper discuss the need for an "interdisciplinary-based" professional language and culture of the ECEC educators, rethinking their expertise by discussing how the emergency COVID-19 has changed their educational responsibilities and, as a consequence, the need for new competences and richer professional development. Responding to emergencies implies intercepting in children and families signals of fragilities as they first appear in the daily life of ECEC settings through community-work based on stronger networks with other professionals and services (OECD, 2019), in primis the network of free choice paediatricians.

This has been revealed as crucial at a time when new health regulations are giving rise to new challenges at the ECEC level that we should not ignore. When designing educational practices and settings, especially during the current post-pandemic phase, we cannot assume safety, health, education, and wellbeing to be separate goals. Rather, they are shared responsibilities that require solid networking and interdisciplinary work at the community level as well as new-professionalization for the ECEC's educators. On the other hand, a more direct and first-hand knowledge of children's life and behaviour in ECEC settings can be a precious enrichment to evaluate their health and well being for health professionals.

The post-pandemic crisis highlights the need to invest locally in the professional development of ECEC educators as key figures - 'tutors in resilience' (Cyrulnik and Malaguti 2005) – and of paediatricians and other professionals assuming that social health includes the physical but also the psychological health of children and the whole community. This means rethinking both the way we organize CPD (continuing-professional development) and the content of it. There is the urgent need to provide new interdisciplinary training for all professionals working with children and families.

In the presentation, we will use insights from the preliminary finding from a family survey about children's experiences during the COVID-19 lockdown (Mantovani, Bove, Ferri, Manzoni et. al. 2021), which was administered through the paediatric network SICuPP (Italian Society of Primary Care Pediatricians – Lombardy) in Northern Italy as a starting point to reflect on these issues. This study is itself the outcome of promising collaboration with a network of paediatricians in a region of Italy severely hit by the COVID-19 crisis. We claim it as a first step in the direction that we are advocating.

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129 Deschooling French Society: Starting From Early Childhood Education?

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Keywords: Early Childhood, France, compulsory school, école maternelle

With the 2019's law, entitled « For a school of confidence », instruction has become compulsory since the age of three years old in France and a new law, "For the respect of the Republic's principle" (named previously "Against separatism and radical Islamism"), is about to be voted for rendering école maternelle (nursery school) compulsory since this age. How can we understand this focus on compulsory schooling in regards of the transformations of the French society? What kind of alternatives may be developed? This presentation would like to shed light to a situation that seems to be locked by policy makers and call for the resistance of early childhood educators.

PISA assessment (OCDE, 2019) shows France is one of the first countries where the gap between students' results rely more heavily on the weight of social inequalities and paradoxically, the uses of sociological researches by public policies have increased it. These policies are centered on the importance of formal teaching: language, literacy and numeracy, above all. With this historical trend, also rooted in the defense of the French secular Republic separated from family education, we can actually notice the growing

influence of a wide range of topics coming from international scientific discourses, such as attachment theories, resilience, brain's plasticity, social investment, etc., used for justifying the importance of the children's early formal learning.

What is at stake in France is the weight of academic success on social and professional future compared to other countries, as Duru-Bellat, Dubet, Vérétout (2010) have demonstrated; they acknowledge that: "Too much school kills the school". The question lies not only at a public and collective level, but also at a family level, when parents worry about their child's school performances, for example using activity books at home (Garnier, 2015). But a large part of the teachers in école maternelle feel now the danger of this excess of schooling: for example several teachers' organizations and pedagogical associations have call against the recent attempt to change the last curriculum (2015) which was more open to children's play and agency. Many scientists have denounced the attempt to assess children at three years' old by the ministry of education's evaluation department.

But to what point is it possible to work against schoolification in the school itself? As Illich (1971) quoted a long time ago: "Not only education but social reality itself has become schooled". There is hope that today troubles make us more aware of our addiction to school and as Illich said "we can recognize universal schooling as the culmination of a Promethean enterprise and speak for the alternative as a world fit to live in for Epimethean man" (and women). There is hope that local fight in écoles maternelles and political alternatives may joint their forces.

220 Farsi Comunita' Educanti (Face): A Case Study For Inclusion, Participation And Quality Early Childhood Education And Care (Ecec) Services

Landi, Laura (Unimore, Fondazione Reggio Children, Italy)

Keywords: quality and integrated ECEC services, accessibility, co-design, stakeholders' involvement, disadvantaged families

FaCE, a project (2018 – 2021) lead by Reggio Children Foundation and financed by Fondazione Con I Bambini, has "increasing access to ECEC services, especially for disadvantaged families" as core objective. Innovative to this project is not the goal, but the approach: doing it through the creation of educating communities, both on a local and national level. This article will analyse the project strategies also in the light of the Successful Educational Actions for inclusion and social cohesion. (Flecha 2014)

In a year long process, built on dialogic approach, national (AMREF, Gruppo Nazionale Nidi Infanzia, …) and local (Palermo, Napoli, Teramo, Reggio Emilia) project partners co-designed the pilot actions. Through a collective reflexive dialogue, they analysed the reasons for lack of access to quality educational services, mapped local realities, sketched actions combining both. (Malaguzzi in Cagliari et al., 2016) This community has become a safe space where new and generative ideas could take form. (Rinaldi, 2006). This structure allows the project to proceed, through the stop and go due to covid19 emergency.

Taking the lead from this ecological approach, stakeholders were involved in actions design, gaining ownership of them. Everywhere parents, with or without access to ECEC, widely expressed the desire to spend quality time with their children engaging in educational activities. This is "action 1": children and parents learning, playing, and understanding together, within a community. This common reflexive space for families has a positive effect on parental involvement, and on connecting vulnerable families with ECEC and with a larger parental community. (Del Boca, 2020) "Action 2" varies. In Palermo it takes the form of conversations on parenthood between experts (educators, doctors….) and parents. In Teramo it has involved school, municipality, and associations in opening a new toddler centre, granting quality educational service to families in the middle of the pandemic.

Preliminary results of the project, emerging from impact evaluation and qualitative analysis, include: the creation of local and national networks providing integrated health, social and educational services to families, through different tools, including an online space; the sharing of strategies and visions among actors of different areas of the country highlighting new areas of common efforts; growing understanding among the families involved of the role of ECEC services and the opportunities they provide for children; a national conference to foster results dissemination.

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226 Governing Ecec In A Privatized And Marketized Split System: Risks And Opportunities Of A Social Market Approach

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Keywords: ECEC, hybridity, social market, governance, equity

According to the standard model, education systems under public governance executed by public or semi-public (non-profit) organizations hold the best promise for accessible, equitable and inclusive high quality education and care for all children. While this may be true, the reality in many countries is far removed from the standard model. In particular ECEC, defined as the combination of care and education for children up to the start of formal primary education, is often provided by a hybrid mix of public, semi-public, private non-profit and private for-profit organizations, cooperatives of parents and voluntary community initiatives. Also for older children, parents increasingly 'buy' nonformal and informal education and care services outside the public school system on the private market. This concerns 'shadow education', but also extracurricular arts, cultural and leisure activities that contribute to children's broader skill development. Due to the high private costs, however, extracurricular education is not equally accessible for all children and, therefore, potentially reproducing social inequality. Recent analyses, indeed, show that despite increased public spending to education worldwide, the skills gap by family income is widening (Autor, 2014), also in countries with an egalitarian tradition and a large public sector. While some argue for expanding public education to encompass a broader array of services in order to ensure equitable education for all children, an alternative might be to re-create the entire sector, to promote public-private collaboration and to use the innovation potential of hybrid systems. Looking at (early) education as a long-term project of sustainable social innovation, this paper will explore the idea of creating a social market, where local and national governments define the core values and set the long-term goals, invest, and collaborate with different types of public and private organizations in local networks (Mazzucato, 2016). To contribute to the evidence, empirical studies of the Dutch privatized and marketized ECEC and after-school care system will be reported, showing that, under certain governance conditions, market competition and entrepreneurship produce child- and parent-centered high, inclusive and equitable quality. Organizations that combine a moderate market logic with a strong orientation on the local community and 'missionary' engagement in social issues are most inclusive, reach-out to children from disadvantaged backgrounds and provide the highest quality (Van der Werf et al., 2021). In local markets, these organizations are the drivers of accessible and equitable integrated services, usually in collaboration with public education.

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825   Dealing With The Pandemic In Norwegian Kindergartens - What Have We Learned?

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Keywords: kindergarten, Infection control guidelines, experiences, consequences

In Norway, kindergartens (institutions for children from 1-5 years) were only closed for a short period from 12.3.-20.4.2020. The strategy of the Norwegian government has been to reopen as soon as possible and, in the further process, to keep all kindergartens and schools open. One important argument was (and is) that vulnerable children should recover in a good and safe environment and avoid extra strains that the pandemic can cause in vulnerable families. But, of course, there were (and are) also economical and general educational arguments for that.

For the reopening, infection control guidelines were developed to help kindergartens and schools to handle the corona situation. The purpose of the guidelines was to help to adapt the infection control measures adjusted to the local infection situation and, by that, prevent kindergartens and schools from being closed; the measures followed a "traffic light model" with green, yellow and red levels.

This led to massive changes in the organization of everyday life and the educational activities in the kindergartens, which the institutions managed in different ways and with varying success. We are currently collecting and analysing initial practical experiences, but also systematic evaluations and research-based evaluations of the consequences for the restrictive framework for kindergartens. Different from expected, the consequences were far from exclusively negative.

One aspect that is repeatedly highlighted was the children's ability to adapt and cope with the partly quite restrictive guidelines and feeling and doing well under the rules that would otherwise have been considered as rather not child friendly or contrary to prevailing pedagogical values. The regulations seemingly could strengthen inclusion, reduced opportunities to choose playmates and activities contributed to stable and transparent social relations between children. Furthermore, the staff reported that they had a higher presence among the children and that the relationships with the children became closer and that they were more confident that each child has been seen and followed up in a desirable way.

In this contribution, I will, based on available knowledge, reflect on, and discuss possible consequences with particular emphasis on the positive experiences and what consequences they have for policy formulation and pedagogical practice.

294   Why, For Whom, And How Increase Ecec Provision?

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Keywords: social changes, children's rights, welfare policies, local governance

The meaning, social relevance, and future of ECEC provision are the focus of many political and scientific debates pointing out the potential impact of its increase on diverse social phenomena . Actually, at least in most European countries, the growing demand of ECEC provision can be explained by a variety of co-occurring social and cultural changes. Among them: womens' participation in the labour market, the transformation of family structure and family roles, the increasing disintegration of social networks in urban areas, the growing demand of qualified workforce, new visions on young children's competences and potentialities. Yet, the multidimensionality of the issue is often neglected when discussing the policies aimed to increase the ECEC provision which are outlined and evaluated only with reference to their potential impact on one or the other aspect. Thus, they can have contradictory implications for other aspects. For example, the priority given in accessing ECEC services to children of employed mothers might result into the exclusion of underprivileged children, when it is not accompanied by an adequate support to mothers' access to labour market (Istat, Ca' Foscari, 2020). Or the focus on children's educational needs without considering their socialization in the educational context might generate further processes of social exclusion. Similarly, initiatives of parental support developed without

considering their potential generativity of social relations in the urban contexts can induce a stigmatisation of families from minority cultural backgrounds (Hoshi-Watanabe et al., 2012).

We will argue that ECEC increase can have a positive impact on a large spectrum of social and cultural questions, provided that it will be based on children's right to develop their potentialities in a context of material and cultural well-being (Weisner, 1997) and that a strong public governance, at national and local levels, will be able to build a new local welfare around it (Ministero Istruzione, 2021). In Italy, the extension of ECEC provision for children under 3, planned in the framework of an integrated system of education and instruction from 0 to 6, represents an important opportunity for realising policies in this perspective.

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482 The Italian Education System In The Time Of Covid-19. Towards A New School Autonomy?

Polo, Claudia (MIUR (Italia))

Keywords: School autonomy, new frailties, discourses about knowledge

I have been working in the Italian education sector for more than 25 years. Previously a Philosophy and History teacher, I am currently a school principal in a Northern Italy town. This multiple experience has allowed me to work side by side with students and teachers alike, in a constant way through time.

In my capacity as a teacher and then as a principal, I have been able to observe closely distinctive ways of teaching, diverse usages of communication skills, and different relationship models, as well as their critical points.

From the Nineties, education has been changing a lot. Yet, the most radical transformation took place with the outbreak of global pandemic in 2020.

In pre-Covid 19 era, education was one of the major agencies of socialisation. In schools, students lived most part of their days. There teachers, students, administrative and technical auxiliary staff, school principal, as well as local authorities, solidarity and voluntary associations, all performed rituals of everyday interaction.

With the education disruption and restrictions imposed to the social fabric of the institutes, the very core of the school autonomy, born in the late Nineties, is being questioned.

The adoption of the distance learning made some students, not only in Italy, a fragile category. Digital gap and social differences came into sight. In the virtual space of the digital school, new frustrations, insecurities and fears arise, beside fragmentation of social life. Transmission of knowledge reconfigures itself as a new front stage, whereas student socialisation flow back into back stage, channeled through social networks, such as instant messaging or the Internet used during on-line lessons.

Both the crisis of the school autonomy and the emergence of new frailties put some sociological and philosophical issues back at the centre: the interaction between vertical and horizontal dimensions in social stratification; the relationship between subject of knowledge and ethical subject. What is, then, the new scenery for the education? In this paper, using participant observation and qualitative interviews, I will try to answer this question.

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121 Educational Poverty And Ecec System. A Case Study

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Keywords: multidimensional poverty, ECEC system, daycare services, Palermo

The concept of "educational poverty", developed and spread in the scientific and political agenda in Italy, is considered within the idea of a multidimensional poverty and a new paradigm of equality, well-being and freedom of human beings. Investing in education in a productive way of thinking is the economical basis of human capital theory. On the contrary, the most recent approaches underline the opportunities, functioning and capabilities. From this theoretical frame, an innovative way of thinking emerges, putting the quality of human life - and not the economic growth - at the centre of the political and scientific discourse.

In my paper, I argue that rethinking ECEC services in the light of their political and democratic value – specifically conceived as equality, accessibility or opportunities to empower the local community – adds some important insights to the current debate on educational poverty and early childhood education. First, it defines a 'constructive' framework which underlines the relationship of the ECEC system with the local community, considered an active element of the system itself. Second, it suggests a focus on the demands of accessibility, as well as the pedagogical knowledge of the teaching profession. At the same time, it places the well-being and the agency of children at the centre of the educational provision. Third, it offers the opportunity to reconsider ECEC services not only in terms of policy, but also of cultural recognition as educational places.

The case study examines the daycare services of Palermo. In the first section is presented the context of multidimensional poverty experienced in the municipality. The second section describes the situation of the daycare services and local educational policies and laws, specifically focused on the 0-3 educational system. The third section argues for qualitative research in the daycare services, exploring the ways in which these places can contrast educational poverty.

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114 Decommodifying Early Childhood Care And Education: The Importance Of Public Service Post Corona

Vandenbroeck, Michel (Ghent University, Belgium)

Keywords: commodification, parents, democracy, childcare

Over the last few decades, early childhood education in general and childcare in particular have steadily been commodified (Lloyd & Penn, 2014). In the slipstream of economic crises (with the 2008 banking crisis as an interesting example), governments have increasingly relied on the alleged logic of the market to steer private investments. The commodification was first established in countries with a traditionally more liberal welfare state where the care of young children was considered a private matter (e.g. the

United Kingdom, Hong Kong or Australia). However, over the last years, it also affected policies in traditional social welfare states (e.g. France, Italy, Belgium, The Netherlands) and to some extent also the Scandinavian countries (Terävä et al; , 2018). It may take different forms such as the privatization and corporatization of previously public or community initiatives (including private equity funds), and the transition from supply-side funding to demand-side funding. One of the common aspects of commodification is that the pedagogical language is taken over by an economic language, such as return on investments, supply and demand, quality insurance, or parents as clients. The latter goes hand in hand with a language of "choice" and "client satisfaction" that is used to legitimize the commodification and presented to us as a democratic practice. (Janssen & Vandenbroeck, 2021).

In parallel with this evolution a growing counter-discourse is to be noted. Research of the last two decades has provided robust evidence that the language of choice and parents as critical clients does not pass the empirical test and that privatization and commodification tend to increase inequality and decrease democratic participation as well as quality. Grass-root movements are increasingly resisting the commodification and, in some countries, (e.g. Hong Kong) have successfully paved the way for decommodification. The COVID-19 crisis is a unique opportunity to document why ECEC needs to be a public service and to boost movements of decommodification that refuse the neoliberal language (Roberts-Holmes & Moss, 2021). It is a unique opportunity to ask the Freirean question "What is education for?" and to respond with him: "Education is for understanding the world, in order to transform it" (Vandenbroeck, 2020).

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STREAM B. Reinventing (Multilevel) Citizenship and Democracy as a Fundamental Education Mission

B.1. Education, Democracy and Rationalization

775 Teaching Social Unrest: Critiquing The Understanding Of The Category Of 'People'

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Keywords: People, Democracy, Social Unrest

The paper aims to problematize Indian school curriculum within the context of teaching social unrest to young minds. Social unrest as a concept exists only as a legitimizing exercise within the realms of understanding the decolonizing process of the nation or India's fight for independence. The category of 'people' as conceptualized by the curriculum of Indian schools cater to the generation of minds that fail to comprehend the intersectionalities of identities, power structures and multiplicity of voices and concerns. The monolithic construction of the category of 'people' by the curriculum and the teaching methods employed are viciously in the process the construction of category of 'people' that it has conceptualized and taught. With the emergence of digital technologies and platforms available and accessible to these young minds, the disjunction between the category of 'people' that is taught by the curriculum and the category of people who fail to form part of or to deny to subscribe to the limited conceptualization of 'people' manifests in varied forms both on digital as well as nondigital modes of expressions. The paper is a critical explication of these structural disjunction and meanwhile a critique on the discourse of the category of 'people' such curriculum effectively produces.

360 Teaching Innovation Through Swa: From Neoliberal Model To The School-Centered Model, Inspired To Capability Approach

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Keywords: SWA, lifelong learning, capabilities approach, integrative curriculum, neoliberal regulation

The aim of this paper is addressed to how School-Work Alternance (SWA, thereafter) is taking shape in Italy: this measure is still building up and, as a matter of fact, redefined recently.

To reach this aim, it is useful to conceive SWA as one of the main measures of "Lifelong Learning", namely the European paradigm reorienting Italian educational policy in the last twenty years.

That paradigm connects social inclusion to the transmission of competencies useful to enhance individual skills substantially concerning finding an adequately well-paid job.

Several scholars assume a critical approach towards Lifelong Learning Paradigm because they conceive it as an ideological tool addressed to reform European educational policies according to the typical coordinates of neoliberal regulation (Ball 2012; Biesta 2013).

Investigating the global reform in education, these scholars state neoliberalism is focused on the privatization of the modern educational system (Gunter et al. 2016), and in this way, it changes education from learning practices oriented to technical training (van Dijck et al.2019).

Based on these thoughts, this paper shows the findings of a survey carried on a sample of upper- secondary schools in Italy, whose SWA representatives were interviewed.

Through multivariate analysis applied on factors concerning scholar and territorial context, pedagogical innovation (before and after SWA introduction), networking practices (between school and hosting organization), findings show the bivalent nature of SWA, as well as of Lifelong Learning: alternative experiences, including both bureaucratic defense and openness to companies, need to emerge, beside the diffusion of practices connected to the educational neoliberal model. These alternative experiences seem to point out how schools may arrange their relationship with local companies and social organizations, creating an educational model following the vision of capability approach in some way (Sen 2000; Nussbaum 2011).

In this case, teaching innovation is associated not only with the transition from the "collection" to the "integrative" curricula (Bernstein 1973) but also with the preference for the transmission of guidance and transversal competencies over the vocational ones (Bovin, Orton 2009).

This model may enhance the idea that the main aim of the educational system consists of building up awareness and critical approach in citizens, especially in a complex socio-cultural environment brought up by economic globalization (Mayo, Vittoria 2017; Morel, Palme 2017; Alessandrini 2014). Furthermore, a different interpretative paradigm could lead to shifting attention from competencies to abilities: the first become the development "space" of capabilities and not the meaning of the SWA experience. The SWA model, interpreted as a conversion factor by schools, could therefore promote focusing on capabilities rather than functionings, hence opportunities rather than achievements. In other terms, it might allow the pupils free to choose what to achieve (which future job to aspire to, or which path post-graduate training to be able to follow) because of significance for their personal and professional development.

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669   The Importance Of Communication. Reflections On The Dialogic Change Between Students And University Institutions

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Keywords: communication, students, privacy, avatar, digital society

Knowledge represents the primary good of the academic community and guides individuals in the most difficult process of analyzing their own existence: the discovery of the self and the understanding of the interrelationships that manifest themselves in the body of the social. The key tool used to implement this action is communication and its many variations that characterize it. If knowledge is considered as a collective heritage of a specific community that shares everyday reality (Berger. Luckmann), in contemporary society, we are witnessing an ultra-accelerated development of technological and digital practices and tools with respect to the social and individual potentials. (Han; Lupton; Turkle), which allow a greater collection and dissemination of social knowledge, with particular reference to the production of big data (data deposits with high information potential if processed correctly), to the spread of the Internet of Things (machines that , without the help of the person, they produce data on their condition, on the surrounding environment, on what they interact with), up to the spread of artificial intelligence (technological system capable of carrying out basic tasks and activities typical of the human mind).

Following the Covid-19 pandemic, the entire postmodern structure had to abruptly slow down its social mechanisms, imposing on the individual a collective trauma that produced a fracture in the management of his life, leading him on a forced inner journey. The elements that most influenced the consolidated pattern of contemporary consumerism (Baudrillard) and its appearance of values (Veblen) were the isolation, the closure of the * citizen * within his own home and the sudden change in habits, the upheaval of those mechanical and ritual actions that characterize an individual who pursues a series of sudden needs without ever taking responsibility.

In the university context, these aspects have emerged predominantly by transporting classrooms and academic spaces within the private environments of student citizenship - sometimes not ready to welcome them - through the use of the DAD, digital tools and a translation, often hasty and lacking in investigation and adaptability to the new architecture. With a theoretical sample (Glaser, Strauss) of 4,800 students * of the University of Roma Tre, I conducted a qualitative-quantitative questionnaire to study multiple aspects of the life of the student population during the pandemic such as the availability of devices, accessibility of private spaces, knowledge of privacy regulations, use of social media, predisposition to DAD, communication and interaction in digital environments. Among the elements of greatest interest that emerge from the analysis of the data, there is the weight of communication and the intent of this intervention is to share the change in the paradigms of interaction and the values that characterize this vehicle of mutual knowledge in the measure in which it acts. as a tool for the formation of a person's identity and his or her weight as a citizen *: educational inequalities - between theory and practice - and social inclusion represent areas of research and discussion within the proposed contribution.

468 Where And From Whom Can Democracy Be Learned? The Results Of Mixed-Method Research In Five Different Territorial Contexts

Licursi, Sabina (Università della Calabria, Italy) · Chimenti, Stefania (Università della Calabria, Italy) · Marcello, Giorgio (Università della Calabria, Italy) · Pascuzzi, Emanuela (Università della Calabria, Italy) · Turco, Daniela (Università della Ca

Keywords: democracy, adolescents, school, capability approach, mixed methods approach

The paper presents the principal results of research regarding the forms and ways of participation in the public sphere of adolescents, and on the socialization processes of participation activated in the family, at school, among peers, and in other contexts (e.g. on the Internet).

Several scholars argue that democracy is learned from childhood (Biesta, 2011; Schulz et al, 2018). Both instrumental literacy and, even more so, cultural literacy (such as the development of cognitive and non-cognitive, civic, social, and affective-relational skills related to personal autonomy and the development of critical thinking) are influenced by more contexts and more actors (Muscarà, Zapparrata, 2017). Active participation in community life might be considered, on the one hand, as the result of socializing processes, and on the other hand as an own educational value.

Those who take part in civic activities are more likely to have access to the necessary knowledge, skills, and values to exercise the role of a conscious and active citizen in political life as well as benefit from opportunities to socialize with different individuals and varied cultures, strengthening social and solidarity ties (Almond and Verba, 1963; Putnam, 1993 and 2000; Biorcio, Vitale, 2016). Besides, as known, the social inequalities might be reflected in different degrees of participation in the social and political life of a community, especially among the youngest, underling a strict association between poverty and low participation. Civic participation therefore could be influenced by the effective or possible participation opportunities in different social contexts experienced by young people (family, school, peer group, media).

In this theoretical framework, the paper is developed based on the hypothesis according to which the lack of learning skills opportunities (cognitive and non-cognitive) may affect the participation levels. Also, it takes into account the influences of the socio-economic context and the family background on the access to effective or possible participation opportunities in adolescence. Furthermore, in the role and function of a socialization agency (Brint, 1999; Colombo 2001, Besozzi 2006), the school may assume an agency role in the activation of civic participatory opportunities for adolescents. Firstly, it could promote opportunities for participatory exercise in the community. And, secondly, it could facilitate conditions for the activation of the student to be free to choose and to do for the significant development of his person (Sen, 2000; Nussbaum, 2012).

The presented results are based on a mixed-methods study, which consists of community profiles, focus groups, and a survey carried on adolescents (14-17 years old), in five Italian towns (Pordenone, Ancona, L'Aquila, Rome, Trebisacce), where is carried out the project RIPARTIRE (Regenerating participation to innovate the educational network), funded by Impresa Sociale Con i Bambini and led by ActionAid Italia. The entire research is developed on four areas: the meanings, forms, and practices of the civic

participation of adolescents; the perception of the effectiveness of their participation; the participation models acquired in the family, at school, and in other socializing contexts; the (physical and virtual) spaces in which adolescents take part in the society.

373 Higher Education, Beyond Public To Common Good: Enhancing Knowledge Democracy

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Keywords: public goods, common goods, privatisation, commodification, knowledge democracy

The principle of public good as applied to higher education appears to be challenged by the greater diversification of actors and sources of funding and by the influence of neo-liberal ideologies which emphasize the private and economic benefits of higher education. As well as undermining principles of equity, these changes may also affect the ultimate purposes and main functions of universities in order to meet the needs of the knowledge economy. This theoretical paper provides a revisited interpretation of the application of the principle of public good to higher education in light of current trends of privatisation and marketisation. While acknowledging the importance of the role of the State in educational governance, however, it also argues that a mere reaffirmation of this principle may not be sufficient to counter the effects of the market in both the public and private domains. Referring to the concept of common goods, this paper explores complementary frameworks for the development of new approaches likely to strengthen participatory and deliberative processes and to implement sustainable and ethical forms of cooperation according to different realities. In contrast to dominant development discourse, this normative concept favours a humanistic approach and highlights the quest for knowledge as a shared endeavour and responsibility. Considering higher education as a common good entails fostering the diversity of worldviews and knowledge systems in order to envisage new social structures and development models while ensuring more equitable educational policies.

838 Inclusion And Bildung With Ict Learning In Primary Education

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Keywords: Digital competence, Innovative teaching methods, Inclusion, Bildung, Focus groups

Our work aims to understand how the current educational trends concerning the use of innovative teaching methods can help promote inclusion and bildung by analysing the views on technology, its uses, and its educational values of both teachers and students. The concept of bildung is used here to refer to the exploration of a critical education oriented to the strengthening of democracy and the improvement of inclusive dynamics, i.e. the social inclusion.

These concepts strongly support those processes oriented towards the increasing of social inclusion, allowing to experience a cohesive educational, scholastic and inter-relational context to class groups composed by children from different nationalites, religions, and ethnicities, as well as those with, for example, Specific Learning Disorders (SLD) or Special Educational Needs (SEN). These experiences provide a comprehensive form of support, ranging from didactic training to learning about social dynamics.

Although students' understanding of their own learning processes is a relatively unexplored field in educational research, it is fundamental to an effective lifelong learning. Our research aims at filling this gap by focusing on the following aspects: the differences in the use of digital tools between teachers and pupils, the motivations behind the use or rejection of innovative educational practices based on digital tools, the teachers' pedagogical perspectives and their views about ICT's contribution to the learning environment, their considerations on the current situation.

Our research design implemented a qualitative method, focus groups, in order to explore teachers' and pupils' viewpoints on digital and ICT learning strategies.

In particular, listening to the opinions of the young pupils made it possible to observe how much the teachers' attitude towards the new technologies influences the children's perception of the effectiveness of the resulting educational work. Structuring didactic paths involving technologies with a view to cooperation between the parties (teachers-instruments-children-parents) also has positive effects on the issue of discrimination between groups, which in still "traditional" contexts persists as a dividing lever within the class group, causing profound repercussions on multiple levels (learning, inclusion, relationships). The focus groups technique was very helpful also to explore and understand the level of inequalities caused by the clash between the pervasive spread of digital technologies due to the practices promoted by global education reform and the promotion of technical training at the expense of critical education.

Our findings point towards learning through collaboration and show that technologies can facilitate the learning process in cases of full participation by both teachers and students. Therefore, what we discovered sees the best learning environment as the one where teachers are no longer all-knowing controllers of activities but co-explorers together with the children, supporting the creation of a modern educational system able to renovate society.

555 Building Inclusion In The School

Tumino, Raffaele (Università di Macerata, Italy)

Keywords: democracy, inclusion, transculturality.

Migration flows bring to the fore the constitutive dilemma that lies at the heart of liberal democracies: "the one between the claims of the sovereign right to self-determination and adherence to the universal principles of human rights" (Benhabib, 2006, p. 38). The solution lies in recognizing that: a) "no human being is illegal"; b) the crossing of borders and the demand for access to a different political community is not a criminal act, but is the expression of human freedom and the desire for better living conditions in a shareable world (Ibid, p. 40). But to what extent are we willing to renegotiate our point of view on rights, citizenship, democracy? Is it possible today to offer a solution to the question of intercultural conflicts with valid and adequate tools for the multiple treatment needs advanced in the name of cultural diversity? How can the school favor processes of effective inclusion?

More than a century ago J. Dewey (1916) placed at the center of education the study of the environment through history and geography, the space for work and play, the role of secular and democratic social values, collaboration between subjects who live together in the school to operate and train. These didactic-educational indications are still valid today and, indeed, should be resumed. More, thay have to be further enhanced to counter any discrimination, intolerance, weakening of democracy in a historical moment in which multiculturalism at school, in neighborhoods, in cities, seems to bring out inequalities in the equality of opportunities in learning and socialization (Malusà, 2020).

The inclusive educational perspective that the contribution intends to illustrate has as its objective the enhancement of the transcultural dimension that characterizes our times (Hannerz, 1996; Welsch, 1999) by encouraging the encounter and contamination of knowledge, of the practices, of the experiences.

Transcultural pedagogy is inclusive because it works for social justice, for the recognition of rights not based on an abstract cosmopolitanism, for the development of individual capacities, for the enhancement of individuals. The didactic-educational indications present in this contribution urge teachers and educators to build a located and rooted know-how to act, which helps to form future citizens of the world with local and global cultural and identity references (Hannerz, 1996), rooted in local geo-history, projected in an anthropological dimension that concerns the world. It suggests moving through the disciplines, taking ideas from various fields of study, being interested in the existences of the subjects, the places of existence, non-formal learning opportunities, cultures in its various narrative forms.

B.2. Investigating Civic and Citizenship Education At 8th Grade: Insights from the International Civic and Citizenship Education Study (Iccs 2016)

166 Inferential Processes And Reading Comprehension In Civic And Citizenship Education

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Keywords: ICCS2016, inferential processes, reading

Reading comprehension appears to be inextricably linked with the development of knowledge and skills related to civic and citizenship education or civic and citizenship education (CCE). The EU Council Recommendation of May 2018 on key competencies for lifelong learning states how, within the broader functional literacy competence, comprehension of written information, knowledge of vocabulary, functional grammar on different types of texts, linked to the ability to evaluate information and use it, represent the essential prerequisite for "understanding and using language in a positive and socially responsible way".

International research offers, with the IEA-ICCS survey in its various cycles, operationalisation of the constructs linked to the learning of CCE, which are detected through paper-and-pencil tests - or more recently, with a computer-based assessment. Starting with an analysis of the IEA-ICCS 2016 survey framework, the contribution aims to consider the inferential pathways that respondents may have put in place in solving the tests themselves, starting with the analysis of the texts preceding the questions, the questions themselves and the response alternatives in the case of formulated response questions. The implications for teaching and learning practices will be also discussed.

146 Civic And Citizenship Education And The Characteristics Of Education Systems In Europe: Expanding Iccs 2016 Data

Damiani, Valeria (LUMSA University, Italy)

Keywords: civic and citizenship education, European context, Eurydice, ICCS.

This contribution presents an analysis of civic and citizenship education in Europe at 8th grade by integrating the most relevant information from the latest Eurydice report (2017) with the results of the second cycle of the International Civic and Citizenship Education Study (ICCS, 2016) promoted by the International Association for the Evaluation of Educational Achievement (IEA). Eurydice reports information about national regulations related to CCE in 42 education systems in Europe. ICCS (2016) is a large-scale international assessment that aims to investigate the ways in which students in eighth grade in different countries of the world are prepared to become citizens. In 2016, 14 European countries, among the 24 participants in the survey, were involved in the study (Schulz et al., 2018).

The integration between the Eurydice (2017) and ICCS (2016) data, that were both collected in 2016, allows to represent the context of CCE in Europe from a double perspective: the national one, through the studies of the European network of education and the information collected through the National Context Survey (NCS); the perspective of schools, using the data collected through the ICCS 2016 school and teacher questionnaires, which allow gathering data on school heads and teachers points of views and practices.

Results highlighted a gap between theory and practice, between ministerial guidelines and school reality. This aspect is particularly evident with regard to the approaches declared at the central level and those adopted by individual schools. Secondly, results showed the extreme variety that characterizes CCE both at the system level and at the level of school practice not only

between countries but also within the same country. The aspects that have been analyzed in this contribution do not allow for the identification of common practices or similar educational policies across Europe and mirror a wide-ranging picture.

Given this variety, which characterizes the CCE in the various educational systems, in order to fully understand the different characteristics of civic and citizenship education, it is therefore necessary to integrate the data presented with in-depth analysis of the different school realities and educational policies at the country level.

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268   Sustainability Education In The Italian Civic Education Curriculum: Case Studies, Guidelines And Perspectives

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Keywords: Education for Sustainability, Civic Education, Teacher Training

We want to present the teacher training project "Sustainability Education in the Civic Education curriculum: small steps towards an educational community". The course, funded by the Metropolitan City of Florence, is helded by the Environmental Education Lab of the Metropolitan City (LDA) in collaboration with Terza Cultura (TC), a spin-off of the University of Florence dedicated to science dissemination and educational services.

In 2019 a reform of the Italian school system was approved, including the reintroduction of compulsory teaching of Civic Education(CE) in all primary and secondary schools, starting from 2020/2021 s.y. The first element of novelty is that CE will be an interdisciplinary subject, involving the entire teaching staff. A second element of innovation can be found in the contents covered, such as: digital citizenship, bullying and cyberbullying, environmental education, sustainable development. These topics, and the related competences, are clearly in line with prominent political and cultural goals of our time, with a specific reference to the UN SD Agenda 2030[1].We therefore decided to offer a teacher training course that provides tools for design, evaluation and testing of CE activities, with a particular focus on Sustainability Education. It started in December 2020 with a round-table between schools, educators, researchers and local institutions, which aimed to identify the needs of all stakeholders involved in the educational process. In addition a questionnaire has been submitted to approximately twenty schools, in order to detect the state of the art for CE Curricula.The programme resumed in march 2021 with a series of online activities where teachers are proposed to design original projects supported by expert educators and researchers. At the end of this second phase, in june 2021, a selection of the projects will be chosen for further experimentation. The selected projects will be in fact experimented in class in 2021/2022 s.y. As a main product of this research a document of "guidelines for sustainability education in the civic education curriculum" will be drawn up as a publicly available tool. As regards the methodologies, the activity remained faithful to the pedagogical approach of LDA and to the active learning methods of TC, despite the constraint of online learning. LDA, based inside the beauful medicean park of Pratolino, offers environmental experiences to pupils and teachers of primary and secondary schools. The LDA aims to promote a change of behavior towards the environment, the community and oneself, in the sense of sustainability. The epistemological reference is the culture of complexity [2] and consequently the educational actions are all based on a systemic approach (eco-systemic, socio-systemic ...) and not on a normative or transmissive methodology [3][4].

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442 The Logic Of 14-Year-Olds´ Institutional Trust In Multilevel Governments (Abstract)

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Keywords: Political Trust, Civic Knowledge, Good Governance, European Union, Citizenship education

Theory

Adults differentiate between national and supranational political institutions, when they are asked whom they trust (Muñoz, 2017). But, how far have 14-year-olds already developed differentiated attitudes toward multilevel governments? In this paper, we applied two hypotheses about the relation between national and supranational trust to 14-year-old students. The congruence hypothesis assumes that the attitudes towards the European Union (EU) are basically grounded in heuristics, which are based in particular on limited information about the processes of supranational institutions (Harteveld, van der Meer & Vries, 2013). Following this hypothesis, one would expect a high correlation between political trust on national and supranational level. The compensation hypothesis, conversely, assumes that the evaluation of the national system influences the evaluation of the EU system in the opposite direction. Citizens in countries with a lower trustworthiness in the national institutions would trust the EU institutions more, while citizens from countries with a high level of democratic governance would raise the bar and this would lead to a more critical evaluation of the EU (Muñoz, Torcal & Bonet, 2011). We further assume that the civic knowledge makes a difference, which hypothesis is more adequate to apply.

Method

The International Civic and Citizenship Education Study (ICCS) examines the extent to which 14-year-old students are prepared for their roles as citizens in a democracy. Within the EU, ICCS 2016 surveyed about 46,500 students in 14 educational systems. The study provides a test-based estimate for the civic knowledge as well as attitudinal scales. Aligned with computations of Muñoz (2017), we analyze the relation of trust in national political institutions and trust in supranational political institutions. Analysis further use the Corruption Perceptions Index as an indicator for the trustworthiness of national institutions. Calculations of mean values and correlations take into account population weights and corrected standard errors (jackknife).

Findings

Relations between national and supranational trust and their dependency on civic knowledge vary systematically based on the level of perceived corruption in the respective EU- member states. The underlying rational of the congruence hypotheses is supported by a closer correlation for less knowledgeable students. However, in countries with lower levels of good governance, we find support for the compensation hypotheses. In these countries differences between national and (higher) supranational trust turns out to be larger, especially for more knowledgeable students. The results underline that students already develop differentiated political attitudes at the age of 14. Following, civic education at lower secondary level plays an important role in for formation of future citizens.

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277 The Iea Civic And Citizenship Education Study. Iccs 2016 Main Features And Aims

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Keywords: international comparative studies, students' civic knowledge, students' civic involvement

The International Civic and Citizenship Education Study (ICCS)- 2016 is the fourth international comparative study organized by the International Association for Educational Achievement (IEA). The first one was included in the so called Six Subjects Survey carried out in the early Seventies of the last century (Torney et al. 1975), followed by the second study that took place in 1999, CIVED '99 (Torney-Purta et al. 2001).

IEA implemented ICCS as a cycle of comparative studies of civic and citizenship education. ICCS 2009 was the first in the cycle and ICCS 2016 was the second. Results are reported in several international reports (Schulz et al. 2011, Schulz et al. 2018) as well as in regional reports (Losito et al. 2018, Schulz et al. 2018).

ICCS 2016 addressed research questions concerned with the following (Schulz et al. 2016):

(1) Students' knowledge and understanding of civics and citizenship and the factors associated with this civic knowledge.

(2) Students' current and expected future participation in civic-related activities, their engagement in these activities, and their perceptions of the value of civic engagement.

(3) Students' beliefs about contemporary civil and civic issues in society, as well as their perceptions of their communities and threats to the world's future.

(4) The ways in which countries organize civic and citizenship education.

Data from more than 94,000 students in their eighth year of schooling in about 3800 schools from 24 countries (form Asia, Europe, and Latin America) were collected. The following data collection tools were used: a student cognitive test and three contextual questionnaires (student, teacher, and school questionnaires).

Results showed considerable variations in civic knowledge within and across countries. While in some countries the average student demonstrated a high level of knowledge related to topics and issues concerning civics and citizenship, in other countries the average student showed only basic levels of knowledge in this area. Large differences between the highest and lowest achieving students were registered in almost all participating countries.

These results indicate that there is still room for improvement in this area of school education, mainly in relation to low achieving students. There is no obvious recommendation about the best way to organize civic and citizenship education. ICCS 2016 data indicate that across countries different approaches to CCE are adopted and that within countries different approaches often coexist in many education systems.

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390 Students' Civic Knowledge And Participation In Italian Schools. The Relations Between Schools' Ses And Students' Achievement And Students' And Teachers' Participation At School

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Keywords: Students' participation, teachers' participation, students' civic knowledge

Students' learning outcomes in the field of civic and citizenship education (CCE) are not only the result of teaching and learning processes but also of their daily experiences at school (Scheerens 2009). School experiences and their impact on learning outcomes are of particular importance, particularly as they aim at developing learning outcomes that are not confined to the area of cognitive achievement but also include attitudes and dispositions for engagement. In this perspective, several factors may contribute to characterize the schools as 'democratic learning environment' (Council of Europe 2018). Among those, students' and teachers' participation at school plays a key role (Schulz et al. 2016, 2018).

This study aims at analyzing the relationships between students' civic knowledge and students' and teachers' participation in Italian schools, using data from 3,287 eight-grade Italian students participating in IEA ICCS 2016.

Firstly, Italian schools sampled for ICCS 2016 were grouped into two categories: high-SES and low-SES schools.

The descriptive statistics confirmed that a high school SES has a significant and positive effect on student achievement: compared with students from socio-economic disadvantaged schools, students from advantaged schools performed better in civic knowledge.

Secondly, the study explored the relations between students' civic knowledge and selected variables related to students' and teachers' participation in school life.

A two-level hierarchical regression analysis was conducted, through MPLUS, to measure these relationships. The same multilevel regression model was used on the sampled schools as a whole and treating schools with high (highest tertile) and low (lowest tertile) socio-economic backgrounds as distinct groups.

Student participation at school was positively associated with civic knowledge only in schools with a high SES level.

As for teachers' participation at school, results showed different patterns depending on the school SES level: teachers' perception of teacher participation at school was positively associated with civic knowledge in schools with a high level of SES, while it was negatively associated with civic knowledge in schools with a low SES level.

In order to explore these results more in depth, a small group of schools was selected and their Self-evaluation Reports (RAV) were analyzed. Through this qualitative analysis, several school characteristics were identified that may be related to the observed results of the quantitative study.

Results are discussed in relation to the characteristics of the education system in Italy.

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193 Civic Knowledge, Participation And Attitudes In Italian 8Th Grade Students: Exploratory Regression Models From Iccs2016 Data

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Keywords: ICCS 2016, civic and citizenship education, civic knowledge, civic participation, civic attitudes.

The International Civic and Citizenship Education Study (ICCS) is one of the most important researches on students' learning outcomes in the field of civics. Many Italian schools have been involved in its 2016 edition. With this work, we will present some secondary analysis of ICCS 2016 data, to shed light on Italian 8th-grade students' knowledge and attitudes in the field of civic and citizenship education.

Following many national and international studies we have structured a framework for the analysis based on three main aspects of citizenship: knowledge, participation, and attitudes. To provide a comprehensive picture, we have selected nine different variables from the ICCS2016 dataset. In particular, for structuring the first aspect we have included only one variable: "civic knowledge", which is the most important construct of ICCS. For the second main aspect – participation – we have considered four different indexes: "Students' participation at school", "Students' expected active political participation", "Students' expected participation in legal activities", and "Students' participation in the wider community". Considering the instruments' specifications, it was impossible to reflect on students' abilities, therefore these indexes provide evidence on their declarations about actual and future participation. Finally, the third main aspect – attitudes – was structured by four indexes: "Students' perception of the importance of conventional

citizenship", "Students' perception of the importance of personal responsibility for citizenship", "Students' endorsement of equal rights for immigrants" and "Students' endorsement of gender equality".

For each of these nine dependent variables, a regression model was tested, to analyze the combined effects of fourteen explanatory variables on students' civic knowledge and attitudes. We selected the regressors in order to provide insights about students' background in terms of personal situation (gender, interest in civic topics, socioeconomic and migratory status), context (geographic macro-area, urbanization, poverty, ethnic tensions, and criminality in the community), and opportunities inside and outside school (perception of openness in classroom discussions, reports on civic learning activities, opportunities to participate in community activities, teachers' preparedness in civic education, availability of resources in local community).

This model resulted to be a modestly good predictor for the nine dependent variables. In eight cases out of nine, it proved to explain at least 10% of their variance (adjusted R-squared > 0,10). In two different analyses, the share of variance explained was greater than 20%. The regressors which proved to have a statistically significant effect on at least 6 out of 9 dependent variables were: interest in civic topics, socioeconomic status, gender, macro-area, openness in classroom discussions, and reports on civic learning activities. These variables showed a greater relation with students' civic knowledge and attitudes. Other regressors showed statistically significant effects on less than 6 dependent variables.

These analyses provide suggestions about possible ways to explain students' civic knowledge and attitudes, and therefore to offer a better civic education. As it is an exploratory study, its results shall be interpreted as a starting point from which to proceed with future research.

B.3. The International Dimension of Citizenship And Civic Education

888 Internationalisation Of School Education: Definition, Model And Challenges

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Keywords: Internationalisation, school, pupil mobility, intercultural competence

Within the internationalisation of the education sector, one of the emerging and promising voices is the internationalisation of school. But what does internationalisation of schools mean? How is it translated into practice? To answer these questions, we will first discuss a working definition and a model of the internationalisation of school education. Second, we will present the trend of internationalisation in Italian high school according to the index of internationalisation designed by the National Observatory on the Internationalisation of Italian Schools and Pupil Mobility. Finally, we will focus on one traditional practice in the process of internationalisation of school, namely pupil mobility.

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543 How To Debate National Identity In Real Life And On Social Media

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Keywords: Civic education, Citizenship, National identity, Social media, Debate.

Thanks to the widespread diffusion of the Internet, the last few decades have been characterized by the growing importance of social media. Furthermore, phenomena such as globalization, gender studies, economic crises, climate change and migration flows have raised doubts regarding traditional identities and have favored the formation of different representations of individuals and communities. A specific intersection of the aforementioned trends is the conceptualization of national identity by users of social media, a topic with implications in various thematic areas, for instance the functioning of the Internet (including algorithms), its most dangerous communicative and cognitive dysfunctions (such as fake news and post-truth), the role of debate and the right to citizenship. The paper aims not only to reflect theoretically on the matter, but also to elaborate a multidisciplinary didactic proposal

based on an inductive approach and addressed to upper secondary school students, who are likely to show interest in those issues: in addition to using social media and living in multicultural societies, they may study subjects such as law and philosophy and may start developing a social conscience. The goals of the project are to teach participants how to write on social media and to enable them to acquire critical thinking by analyzing authentic texts and pictures and debating constructively both in real life and online. In other words, the students are expected both to manage the semiotic complexity of social media and to carry out debates on fundamental subjects regarding civic education by not simply expressing their own opinions, but also acknowledging their opponents as interlocutors worth respecting and listening to.

The paper is threefold in structure. The first part provides the theoretical framework: after explaining the main features of social media, it takes into consideration the most common representations of Italians and foreigners promoted in the media over the years. The second part analyzes two Facebook posts and their associated comments focusing on the label of "Italian". The case studies prove to be particularly suitable for designing two learning units, which are sketched in the third part. The didactic activities fulfil two main objectives: firstly, they raise awareness of the importance of an ethical and effectively communicative use of social media, especially when debating (Mastroianni, 2017; Gheno and Mastroianni, 2020; Mastroianni, 2020); secondly, they problematize the concepts of national identity and of citizenship by showing the models of integration and the citizenship laws adopted in some multicultural societies (Colombo, 2011).

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343 The Rights Of The Child As An International Dimension Of Civic Education

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Keywords: children's rights, civic education, didactical activities

The UN Convention on the Rights of the Child, approved by the UN General Assembly in 1989, today is the "most ratified international document in the world", but this wide legal acceptance does not correspond to such wide knowledge or sufficient implementation (Bosisio, 2018, p. 5-6). That is also because, since the Convention was adopted, "it has become increasingly clear that there are still wide cultural differences, that we must not and cannot ignore if children's rights are to be made effective, and the 'normative imperialism' is to be avoided". (Ivi, p. 9). There still are many issues raised over the years about the Convention: the appropriateness of speaking of rights for children, their individual and social responsibility (Ronfani, 2013), the different interpretation of the concepts of protection and participation of children (Macinai, 2017).

From a pedagogical point of view, we suggest dealing this complexity directly with children, touching some fundamental questions, as "What is a right? What are/should be your rights?". This is a valid didactical way to promote the idea that children are subject of rights, and that the assumption of this perspective leads to the resolution of many problems of adults too (Tonucci, 2021), so much that the issue of children's rights assumes a priority value (Costerbosa, 2019).

This article contains some examples of activities with students (from 8 to 13 years old) and with immigrant women of a CPIA: we started from a reduction of the articles of the UN Convention and from the use of Tonucci's cartoons, which activate thoughts and emotions in original (provocative) ways.

The proposal to work on children's rights is consistent with the aims of Law 92/2019, which introduced civic education in Italy and assigns it the task of promoting "all actions [...] aimed at feeding and strengthening respect for people" (art. 3, c. 2), including children.

Finally, addressing the complexity of the issue of children's rights means addressing its international dimension, because this complexity is linked above all to the multiplicity of interpretations that different cultures give to the basic notions of children, law, protection, participation, etc.

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655   Competences In Global Citizenship Education: From The Indications Of The Italian National Curriculum To The Initial Teacher Training Of Pre-School And Primary Education

Navarro Lalanda, Sara (Università Europea di Roma, Italy)

Keywords: Global Citizenship Education, Curriculum, Primary School, Nursery School, Higher education

Global Citizenship Education (GCED) is one of the strategic areas of UNESCO's Education Program that aims to instill in learners the values, attitudes and behaviors that form the basis of responsible global citizenship.

This area has been developing in recent years in the different grades and orders of formal, non formal and informal education in most of the European countries, as reflected in the Eurydice report (2017). In Italy, the international dimension of citizenship education has been offered a key role. According to a survey carried out by the Osservatorio nazionale sull'internazionalizzazione delle scuole e la mobilità studentesca (2020: 24), the importance of developing an awareness of Global Citizenship Education is confirmed through four fundamental reasons: 1. young people already experience this dimension in their daily life, 2. many of the most relevant issues today show that all countries of the world are strictly interconnected, 3. the panorama of the labor market offers more and better opportunities to those who are equipped to move in a more international context, and 4. it is important to strengthen the values underlying a healthy globalization.

It is interesting to observe the philosophical reflection of the American academician Nussbaum (2005; 2011) and Gil Claros (2018) regarding the insertion of global citizenship in the school curriculum, which according to the first author should start from an age early in school. In line with these studies, the present text analyzes, from a documentary methodology, the competences of Global Citizenship Education present in the Italian curricula of Nursery School and Primary School.

The analysis, which has related the citizenship competencies reflected in the MIUR (2007) and Eurydice (2017) reports in the various fields of experience and disciplines of both educational levels, has allowed us to observe that the Pre-school Education and Primary Education curricula, written in 2012 and expanded in 2018, already included many of the key competencies in Global Citizenship Education. Likewise, the normative decrees and action guidelines implemented to develop the new civic education subject have been analyzed, which, by ministerial decree (DM n.35 of June 22, 2020), has been approved in application of the Law n. 92 of August 20, 2019.

Furthermore, the study of the implementation of the transversal subject in the Pre-school education and Primary education levels of the Italian school has lead us to reflect on the new competences in Global Citizenship Education necessary to develop an effective and quality Initial Teacher Training. The competences in global citizenship to be developed in the pedagogical and sociological

disciplinary areas have been identified, as well as, in a generic way, the need to expand this vision to the rest of the disciplines from a transversal and interdisciplinary perspective.

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782 Simulation Games As A Tool For Civic Education On The European Union

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Keywords: European Union, simulation games, civic education, empirical studies, (digital) game-based learning

Political decisions of the European Union (EU) strongly shape the lives of its citizens, also the lives of young people growing up in its member states. Furthermore, EU citizens can engage in politics and influence political decision-making not only on the local, regional and national level, but also on the European level of the EU`s multilevel system. Thus, the EU should be a core element of civic education, especially at school, where it has the potential to reach all of the young generation. Central aims of teaching about the EU include the promotion of political knowledge, abilities to make political judgements and to participate politically as well as motivations, such as political interest and self-efficacy (e.g., model of political competency by Detjen et al. 2012, see Weisseno 2016). In this presentation, we argue that while international mobility measures undoubtedly are a valuable tool of European citizenship education, there also is a need for educational approaches that specifically foster cognitive learning about the EU, including its polity, politics and policies. However, such approaches cannot be limited to lectures and textbook work, but should also make use of more learner-centred, action-oriented and game-based measures such as political simulation games (cf., Brunazzo & Settembri 2012). Several empirical studies (cf., Ivens & Oberle 2020; Oberle et al. 2020; Oberle et al. 2018) conducted by the Chair of Political Science/Civic Education at Goettingen University, Germany, highlight the potential of simulation games to foster European citizenship competencies and to overcome specific problems of teaching and learning about the EU, such as its deterrent hyper-complexity, the perceived distance between the EU and its citizens as well as a lack of interest and prejudices on the part of the learners. In these studies, which combine systematic quantitative and qualitative research approaches, we have analysed both face-to-face and digital simulation games and have looked not only at secondary school, but also at primary school settings. Based on an overview of the main results of these recent empirical studies, conclusions will be drawn regarding potentials and pitfalls of the implementation of simulation games in civic education about the EU, also with regard to international school cooperation by means of digital and hybrid EU simulation games.

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891 The International Dimension Of Citizenship And Civic Education

Ugenti, Ilaria (Ipsos, Italy)

Keywords: Civic education, internationalisation, schools, headmasters, pupils

The international dimension of Civic Education

Nowadays internationalisation of schools has become a priority, and the new teaching of "Civic Education" represents a great opportunity. But, how much emphasis will be placed on the international dimension of Civic education in upper secondary school? How much time will be devoted to European and international issues? Will pupils be encouraged to open up to the world and to live in an intercultural and globalised society? To answer these questions, IPSOS and Fondazione Intercultura ran a study which involved 12 opinion leaders, 325 headmasters and 402 pupils. The main results highlighted that Civic education represents a key opportunity to develop active global citizens who are aware of being part of a global community, who promote openness, dialogue, cooperation with people with different cultural backgrounds. Among the obstacles that emerged from this study to foster the international dimension of Civic education was the lack of preparation of teachers on international education.

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B.4. Educating to Civic Mindedness at School: Law 92/2019 And Beyond

587 A Policy Analysis On Strategies For Citizenship Education By European International Organisations: The Way So Far And Future Options

Abs, Hermann J. (University of Duisburg-Essen, Germany)

Keywords: Policy Analysis, Citizenship Education, European Union, Council of Europe, Citizenship education

This presentation explores the tools and strategic options for policymaking of two European intergovernmental organisations in the area of citizenship education. Policy analysis has developed various methods to understand existing policies and to generate new ones. The presentation will use two of these methods. One of them is the analysis of policy tools. Policy tools are defined as the instruments that governments can use to influence individual and institutional behaviour (cf. Capano & Howlett, 2020). Basic policy tools consist of collecting and directing information, providing financial subsidies, developing target-oriented government agencies and implementing legal norms. The presentation introduces citizenship education as a relatively new field of policymaking for international organisations in Europe and looks closer at the policy tools at hand for the European Union (EU) and the Council of Europe (CoE). Both organisations are characterised by a specific understanding of citizenship education and a specific mix of policy tools.

On this background, the presentation employs a second method of policy analysis, consisting in the definition of dominant challenges for a policy field. The presentation describes challenges on three levels. First, on the global level, challenges exist for all societies (e.g. protecting the natural environment, ever-increasing societal digitalisation, and growing levels of social divisions). Second, on the political system level, characteristic challenges within Europe persist (e.g. political alienation, populism, and diminishing acceptance of government authority). Third, on the pedagogical level, normative, professional, and institutional challenges for citizenship education need to be taken into account (e.g. instruction as agenda setting).

Based on these two approaches the policy analysis, the presentation further investigates options for how the two international organisations might develop their policymaking in future years with a view to formulating recommendations to enable these organisations to make the best use of the policy tools and resources at their disposal (Abs, 2021). Overall, the presentation suggests that both the CoE and the EU are facing significant legal and resource restraints – to a greater extent where the CoE is concerned and to a somewhat lesser extent for the EU – that limit their capacity to shape and enforce citizenship education policymaking at national levels. Both institutions therefore rely heavily on informational and, to some extent, financial and organisational tools to influence national policymaking. The presentations concludes by presenting a set of goals for improving the impact of the informational and organizational policy tools at the disposal of both institutions.

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272 The Implementation Of "Educazione Civica E Alle Cittadinanza" In The Province Of Trento: Support Actions And Monitoring By Iprase

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Keywords: Educazione civica e alla cittadinanza, system support and monitoring actions, Provincia Autonoma di Trento

Introduced by Deliberation n. 1233/2020 by the provincial Council of Trento in the local school system, "educazione civica e alla cittadinanza" (ECC) stands out as an innovative area even compared to the most pioneering teaching and learning practices existing in Trentino. In order to support and monitor the implementation of the new subject the Provincial Institute for Educational Research and Experimentation (IPRASE) has been put in charge of planning and conducting dedicated actions. In doing so a two-tired approach, quantitative and qualitative, has been adopted by the Institute, combining statistic data collection and analysis with teachers' training and personalized support in designing school curricula and evaluation standards for ECC.

The purpose of the presentation is to illustrate some of the most distinguished features of IPRASE's action and sketch a concise picture of its initial outcomes. First, we consider overall methodological issues related to the on-line courses designed for teachers in charge of the new subject at either the school or the class level ("referenti di istituto di educazione civica e alla cittadinanza" and, respectively, "coordinatori di educazione civica e alla cittadinanza"). A special focus will be given to the dialogical character of the courses and its rationale. Second, we show results on the organization, planning, and evaluation strategies adopted at both the school and class level in Trentino. We propose an integrated analysis that investigates similarities and discrepancies between the planning actions at these two decision-making and organizational levels. Our analysis relies on self-collected data on 87 "referenti", i.e. teachers responsible for the planning at the school level, and 1722 "coordinatori", i.e. teachers responsible for the planning at the class level, with a coverage of the whole Trentino school system. Third, we illustrate the initiative involving individual schools, whose "referenti" submitted to IPRASE documents concerning "educazione civica e alla cittadinanza" for an in-depth analysis, and account for the main results of the latter. In conclusion we give a critical appraisal of shortcomings and success of the first year of implementation of ECC in accordance with the available evidence.

338 Cross-Curricular Civic Education In The First Year Of Implementation

Ceriani, Federica (Istituto Piemontese per la Storia della Resistenza e della Società Contemporanea "Giorgio Agosti", Italy) · Bilancini, Fiammetta (Istituto Piemontese per la Storia della Resistenza e della Società Contemporanea "Giorgio Agosti", Italy)

Keywords: active citizenship, projects, vertical curriculum

The course was designed and organised to be held online in both synchronous and asynchronous modes, to adapt to the emergency conditions dictated by the pandemic. The aim of the promoters, i.e. Istoreto, IC Regio Parco, IIS Dalmasso, was to guarantee a vertical development of the experience and at the same time to develop the disciplinary transversality inherent in the law and in the Civic Education Guidelines. The participating schools sought the membership of teachers among the members of the departments and the coordinators of Civic Education in order to create a group of 43 trainees representative of the disciplines of their order and field of study.

The participants were followed by four Tutors to define the characterising aspects of their chosen Civic Education projects, based on the exercise of competences and the sharing of teaching methods and operational tools to be used in learning environments functional to the expected objectives. Particular attention was paid to students' participation and self-evaluation in these environments.

The project planned to deal with the three "founding nuclei" indicated in the guidelines: Constitution, Sustainable Development and Digital Citizenship in an earlier phase of the course. These are three strongly interconnected macro-areas which require integrated treatment. In our view, working actively on each of them means working on the others at the same time.

We have presented the planning, observation and assessment tools that would be used in the implementation of the paths chosen by the participating teachers.

The proposal envisaged that the 33 hours of C.E. per year would be spent on the implementation of a project common to the class council, with the participation of teachers from the various areas to create a shared citizenship education workshop, from planning to the definition and use of common criteria and forms of assessment. The results of the course will be documented at the end of the activities as it started in November 2020 and will end in May 2021.

The approach has aimed at enhancing some of the results of the ten-year experience of Citizenship and Constitution, from which it has emerged that citizenship education is not just about content, but is mainly about action. As a result, it is a special area for building competences which, as a whole, contribute, through circularity and complementarity, to the achievement of pupils' citizenship. This means that it involves not only the competences we would once have defined as "civic-social" or those relating to the ability to build autonomous life and work paths, but also those arising from a specific subject area.

The new discipline can be an opportunity to rethink the curriculum and the horizon of the disciplines themselves, considering not so much and not only what each of them can do for Civic Education, but rather how the objective of building the citizenship of the students, taken as central, changes the planning of the individual areas, sometimes still struggling with a certain self-referentiality of disciplinary paradigms.

Sitografy

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620   Gender At School. A Different Point Of View About Law 92/2019

Di Giusto, Anna (Università di Firenze, Italia)

Keywords: active citizenship, gender topic, gender stereotypes, Teresa Mattei, female soft power

The introduction of Law 92/2019 has given Italian schools a great opportunity for renewal. The model of active citizenship that the act requires includes the necessity for digital skills, which are now considered indispensable. In addition to that, the act provides for the knowledge of constitutional principles and the commitments of the 2030 Agenda. Despite the impossibility to cover all the topics relating to active citizenship, many experts have noticed that the law does not deal with the gender issue, which could in fact provide an innovative key to interpreting the topics provided for by the act.

Today it makes sense for us to to look at our Constitution in the light of the numerous failures that, more than 70 years after its coming into force, make this document still unfulfilled. Not only does gender discrimination affects half of the Italian citizens, but it is also intertwined with all forms of economic, political, and social marginalization based on someone's origins, language or religion.

As far as environmental protection is concerned, the capitalist conception of nature as something to exploit for the greatest possible profit is based on a dualistic conception which for centuries relegated women to the natural sphere, to which they are now being brought back to by neo-nationalistic speeches on race. Finally, we are experiencing a comeback of ferocious sexism online that in everyday life is no longer as extreme as it is online. Suffice it to say that 97% of online hate-speech victims are women.

The Istituto Comprensivo Masaccio in Florence, of which I am the reporting member on behalf of "Educazione civica", has therefore decided to base the cross-curriculum of this teaching on a gender perspective. The Constituent Assembly Teresa Mattei was taken as a role model for the program, for both her commitment to drafting Article 3 and her great interest in childhood. My experience is therefore that of a school coordinated from the bottom up, following the model of female soft power, and interested in embarking on a path of in-depth study of these issues while taking advantage of the educational offerings of the area, like the course organized together with the Italian Society of Historians.

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308   Improving Italian Adolescents' Attitudes Towards Diversity And Perspective Taking Abilities. A Possible Aim For Civic Education

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Keywords: Civic education, Global competences, Diversity, Schools

The global call for a shared vision of the future of education - from the goals of the 2030 Agenda for Sustainable Development to the recent UNESCO Futures of Education program - demands a reflection on the ability of school systems to form citizens who are able to navigate an interconnected but deeply divided and unequal world, to combine local and global in composite forms of belonging and to exercise the affirmation of their individuality in the recognition of multiple otherness. This is even more evident in a world transformed by the Covid-19 pandemic, in which education is called upon to contribute substantially to the goal of building a future that is sustainable also from the point of view of social relationships and the collective dimension. Starting from these considerations, the paper discusses the topic of young people's attitudes and competences with respect to their relationships with cultural diversity. More precisely, the paper seeks to identify some crucial objectives for the future of intercultural and global education, such as those of perspective-taking, respect and openness to other cultures. In this framework, the paper discusses the possible role that civic education recently reintroduced in Italian schools after the entry into force of Law 92/2019, can have in achieving these goals.

In order to develop indications supported by empirical evidence, the paper proposes an analysis of PISA 2018 data, which for the first time investigates adolescents' global competences. Specifically, the paper analyzes the levels of global competences in a representative sample of the population of Italian 15-year-old students and compares them with adolescents in other European countries with respect to three dimensions: the ability to understand other perspectives (perspective taking); interest in learning about other cultures; respect for people from other cultures. While being aware of the possible bias of the measurement tools used in PISA, the analysis shows that in Italy adolescents possess the lowest levels of perspective-taking competences of all the other European countries participating in the survey. Moreover, the average levels of interest in learning about other cultures and respect for people from other cultures are also among the lowest in Europe. These critical points are less evident for girls, especially if of immigrant origin and belonging to families with high levels of cultural resources. School factors that are statistically associated with the three global competences considered include the teaching styles, school climate, and the availability of opportunities to meet people from other cultures. In spite of the limited number of hours dedicated to this teaching, the reintroduction of civic education constitutes a valuable ground for the development of contents and educational tools targeted to global citizenship.

215 Reconciling Global Citizenship Education With The New Civic And Citizenship Education Curriculum

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Keywords: Citizenship Education, Global Citizenship Education, Global Education

The notion of fostering citizenship, particularly in young people, is common in education theory and in popular discourse. Schools are seen as key social institutions for the cultivation of citizens. On the one hand, citizenship is a governing principle of public education, and on the other, citizenship as a topic is given explicit attention in schools through specific courses in citizenship education. But, as Pashby (2011) underlines, "the project of cultivating citizens is recognised for certain inherent paradoxes at the same time that it is receiving a particular urgency within the global imperative" (2011: 430). So, while scholars are debating different pedagogical perspectives on citizenship education, many are also stressing the need to reconceptualise it in the context of a globalised world. In the past two decades, the term Global Citizenship Education (GCE) has emerged and rapidly become a highly debated pedagogical concept in the scholarly literature and in international policies. Its inclusion in the Sustainable Development Goals (SDGs) means that it is one of the educational priorities of the 21st century. It can support learners to be globally conscious citizens, i.e. citizens with a critical understanding of globalisation, aware of global inter-connectedness and the ways they and their nations are implicated in local and global problems, conscious of the role of humans for the future health of the planet, able to have a dialogical, complex, and dynamic understanding of their identities, and capable to understand and interact responsibly with others while being self-critical of the own perspectives and positions (Pashby, 2011; Pike, 2008).

The paper first outlines the need for a citizenship education that is diverse, global, critical and political and argues that GCE, despite being complex and ambiguous, can be a new pedagogical framework that merges these four different perspectives. It then looks at how GCE is practiced in the Province of Trento. This analysis draws from a qualitative study, that used Constructivist and Informed Grounded Theory (Charmaz, 2014; Thornberg, 2012) to analyse data collected through 21 intensive interviews with lower secondary school teachers. The study underlines that GCE is not an educational imperative, but is rather a personal choice in the hands of 'willing and able teachers' who are committed to cosmopolitan values. The paper outlines how these pioneering teachers interpret and 'manoeuvre' the curriculum to provide students with opportunities to explore the global dimension of their citizenship. Strategies include: a) Designing specific GCE projects; b) Making choices about the curriculum; c) Responding to prompts arising in class. The paper outlies these three strategies providing examples from the experience of teachers and identifying those elements that are of relevance for a consolidation of the practices within the new "Civic and Citizenship Education Curriculum". The paper then ends by outlining how GCE can be reconciled with Civic and Citizenship Education, thus ensuring that this new curriculum equips students with the knowledge, skills, values and attitudes they need to contribute to a more inclusive, just and sustainable world.

290 Civic Education And Its Place In The Curriculum And In Teaching. How German Schools Of South Tyrol Are Supported

Kaser, Silvia (Pädagogische Abteilung Bozen, Italy) · Pfitscher, Anna (Deutsche Bildungsdirektion Bozen, Italy)

Keywords: areas of civic education, support measures for civic education, elaboration of the curriculum

Background: The question which skills our children and adolescents should acquire in order to grow to responsible and mature adults has gained in importance. Therefore, the introduction of the interdisciplinary area of learning civic education in the school year 2020/2021 is regarded as important and the educational objectives striven for are met with broad approval.

The implementation of civic education at South Tyrolean German schools was conducted on a participatory basis. A team consisting of headmasters and representatives of the Pedagogical Department chaired by the school inspectors Rosa Maria Niedermair and Barbara Pobitzer from the German Department of Education provided the necessary framework. Bettina Zurstrassen, professor for didactics for social sciences at the University of Bielefeld granted scientific support.

Civic education at South Tyrolean German schools comprises eight areas: personality and social awareness, cultural awareness, politics and law, economics and finance, sustainability, health, mobility and digitalization. The respective educational objectives defined in the guidelines for the German elementary, lower and upper secondary schools are the mandatory basis for the elaboration of the school curriculum at the single schools.

Objective and approach: For civic education to find its place in the curriculum and in teaching, the schools are given a time frame of two years to elaborate the respective curriculum. A well- coordinated process which allows discussing, planning, developing, testing, evaluating and enhancing ideas together is essential. The in-depth examination of the educational objectives and the elaboration of the curriculum require both human and time resources as well as support systems.

In addition to the compulsory figure of coordinator (teacher) for each class, the German Department of Education has adopted further measures to support teachers and schools. It recommends the figure of a coordinator who is responsible for the implementation of civic education at school level and acts as a contact person within school (headmaster, coordinators at class level, …) and outside it (external partners, Pedagogical Department, …). One staff member of the Pedagogical Department has specialised in the field. She offers advice regarding the systematic development of the curriculum, the implementation of the area of learning in competence- based teaching and organizes periodic meetings with the school coordinators to provide information and promote exchange. Furthermore, a digital handout was published in September 2020 as a manual for the elaboration of the school curriculum and for lesson planning. The online platform provides various possibilities, suggestions and support for the implementation: ideas for teaching, links, proposals by the Pedagogical Department, references, ideas for project partners, … It is being continuously updated and extended. Finally, teachers can choose from a wide range of further training offers.

Expected outcomes: The Department of Education hopes that due to the support offered the interdisciplinary area of learning civic education will on the one hand push forward school development as well as teaching and on the other make a major contribution to children and adolescents growing to mature and responsible adults.

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824 The New "Educazione Civica": A First Year Of Challenges And Opportunities

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Keywords: trasversalità, school professionals competences and needs, context analysis, active citizenship, civic monitoring action

Law 92/2019 introduced the new form of "educazione civica" into the Italian education system, considering it as a cross-curricular integrated subject, with a shared evaluation challenge. This two key features, in such a complex year for the educational system, give the opportunity to reflect on many aspects, but especially on competences, training and needs of school professionals. The point of view presented here is that of a coordinator ("referente") of the "educazione civica", a new profile introduced by the legislator in each Italian school.

The aim of this abstract is to share reflections based on the experience of this first year, in the attempt to look at the "educazione civica" as the opportunity to implement several issues concerning European recommendations (for example Council Recommendation 2018) and needs typical of Italian contexts.

Firstly, a reflection must be made on the cross-curricular characteristic, the "trasversalità" mentioned so many times in the guidelines (d.m. 22 giugno 2020, Allegato A). This first year of experience reminds us the relevance of shared and methodologically consistent thinking: to "create" together the proposal for the new subject, we need to be able to work together, and in this sense the "educazione civica" represents for school professionals an opportunity not to be missed. The new subject can create new moments of reflection and discussion, that are the high points of the action- research cycle, but often extremely neglected in the challenging everyday life of a school.

What is more, this type of methodological debate makes a decisive contribution to context analysis, which is the other key point of the new "educazione civica" frame. Context in fact is mentioned in different forms in the guidelines (families, cities, associations, etc.) and an additional specification is contained in d.m. n. 9 (7 gennaio 2021), with the aim to expand collaboration between schools and other actors engaged in education to civic-mindedness and active citizenship.

Considering this, a project, unfortunately not yet realized, will be briefly presented. It holds together the three conceptual cores outlined in the guidelines (Costituzione, Sviluppo sostenibile e Cittadinanza digitale) focusing on anticorruption and antimafia actions, to promote a culture of integrity through a civic monitoring action.

In conclusion, the results of a SWOT analysis carried out in my school will be shared, and some future perspectives.

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283 Educazione Civica And Service Learning. Creating Connection Between Schools And Local Communities Thanks To A Transformative Teaching Method

Locatelli, Cecilia (Università degli Studi di Trento, Italia)

Keywords: community, service learning, educazione civica, l.92/2019

With the enforcement of law 92/2019, educazione civica became a school subject mandatory for Italian Schools of every order and degree. For the first time, Italian Schools have been provided with a civic education whit a proper timetable and mark. That apart, there is another aspect of the new educazione civica that needs to be underlined: the strong relationship between Schools and society. Article 7 of the law clearly states that to sensibilize students to a responsible citizenship, School needs to strengthen the relationship with Families[1], while article 8[2] defines the importance of a connection among School and Community, starting from Institution and voluntary organizations. Thanks to these dispositions, educazione civica is introduced not only as a cross-sectoral subject but also as a subject that breaks school's walls and goes out in society. Going deeper, if Schools have to give to the students the instruments, the knowledge and the abilities to be ready to live and succeed in the real world[3], it is clear that a "scholarship of engagement" between Schools and Local Communities is strongly needed.

Although the Italian legislator understood the key role of Society in civic education, it still needs to be taken one step further. For that, Schools need to adopt teaching methods able to create strong and long-lasting bonds with the surrounding communities. To do that, it is necessary to replace the classical "top-down" approach of the frontal lectures with a more transformative method. From this perspective, Service learning seems to be the most appropriate method to teach civics in a "social perspective" and to let students experience the connections among things and events that characterize the complexity of modern societies. Widely spread in the American education system, Service Learning is still not well-known here in Italy. Despite that, it has a strong potential to foster active citizenship, letting students spend their knowledge and abilities for their local communities[4], understanding the importance of experience and making them aware of how society works. But more important, with the purpose to create a strict connection between school and local communities, it is the only method that guarantee an effective teaching and a "reciprocal learning"[5], in which both School and Communities learn from the experiences made together.

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418 Service-Learning As A Methodology To Develop Civic And Social Competence

Scippo, Stefano (Sapienza University of Rome, Italia) · Ardolino, Fabio (IC San Nilo in Grottaferrata (RM))

Keywords: Service-Learning, civic education, active citizenship

Here, we argue that the Service-Learning methodology can be an effective way to deal with civic education and develop civic and social competence. We present the experience of a three years project realized in the school IC San Nilo in Grottaferrata (RM) in collaboration with the Municipality and the school IPS Maffeo Pantaleoni in Frascati (RM).

The definition of the key competences by the European Union includes personal, interpersonal and intercultural competences and refers to all forms of behavior that allow people to participate effectively and constructively in social and working life, especially in life in different societies, as well as in resolving conflicts (EU, 2006). Civic competence provides people with the tools to fully participate in civic life thanks to the knowledge of socio-political and active concepts and structures. We would like to focus especially on the last sentence. Knowing the social structures and therefore the way of acting that an individual is expected to keep within a context, a workplace or a group of people, is a fundamental mechanics for a correct insertion of the individual (Fiorin, 2016, p. 144). Knowing how to do, knowing how to act, questioning one's limits, trying to make one's needs interact with those of others, they are skills that require effort, commitment, and perseverance. Service Learning is an excellent training ground for this whole process. It allows to develop, above all, the key competence of citizenship, because the student has to plan his own intervention within the context in which he is called to act, he has to know how to collaborate with others, putting his skills at the service of the work he wants to achieve (Boyle-Baise & Kilbane, 2000). Without activating this metacognitive process, it would not be possible to reach the conclusion of the project. Integration within the world of work, or more simply in the complex universe of social relations, depends on how well our students will be able to manage this type of competence. That is why a service-learning project can be an effective way to promote civic education and active citizenship. It is a consistent path with the insertion within the real context because it promotes civic and social competence in real and uncontrolled situations (Mortari, 2017, p. 56).

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219 The Characteristics Of Civic And Citizenship Education In The Autonomous Province Of Trento

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Keywords: Competences for democratic culture, process-oriented methods, support to teacher

The focus on citizenship education in schools in the Autonomous Province of Trento (P.A.T.) has always been strong in legislation and directives predating Italian Law 92/2019. A forerunner of national guidelines, the Trentino study curricula of the First (2010) and Second (2018) cycle advocate an across-the-board, integrated, multidimensional and vertical approach to citizenship education. They also stress the shared responsibility of teachers and figures within and outside the school in the pursuit of the educational, cognitive, socio-emotional, value and behavioral objectives of forming responsible and active citizens. For years, a variety of citizenship education initiatives have been part of the school curriculum and many organizations and institutions organize workshops and occasions to teach more about related subjects. These initiatives are inspired by the autonomous statute of the province, its specific history and its invested interest in fostering the coexistence of communities of different languages and cultures.

In light of this, the new teaching area was called 'civic and citizenship education, to encourage learners to become actively involved in democratic experiences. Alongside the topics referenced in Law 92/2019, the "Guidelines for the transversal teaching of civic and citizenship education" of the P.A.T. introduced additional knowledge and competencies concerning Financial literacy and the Special Autonomy of Trentino.

A project to support the teaching of civic and citizenship education was set up from IPRASE (Provincial Institute for Educational Research and Experimentation), focusing on the following aims.

- Build on the citizenship education initiatives already in schools and re-interpret them in light of the innovations introduced by the new teaching area. Rather than concentrating purely on giving information, the decision was taken to focus on: a) teaching to develop specific competencies, b) active teaching-learning methods, c) the responsibility of teachers to adapt the information to their own contexts.

- Sustainability of the educational initiatives, given that this is the first year of the didactic experimentation and it has been fraught with problems caused by the pandemic. The training courses were therefore divided into an essential, mandatory part and a voluntary part with further study material.

- Organisation of two online courses: 1. an asynchronous course for 'teachers who coordinate their class' and 'teachers representing the school' lasting ten hours with videos, information sheets and material, available throughout the school year; 2. twenty hours of blended synchronous and asynchronous learning for 'teachers representing the school'' only, with participants earning credits.

- Activation of a platform where 'teachers representing the school' can connect with other teachers and experts, including a forum, an F.A.Q.s section, glossary and notice board with information.

Method

Quantitative and qualitative monitoring which, based on the interaction between top-down and bottom-up actions, allows for adjustment of the training and teaching.

Outcomes (expected)

Identification of the strengths and weaknesses of the first year of experimentation with a view to improving and consolidating the new teaching area in the years to come.

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256   Teachers' Teaching Preferences In Ecc Planning: Evidence From A Factorial Survey Experiment In Trentino

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Keywords: factorial survey experiment, experiment, teaching preferences, IPRASE, educazione civica e alla cittadinanza

The government of the Autonomous Province of Trento introduced, as a new area of teaching, Educazione Civica e alla Cittadinanza (ECC) in all schools of the province. The novelty of this teaching is to be a cross-curricular integrated subject which is supposed to be planned, delivered and assessed jointly by all teachers of the class board. For this reason is conceived as an innovative area of teaching. In support of the implementation of this new teaching, the class board has appointed a teacher responsible for coordinating the planning, the teaching approaches, and the assessment strategies to be adopted at the class level.

The present study focuses on this group of teachers and investigates, by means of a factorial survey experiment, their methodological preferences within the field of ECC. Drawing on existing literature, we identify the dimensions and their attributes that characterize possible ECC teaching and learning approaches. Each learning scenario contains eight dimensions: two on planning strategies, two on the methodologies used, and the last four dimensions on the assessment strategies adopted. Each dimension is then defined by two levels corresponding to two alternative and opposite teaching approaches. This method, also known as vignette study, creates hypothetical situations of teaching practices and asks teachers to engage in a simulation exercise where they have to evaluate different planning scenarios and to provide judgments. In this study, each scenario corresponds with different modes in which fictitious teachers have planned the ECC teaching, employing different approaches and strategies. Throughout this method, we are able to reveal the methodological approaches teachers would use in their classroom and how they assess them.

Our analysis draws on a self-administered survey to 1722 teachers. Each teacher evaluates six different ECC planning scenarios leading to a total sample size of 10332 scenarios. Given the nested structure of the data – scenarios nested into teachers – multilevel models are used to estimate the effect of each dimension on teachers' judgment. Moreover, we investigate possible heterogeneity of the effects across groups of teachers defined by having or not attended in-service training, years of teaching, and the level of education in which they teach. The survey will be administered on April 15th, 2021.

B.5. Religions in the Face of Planetary Issues: What Would Be the Contribution for Education to Citizenship

328 Religious Sense And Dialogical Experience As Educational Commitment. Reflections In View Of Montessori, Panikkar And Korczack

Casadei, Rita (Universita' di Bologna, Italy)

Keywords: sense of religiousness, interconnectedness, spiritual intelligence, dialogue education, personal and community awareness

An authentic educational process should lead to learn the beauty of living together, to promote the desire to know the other and to weave solidarity plots of Peace; a process involving the integrity of the person, supprting integrity (spiritual, corporeal, mental and emotional awareness. Educational concerns mean knowledge and action, question what it is necessary to know and what it is necessary to know how to do to promote and preserve integrity in relationships. Peace is an action that expresses full awareness, full decision-making capacity and self-mastery, respecting and considering the Other. As the Panikkarrian reading suggests - recovering its Latin etymological root "alter" - the other is not the adversary, but the other of two, the other part of oneself, that through which one's identity matures in a relational sense. The existential nature of the human being - as well as of every existing form and force - is constitutively relational and unitary. This awareness is the aim of an educational experimentation adherent to the strong and urgent existential questions, projected towards the full realisation of humanity - a quality implicit in the human being, but which needs to be cultivated in order to be able to express itself, as problematised by the human and pedagogical experience of Korczack. Observing the relationality of existence and the unity of mind-body-spirit - valued also within the Montessori pedagogical model sensitive to the construction of peace and knowledge - the religious dimension is grasped in its being a fundamental experience of interconnection; religiosity is an expression of being in a condition of conjunction, connection, communion - as its etymological root, from the Latin re-ligo - helps us to consider. Pedagogical model of Montessori, as well as that of Korczack and Panikkar's cosmo-vision - interwoven in the direction of a commitment to shake up thought, speech and action in support of the quality of Life, rooted on "interbeing", It is possible to intercept implicit meanings that deserve to be explored in greater depth for their innovative potential in a perspective of education for citizenship, i.e. knowledge of how to live together, which requires the exercise of knowledge, understanding and respect for one's own dignity and that of others, which is never separated from knowledge, understanding and respect for the sacredness of life and therefore from a feeling of care, concern, protection and love. Some themes can be identified and explored for their - radically - transformative value, insofar as they question the meaning of education and the urgency of forming thought, word and action as an intra- and inter-subjective dialogue, fruitful in view of the flowering of humanity.

   a.   Education to interiority and spirituality
   b.   Education to the experience of the universality-chorality of the existential story
   c.   Education to peace and democracy, through dialogue
   d.   Education to meditation as a practice of silence as a matrix of listening and welcoming
   e.   Education to experience the unity of body - mind - spirit, as a flowering of humanity

269 The Scout Is A Citizen Of The World. The Contribution Of Baden-Powell

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Keywords: Baden-Powell, scout, education, world citizenship, peace

The contribution is aimed at presenting Baden-Powell's reflection on the contribution that the scout proposal can offer, while respecting the individual religious affiliation, to citizenship education in a global perspective. In this sense, the scouting contributes to the construction of a culture of peace, educating children to brotherhood, to welcome others belonging to a religion and nationality different from their own.

One of the main objectives underlying the scout proposal is education for citizenship, orientation towards the common good, willingness to offer a personal contribution to building a world that is a little better than it has been found. Baden-Powell has particularly at heart the formation of the good citizen that starts from the moment the child enters the scout group, which is a kind of laboratory and gym where he can experience community life, is trained to participate personally in social life. Baden-Powell was particularly concerned about the formation of the good citizen who starts from the entry of the child in the scout group, which is a kind of laboratory and gym where can experience community life, is trained to participate directly in the social life, to get involved in an

active and progressive way, to seek together with others the common good. Gradually and according to his age, the child learns to offer his contribution in the design and implementation of small and concrete actions in the environment where he lives, through comparison and collaboration with others. The scout lives interpersonal relations in the spirit of brotherhood, discovers the richness of the diversity of the other, he experiences how to deal with conflicts in a positive way, how to search for concrete solutions to overcome difficulties and obstacles, how to take responsibility gaining more and more awareness just act. In the light of these experiences, he is helped to grow in civil and social awareness, living the style of solidarity and legality, the taste of serving others, especially the weakest, in social realities marked by marginalization, discomfort, exploitation, injustice. In this sense the scout lives the active citizenship which is also open to the international dimension, thanks to meetings between Scouts from different parts of the world, the "jamboree" organized a couple of years after the end of World War I (31 July - 7 August 1920) in Olympia (London) and offered every four years to all scouts in the world.

The intention of Baden-Powell is precisely to contribute, through the great scout game, to increase the sense of a responsible citizenship, despite the belief - in fact illusory - that in this way it is concretely possible to avoid the outbreak of the second war world.

The contribution will refer to numerous passages from many of books and articles written by Baden-Powell. In light of today's social context and the challenges from a multicultural and religious perspective, re-reading Baden-Powell still appreciates its educational value today.

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351 Pluralism And Interreligious Dialogue At School In The Process Of Building A European Citizenship. Principles And Practices

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Keywords: European citizenship, education, religions, pluralism, interreligious dialogue

Religious pluralism is a constitutive reality of European society, but the coexistence between the different faiths has not always given rise to dialogue. The social, political and cultural changes of the last decades transformed the geopolitical scenario of religions, generating fertile ground for inter-religious exchange but also potential conflicts. Just think of the change that occurred following the fall of the Berlin Wall (November 9, 1989), the inter-ethnic and religious conflict that tore apart the former Yugoslavia, globalization, the events of September 11, 2001 and the subsequent intensification of the migratory phenomenon. All these historical events produced in European societies a hybridization of cultures, ethnic groups and religious systems such as to cause fear of the continuity of the social bond.

Therefore today, in schools, universities, offices, meeting places, the religious topic is sometimes the subject of debates and controversies, others it is left completely out of public space. But if it is true that religion can represent the place where the person redesigns his identity, today the religious element can constitute the fundamental content of citizenship as an ineliminable dimension of the pluralistic configuration of contemporary society.

In this regard, in recent decades, European institutions have provided Member States with guidelines and principles that guide dialogue and the management of religious pluralism, particularly in the field of education. For this reason, the study aims to investigate some recommendations and resolutions produced by Council of Europe on education in interreligious dialogue at school and on the role of teaching of religions in the construction of European citizenship. For example, Recommendation 2002 12 to Member States on education for democratic citizenship describes the education for democratic citizenship as a factor of social cohesion, mutual understanding, intercultural and interreligious dialogue which favors peaceful and harmonious relations between peoples. In this sense, it is interesting to stress how the initiatives to promote dialogue between institutions and religious communities and within them are often delegated to local realities which are held responsible for making European citizens aware that the mixture of cultures and civilizations contributed and continue to contribute to the construction of Europe, its cultural heritage and its values (Recommendation 170 20051 on intercultural and inter-faith dialogue: initiatives and responsibilities of local authorities).

Yet, if we look at the different European contexts, we realize how the mosaic of educational systems is varied and how the paradigms on the relationship between education and religions are extremely diversified. For this reason, the research also presents different didactic approaches on the management of religious diversity in the Italian school context and focuses, in particular, on the role played by religious actors in the field of teaching/learning from religions, in which the educational system makes use of constant interaction with religious communities.

Finally, we will focus, from a comparative point of view, on some case studies on the approach to religious pluralism in Spain and Bosnia and Herzegovina

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873   Religions, Politics And Economics, Some Reflections

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Keywords: RELIGIONS, ECONOMICS, POLITICS

The idea that religions are a cause of conflict is widespread in contemporary society. This perception, which has gradually matured in the post-Enlightenment intellectual context, has been supported by studies, some of them very famous, which have shown how monotheisms, almost by their very nature, tend to create exclusionary and therefore potentially conflictual dynamics. The pure/imperfect and true/false binomial, which lies at the foundations of monotheist thought, has therefore been interpreted as a generator of separation and as a trigger for potential violent phases since the age of positivist intellectuals (Hume and Compte, for example). Even in very recent times, numerous scholars and, among others, the Egyptologist Jan Assmann (Non avrai altro Dio. Il monoteismo e il linguaggio della violenza, ed. it.- Bologna, Il Mulino, 2007) consider as almost necessary the approach to violence by those who profess monotheistic religions, continuing to recognize in monotheism a powerful generator of violence and in polytheism a creator of tolerant and inclusive practices. But, perhaps, the question needs to be reset starting from the centrality of political theology, as happens for example in Mark Lilla's studies (Il Dio nato Morto. Religione, politica e occidente moderno, Milano, Dalai, 2009): the problem therefore consists in the sacralisation of a given social order, that is, in the adoption of the sacred for the legitimisation of forms of power. And, following Giorgio Agamben (Il Regno e la Gloria. Per una genealogia teologica dell'economia e del governo,Torino Bollati Boringhieri, 2009), it is necessary to reflect on economic theology, which must be reconstructed and read by intersecting it with political theology. Ultimately, therefore, it is a question of shifting the focus of reflection from the dichotomy between monotheism and polytheism to the construction of systems of legitimation, organisation and control of political institutions and economic forms, comparing, where possible, the political and economic theologies produced by monotheisms and polytheisms.

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502   Religion And Religions: Learning To Coexistence Between Different Traditions

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Keywords: religious and spiritual traditions, conflict, coexistence, culture of peace

In regarding of my researches on peace education and conflict management, in my presentation I will explore the different definitions of the key terms: religion, conflict, and violence.

For educating to the citizenship and to coexistence between religious and spiritual traditions, is necessary to clarify each of these three key terms and understand their possible integration. First of all it is necessary to consider the different meaning of religion within the popular discourses and within academic researches. In the West, for example, most sociological theories predicted a gradual decline of religion, until recently.

How second point the presentation will consider what are conflicts and how they can linked with the religion. Are the conflicts caused by religion or are the policies that used the religion to affirm the own power and to generate conflicts? And what are the points of view of the new generation on these issues? In the last decades, there were some contributions that have affirmed how the religions can contribute at developement of the culture of peace.

Finally, I will consider that the aspect of the structural violence, in agreement with the Galtung's theory, how it is connected with the absence of the rights or the inequality of rights in the religious sphere and with the different relationship between the religious traditions and the laws of the State.

In conclusion, I will present some reflections on the how education has to develop learnings that gives skills to integrate religious and spiritual traditions in the construction of dialogues open to the comparison and exploration of the complexity of the human being.

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244   Pedagogical Implications Of The Logotherapy: Spiritual Experiences And Religious Values For An Intercultural Citizenship Education

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Keywords: logotherapy, values, intercultural citizenship, religion, spirituality

In an age defined by many scholars as post-secular, in which beliefs, new beliefs and non-beliefs have continuously to dialogue and to compare each other, the religiosity, or more generally the spirituality, is increasingly becoming a human category on which reflecting pedagogically for the construction of a citizenship of solidarity. In this sense, religious and non-religious experiences and values can be the existential pillar for a peaceful education in a time marked not only by intercultural dialogue but also by intercultural conflict.

Viktor Frankl's logotherapy has succeeded in harmonizing the biological, psychic and existential dimensions in a person for the construction of balanced personality. In this way, this psychological approach can contribute effectively to an educational theory based on values that deals with the theme of spirituality and religion as existential attitudes guiding choices according to a principle of conscience.

After an introduction of some value aspects (meaning) related to logotherapy, we will consider how pedagogical implications (concerning religious education) are useful for the educational construction of personal and community paths that a) are inclusive on a principle of dignity of the human being, b) can manage intercultural conflict according to a perspective of hierarchization (personal and community) of values and c) are participative in the construction of a peaceful society open to transcendence.

It is not, in fact, by suppressing religiosity/spirituality in the name of scientific neutrality that one can build a bridge of value between different beliefs or between belief and non-belief. It is only through the category of meaning, the emblem of community between human beings, that we can weave the threads of a social network free from religious fanaticism or furious atheism.

A dialogue is open only if it is supported by sincerity of positions, in which each person can show his thinking, feeling and acting. When The "logo-educator" works in a context of religious education or spiritual growth, he considers this perspective of authenticity and he places the meanings (the values) in a person and in his uniqueness, not only ontological, but also experiential and, above all, relational one. Values are not discovered, values are found and hierarchized. Certainly peace is an "attitude-value" that every religious and spiritual culture must have the right amount of respect for.

Keywords: logotherapy, values, intercultural citizenship, religion, spirituality

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634 Building Dialogue Through Habermas Theorisation And Islamic Tradition'S Values

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Keywords: Dialogue, Tolerance, Islamic Tradition, Neutralising translation, Sufism

In 2016, the Marrakesh Declaration, promulgated by the King of Morocco together with other important personalities from across the Muslim world, affirmed that from a tolerant and future-oriented Muslim perspective, one should not reject everything that comes from the West in the name of defending traditions, but should separate what is good from what is bad. The document goes on to point out the Habermasian political and philosophical proposal as a welcome Western production insofar as it aims to promote a respectful dialogue between cultures and religions and not the implementation of a Hegelian synthesis in which one side dominates the other.

Accepting this invitation to use the conceptual tools offered to us by the German philosopher, the first aim of this work is to explain what Habermas proposes about the role of religion in contemporary societies and in the public sphere. I will therefore explain his theory on how to build a communication aimed at understanding between different faiths and between believers and atheists in order to build a cohesive and inclusive society. The method he proposes is the neutralising translation, i.e. the transposition of religious values onto a secular signification system so that they can be discussed rationally and enhanced within society.

It is not the purpose of this explanation to provide a summary of the vast literature on this author and this concept, nor to discuss it in detail.

Instead, the second aim of this work is to attempt to apply the proposed method to some concepts from the Muslim tradition that could help build and spread a tolerant attitude within the Muslim community and between the Muslim community and society. The intention is to show some concepts of traditions, opposed to Islamic extremism, useful to fight such extremism without the risk of falling back into Islamophobia, which only nourishes the Islamist phenomenon.

In particular, I will refer to the Sufi tradition and the mystic Ibn 'Arabi in opposition to Ibn Taymiyya (Wahhabism), who were the two major voices in medieval times and whose disagreements still permeate the theological and political debate in Muslim societies today.

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448 The Relevance Of The Religious Dimension In The Education To Universal Citizenship

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Keywords: religiosity, religious sense, education, universal citizenship

This essay highlights the potential role of the religious dimension in the positively utopian hypothesis of an education to universal citizenship as a fundamental pedagogical target.

Starting from some specific philosophical and theoretical studies (Fowler, 2000, 2017; Moscato, Gatti, Caputo, 2012), we carried out several exploratory surveys (Caputo, 2012; Caputo, Pinelli, 2014), and we also acquired some empirical data during some interreligious formative seminars (Draghetti, Pinelli, 2019). We also carried out a national research by survey in Italy, involving a significative sample of 2.675 religious people, which provided many data about the representations and experiences connected to the religious dimension (Moscato, Caputo, Gabbiadini, Pinelli, Porcarelli, 2017).

When we speak about the "religious dimension", it is necessary to distinguish some elements in it. First of all, religiosity: an interactive and dynamic connection between an institutional, historical religion and the psychological and spiritual dynamisms linked to it. Religiosity has a subjective, concrete dimension, composed by psychological, anthropological and philosophical elements.

Secondly, the religious sense, which we hypothesize to be the transculturally characterized generative element of the religious experience.

Both of the above mentioned elements have to be differentiated from religion, which is an institutional symbolic system characterized by a proper theological and philosophical apparatus, a specific rituality and an organized structure. The interreligious dialogue does not happen among religions, but first of all among people's religious experiences (Draghetti, Pinelli, 2019).

The scientific and social disqualification of religion itself (Caputo, 2019) has delegitimized religiosity as well, reducing it to a mere emotive-affective dimension. On the contrary, as we will try to demonstrate, religiosity presents a positive potential also with respect to civil cohabitation, on condition that it is understood and promoted through conscious educative processes. The evolution of the religious conscience toward tolerance can be born only from a religiosity able to understand the human limits in receiving any possible "revelation", and consequently able to presume that the one God may have been known by different names or perceived tentatively. Under these conditions, we will be able to reduce conflict among human interpretations, even in religious matters.

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411 Teaching On Religion In The Perspective Of Interreligious Dialogue: For A Paideia Of "Knowing How To Live Together"

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Keywords: Multicultural society, Religious Education, Teaching on religions, Interreligious dialogue

The question of religious teaching in Italy has in the past been the focus of a debate in which cultural, political and ideological reasons emerged. Today, the conditions have developed for such a debate to be enriched with specifically pedagogical reasons, also starting from a revival of interest in Italian academic pedagogy for religious education in general and for teaching on religion in particular. The publication of a Dossier on the teaching of religion in a multicultural context, published in the journal "Nuova Secondaria Ricerca" (n. 4/2020) was very significant in this regard and was attended by colleagues from several Italian universities, who have approached the subject from a multiplicity of points of view.

There is a growing need to confront an increasingly multicultural social context and the space that religious teaching can occupy in it (Seligman 2014) according to the criteria authoritatively indicated by the Toledo Guiding Principles on Teaching about Religions and Beliefs in Public Schools of 2007. A correct approach to religious teaching can help to build mutual understanding and eliminate stigmas and prejudices (Bruni 2020), in the perspective of a "paideia of knowing how to live together", which also takes into account the specificity of different national cultures and traditions. A further element that is important to consider is the growth and consolidation of experiences of interreligious dialogue increasingly significant and relevant: since the interreligious meeting held in Assisi in 1986, until the historic document signed by Pope Francis and the Grand Imam Al-Tayyeb in Abu Dhabi in 2019 (Tempesta 2020). The dialogical approach to the religious phenomenon is placed in a perspective that goes beyond the "paradigms of suspicion" (Porcarelli 2018), seeking - on the one hand - to offer a religious interpretation of religious experiences (Moscato 2020) and, on the other hand, to offer an interreligious reading of the multicultural context.

In this scenario, it may also be possible to update the current system of religious teaching in Italy (Cicatelli 2015), in such a way as to enhance its intercultural and interreligious openness and strengthen its dialogical potential, in order to develop respectful and inclusive citizenship skills.

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362 Eastern Spirituality And Democratic Citizenship: Teaching Of Religion In Aldo Capitini'S Lessons (1949-1950)

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Keywords: DIDACTICS OF RELIGION, ORIENTAL SPIRITUALITY, PLANETARY CITIZENSHIP, SECULAR EDUCATION, DEMOCRATIC SCHOOL

The aim of the present research is to retread the didactic and pedagogical proposal of aldo capitini regarding the teaching of religion. He is the founder of non-violent italian movement and proposes a new religion inspired by the vision of the india master mahatma gandhi

By using a phenomenological and hermeneutic method i examined various sources: literary (books, articles, critical literature), archive files (epistolary, memos, lecture notes) legislatives, visual, audio-visual, internet.

The results of my research: capitini elaborates an "open religion" to be taught in the "school of the future", a laical religion that establishes a dialogue with all the different religious traditions and goes beyond the separation between east and west. A precious and useful document for my research have been few lecture notes found in the aldo capitini's foundation study center in perugia, a written work that summarizes the academic lectures of theory of education given in the university course of 1949-1950 specifically dedicated to the teaching of eastern religions: hinduism, buddhism, taoism, shintoism, islamism, sufism. These different traditions are introduced to the students of the university courses as religions that have something in commune, not only among themselves but also in relation with western religions. Capitini points at the "religiousness" as the common element of all the religions as a matter to be taught at school, anticipating the longing for the sacred that is spreading today, in the post-secular age.

The capitinian education for a holistic religion, open and laic, which has been elaborated starting from the contest between eastern and western religions, can be proposed as an education for peace and for supporting the western democracies of our times, and it is searching a commune foundation beyond the religious differences, it respects the pluralism and encourages the education of a planetary citizenship in response to the present processes of globalization.

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473 Families And Religions In Italy: Educational Issues

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Keywords: family, religions, education, children, religious illiteracy

In the light of recent research, the intervention aims to highlight the multiplicity and complexity of educational issues encountered when it comes to families (taking into account the multiple and new configurations in which they live) and religions in Italy.

As for religion, our country is dealing with a tired Catholicism, the growth of atheism and agnosticism among young people, the increase of faiths different from those of tradition, the recurring demand for new or alternative forms of spirituality.

As far as Italian families are concerned, they are described as "corks on the waves of a society that has lost the virtuous and patient meaning of education", made up of parents who are more lax than proactive, whose relationship with their children is more inclined to seek consensus than to the offer of growth stimuli.

Observing the way Italians live Christianity, we see different situations: the religiosity of the elderly (grandparents), a more essential and somewhat bare religious presence of people in adult and mature age (children), and the evident lesser identification in the religious sphere of young people between 18 and 34 years of age.

Alongside the Catholicism of the majority there are numerous forms of religious diversity which indicate an evident change in the socio-religious geography of our country. The presence of minority religions on the public scene calls into question the role that educational agencies can play in the formation of citizens and families.

In fact, it is more than ever necessary to train in cultural pluralism, being aware of the fact that religious illiteracy hinders the construction of a culture of responsible citizenship and produces democratic illiteracy.

Methods

Review and critical analysis of the most recent bibliography on the subject and of selected sociological surveys on the religiosity of Italians.

Outcomes

Identification of educational agencies and policies that can operate in the field of family education, referring in particular to existing educational agencies operating within each religion: proposals for training courses to be implemented.

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210   Prejudice And Antisemitism In School: A Challenge For Civic Education

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Keywords: Civic education, prejudice, antisemitism, intercultural competences

Prejudice, intolerance and racism take different forms in various historical periods, based on social and political changes. The phenomena of "neo-racism" and "neo-anti-Semitism" are present today among the new generations in a cultural rather than a biological-racial form, but they are no less worrying for this (Taguieff 1999, Wievorka 1993).

In particular, anti-Semitism undergoes some metamorphoses related to the progressive weakening of the memory linked to the events of the Second World War, to current conflicts and to the spread of hate speech online (Lipstadt 2020, Santerini 2021, Santerini 2005).

The democratic school represents an important tool to fight hate phenomena and promote intercultural skills and interreligious dialogue, through a lived and taught citizenship (Cogan Derricott 1998, Santerini 2010). Civic education cannot be limited to transmitting contents but it is a tool for developing critical thinking, intercultural understanding, the ability to dialogue and fight prejudice (Council of Europe, 2016). Through the results of a research carried out among teachers, the issues relating to anti-Semitism in Italian schools, the relationship with the teaching of the Shoah, the guidelines for identifying student resistance and planning citizenship education in an intercultural perspective will be presented.

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546   The Abu Dhabi Document And The Islamic-Christian Dialogue From An Educational Perspective

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Keywords: religions and multiculturalism, education in religious sense, education in fraternity, Islamic/Christian dialogue

During Pope Francis' historic apostolic journey to United Arab Emirates from February 3 to 5 2019 (the first one by a pontiff in the Arabian Peninsula) the signing of a declaration that it is not exaggerated to describe as epoch-making took place: in fact, on February 4, the Pope and the Grand Imam of Cairo's Al-Azhar University, Ahmad al Tayyeb, signed the Document on human fraternity for world peace and living togheter in Abu Dhabi (in the presence of 500 religious and cultural political personalities from many countries gathered in the "Global Conference on Human Fraternity", in front of journalists from halfway around the world and millions of people who followed everything on television). It declares that in relations between Muslims and Christians, violence is refused, hatred is rejected, terrorism is condemned and the path of respect and dialogue is chosen, with the aim of working together for peace.

A text of great importance, that the writers explicitly wanted to address to schools, universities and further education and training colleges, so that it would become an object of reflection. The Document represents a precious opportunity to look deeper into the

role of religions in a multicultural society; into the complex relationship between Christianity and Islam, which, as well as experiencing moments of contrast and pitting one against the other, also offers moments of integration and dialogue, like the meeting between Francis of Assisi and al-Kamil al-Mãlik, sultan of Egypt, which took place at Damietta in 1219 (800 years after which another Francis symbolically re-traced his steps); into the outlook for an education in religious sense and fraternity.

Our paper represents a punctual resumption and problematisation of the main contents of the Document, in order to indicate how it can be valorised in paths of intercultural education and disciplinary teaching. Thanks to the use of a sociological, historical, theological-religious, pedagogical and didactic bibliography, it aims to make the view of young generations towards the Islamic-Christian dialogue more complex and richer and to suggest educational proposals to support it.

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582 Educating In Religious Diversity For A New Citizenship

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Keywords: diversity, identity, pluralism, dialogue

The inedited post-modern pluralism requires to promote education in religious diversity even at school as a contribution to overcoming the identity paradigm and as an antidote to fundamentalism, enhancing interreligious dialogue.

Educating to religious diversity helps not only to reply to "holy ignorance" (with regard to the faiths of others), but it also helps not to make one's traditions and confessions "fortified citadels". Here we find the educational reasons for the interreligious dialogue: it can contribute to the crisis of relationships (including religious ones) and encourage coexistence. The dialogue between different religious worlds, that is promoted by education in religious diversity, is the bearer of the meanings and their multiple horizons that affect and query the contemporary society, all the more after the experience of the pandemic disease.

At the heart of this new method proposal there is not a research and a reduction of differences to unity, but the enhancement of diversity. In order to avoid homogeneity, the education in religious diversity that we are hardly building also intends to prevent the fragmentation that avert a real encounter. It will therefore take care of the difference, which will never turn into inequality. In addition, education to diversity does not intend to interpret 'The other' starting from me, but it wants to take into account the context of life and experience in which 'the other' lives in order to better understand his or her thinking and worldview; it's based and embodies the hermeneutic principle that invites us to understand the other "as he sees himself".

Education for diversity through interreligious dialogue does not lead to building one's own identity in a retrospective sense, as if to find one's own identity back in the past, but it pushes to discover, in the encounter with the other, the plural dimension of one own identity which is always under construction. Because identity is relational, open to encounter, never fixed and given forever.

B.6. Curriculum of Digital Civic Education, Teaching of Civic Education and new Citizenship

534 Digital Citizenship And Digital Literacy To Give Voice To Teenagers: A Participatory Research Project

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Keywords: DIGITAL CITIZENSHIP. PARTICIPATORY RESEARCH, STUDENT VOICE, GLOBAL EDUCATION, CIVIC EDUCATION

The paper takes on a theoretical frame of reference related to the concept of active, democratic and intercultural citizenship (Milani, Gozzelino & Boeris, 2020). It sits within a complex vision that takes into consideration the tendency towards the universality of human rights, interculturality and interdependency as well as the concept of citizenship as a concrete way of living and acting where there is a sense of collectivity to ultimately pursue common good and global education (CoE, 2016).

The authors present data and reflections emerging from the project "The discomfort of teenagers during the COVID-19 pandemic and lockdown: educational problems and pedagogical reflections" (P.I. Lorena Milani, Università degli Studi di Torino). Teenagers from Val di Susa and Rivoli have actively participated in the research project supported by participatory research methodology (White, 1991).

Students have been involved in the project as protagonists, actors and research subjects (Santerini, 2020). They have been considered social problems "experts" and have been involved in the process of making questions as well as creating the research method: an analysis of the discomfort experienced by teenagers (14-19 years of age) during the COVID-19 pandemic has become an opportunity for advocacy, development, digital citizenship and leadership (Rivoltella, 2020).

Over 500 teenagers to this day have participated in the study filling a survey. They have been given the opportunity to express their opinions in terms of what they believe to be important to ultimately be heard and taken care of by the adults (Gemma & Grion, 2015). Furthermore, they have become protagonists of the research process together with the researchers by participating in research training, utilising digital tools and analysing the findings (Lanfrey & Solda, 2018).

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673   Digital Citizenship: A Survey On Teachers' Perception And Teaching Practices

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Keywords: Digital citizenship, Online citizenship, Teacher perception, Teacher practices, Digital citizenship teaching

Nowadays citizens live in communities made up of complex interweaving of physical reality, technologies, digital media and social networks and are faced with a completely new set of challenges and opportunities that require a critical and cultured citizenship, capable of dealing with differences in a way responsible and humane. Digital citizenship is defined as the acceptable, ethical, and responsible use of technology that emphasizes a more collaborative, creative, and self-empowering use of technology in education as well as in personal use.

Teachers are essential in helping students develop digital citizenship skills as they model and teach digital citizenship in their classrooms. Teachers then can empower students to use technology responsibly to learn, create, and participate as digital citizens and develop critical thinking abilities, enhance digital communication skills, and influence their communities by connecting their in-school learning with their out-of-school civic participation.

The contribution intends to detect the perception of digital citizenship of teachers of different school levels and the learning methodologies, materials and resources used by them to incorporate digital citizenship education into the curriculum and into their school community. To this end, the Digital Citizenship Scale and a questionnaire was administrated to a non-probabilistic sample of 50 teachers. Specifically, the questionnaire aims to investigate issues related to media literacy, online security and responsibility, disinformation, as well as the use of technologies to promote and protect human rights and foster active participation in democratic processes. Both qualitative and quantitative research methods were employed.

The results can help to highlight teacher practices and bring out the training needs of in-service teachers so that they would help their students to become digital and ethical citizens in digital learning environments.

612   From Digital School To Digital Citizenship: A Critical Reflection

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Keywords: digital citizenship, digital school, Digcomp, democracy, educational technologies

We live in a reality in which digital technologies have radically changed attitudes, practices, habits and the way we communicate and relate. Today we speak of a knowledge society, a complex society that is always subject to rapid and continuous changes. All this has repercussions not only on a social and cultural level, but also on an economic one, therefore, in order to govern this change it is necessary to develop creative thinking and acquire specific skills so that all citizens can develop an ability to adapt to different life situations. It is therefore a question of giving life to a process of continuous learning throughout life, the so-called "lifelong learning" which in this digital age cannot ignore the development of digital skills. Without these competences, it is not possible to fully exercise one's rights or participate actively in democratic life. Certainly the development of these skills is not merely instrumental but also and above all conceptual. Knowing how to use technologies with confidence does not imply any competence, but it is the way we use them that makes the difference. An individual becomes a competent digital citizen when he or she uses technologies with awareness, critical spirit and responsibility. This short work focuses on the concept of citizenship extended to the digital dimension and on the need to start a digital literacy process from the very first schooling. In this process, the fundamental role of the school is reaffirmed, as an educational institution that has the task of educating and training the citizens of the future. We will try to illustrate the school of skills, which has as a reference horizon the 8 key competences for lifelong learning, including digital, contained in the European recommendations 2006 - 2008 - 2018. Finally, the DigComp model will be proposed European Digital Competence Framework for Citizens, aimed at improving citizens' digital competence and a tool that can also be used by education managers for

planning education and training initiatives. The idea is to develop a new digital civic education syllabus aimed at educating young people in a responsible and conscious use of new media for a new digital citizenship.

551 Check & Design: An European Curriculum On Digital Information Literacy

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Keywords: European Curriculim, digital citizenship, critical thinking

According to "Digital Education at School in Europe 2019" by Eurydice, there is a consistent approach to defining digital competence as a key competence across Europe but less than a half of the European education systems refer to the European key competence definitions for digital competence. In particular at upper secondary level digital competences are not explicitly addressed in the national curricula. Half of the European education systems are currently reforming the curriculum related to digital competence.

Teachers across Europe receive very little guidance from top-level authorities on the assessment of digital competences in the classroom as mostly take place within the framework of the official examinations to certify students' digital competences at the end of this education level. Notwithstanding the huge amount of efforts deployed by DigComp, DigCompEdu and the SELFIE tool the spreading and institutionalization of digital competences at school is far to be completed.

Teachers face the same challenge as "Digital Competence of Educators" stresses and teachers training in ICT is rarely compulsory. A lack of European educational coordination concerning digital education came up: no common curricula, competences area, assessment frameworks (Eurydice 2019).

Starting from this background, one of the three output of the "Check&Design" Erasmus+ project, lead by Cremit-Università Cattolica, is to reflect with schools involved (teachers and students) on digital competence overcoming a technocratic conception and fostering new Media Literacy's approach (Rivoltella, 2020), to conceptualize it as a new dimension of citizenship.

To develop recommendations for an innovative digital curriculum for secondary school teachers, we develop a research project that adopts Bassey's action research model (Bassey, 1998).

Schools started undertaking a research and collecting the main patterns from European national curricula, are guided in analisying the local curriculum through a document's grid that will highlight the main differences between the different settings and highlights the best practices. This framework will be discuss in the panel.

This report and the data collected by an assessment tool to recognize teachers and students digital habits, information literacy and critical thinking translated in 6 European languages (English, Italian, Polish, Portuguese, Spanish and Hungarian) will be used to sharing ideas and structure to develop the research concerning policies, tools, procedures and assessment reviews concerning their national digital curricula as well as search settings for best practices retrival on the field.

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765 Does Digital Educational Poverty Coincide With Educational Poverty? A Research On Digital Divide Among Italian Pre-Teens

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Keywords: Educational Poverty, Digital Divide, Digital competence, Community Technologies, Third space literacies

The paper aims to rethink the concept of educational poverty in the digital age by verifying whether digital educational poverty coincides tout court with educational poverty or whether the comparison between these two dimensions requires a further in-depth analysis taking into consideration multiple social, cultural, pedagogical, expressive and psychological factors.

In this perspective, digital educational poverty should not only be seen as social deprivation, but also as a cultural and expressive element, leading to reflection on the gap in creativity and "authorship" that often characterizes a poor or problematic use of social media by young people (Pasta, 2018).

The Covid-19 emergency has highlighted the need to rethink the digital divide not only as regards the aspects related to technical access to technological devices and connection networks, but also in consideration of the deficit of conscious, innovative and creative use of digital technology, in a perspective oriented towards a participatory and responsible citizenship. According to Sartori (2006), in order that the Digital Divide be conceived between the complete exclusion and the conscious and creative use of digital technologies, five elements must be taken into consideration: the quality of technological means available; digital competence; the availability of social networks that can provide motivation and possible advice; autonomy of use to satisfy personal interests; the variety of objectives. At the same time, the three dimensions of aesthetics, criticism and ethics become central to analyzing the production and the use of the different forms of digital content (Rivoltella, 2020).

On this basis, this paper will use the data emerging from a survey carried out by the Cremit-Catholic University and Save the Children Italy, which in the first months of 2021 involved students of lower secondary schools (12-13 years) throughout Italy.

The results of the survey will be interpreted in the light of the most recent theories on the relationship between digital media and learning - in particular with reference to the concept of Dynamic Literacies and "Third space literacies" in contexts for learning (Potter, McDougall, 2017) and to Community Technologies framework (Rivoltella, 2017 and 2021) – in order to identify a number of key points to develop socio-cultural and pedagogical interventions able to identify and reduce digital educational poverty, through participatory design, collective intelligence and narrative creativity.

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633 Digital Citizenship Education In The First Cycle Of Education. First Results Of A Collaborative Research In Lombardy And Molise (Italy)

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Keywords: digital citizenship education, first cycle of education, digital competencies, teaching

Digital Citizenship Education is part of Civic Education consolidating the role of schools to promote the education of citizens. Acquiring digital skills in today's society is a key element, emphasizing the importance of considering technologies as subject of reflection and not only educational tools. The aim is to help students to develop a critical mindset, responsibility and ethical awareness, elements on which media education insists from the beginning.

Since the school year 2018-19, CREMIT (Research Center about Media Education, Innovation and Technology) of the Catholic University of the Sacred Heart and University of Molise are leading a research project to design vertical curricula (from preprimary to lower secondary education) for the development of media skills. 14 schools in Lombardy and 5 schools in Molise were chosen on the basis of the significance of past experiences in the field of media education and in order to represent all the provinces of the two Italian regions.

The research project, which caused Covid-19 health emergency has been postponed by one year, is structured as follows: a first year for designing the curriculum and a second year for experimenting paths of Digital Citizenship Education, in line with the indications of the Italian Syllabus of Digital Civic Education. The aim is to design, experiment, document and disseminate educational solutions, organized in vertical curricula, aimed at developing digital civic competences in students.

Collaborative research has been chosen. It allowed the direct involvement of teachers as co-investigators, real researchers who implement a cyclical process of review of design ideas experimenting on the field, documenting the practices, evaluating the outcomes of the work in the classes and, finally, reflecting.

The first results can be summarized as follows: many good teaching practices can be transferred to other educational contexts and the genuine interest of children and families in media education is evident. Finally, collegiality is an essential condition for the full inclusion of media education in curricular teaching.

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253   The Multiplicity Of Literacy Conceptions In Digital Civic Education

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Keywords: literacy, new literacies, critical pedagogy, digital civic education curriculum

Debates on what "literacy" is and should be predate the current pervasiveness of "onlife" digital media environments. This contribution seeks to disentangle different perspectives on (media) literacy that emerge as different, and at times ambiguous, possible interpretations within media education frameworks such as the digital civic education curriculum (MIUR, 2018) or the digital citizenship curriculum (James et al., 2019). Based on past discussions, two tendencies can be distinguished that result in either the

broadened use or the restrictive figurative use of literacy terminology. A broadened conception of literacy has been thematized within critical pedagogy (Freire & Macedo, 1987) as well as in subsequent discussions linked to multiliteracies and new literacy studies (Gee, 2009; New London Group, 1996; Street, 2017), where literacies are viewed in the context of shared social and cultural practices. With that, literacy has been conceptualised in conjunction with its cultural and critical dimensions (Green, 1988). In media education, these aspects have been recovered as integral elements of media competency and media literacy concepts (Baacke, 1996; Buckingham, 2015), foregrounding the importance of digital agency and participation. On the other hand, however, a variety of scholars have criticised reductive metaphorical uses of literacy that merely refer to the skill of using a determinate device, e.g. as in "computer literacy" (Postman, 1995) or as in "letteracy" being traditional literacy centering around the mere use letters (Papert, 1993). It has been noted that instrumental and deficit-oriented conceptions of digital competence are prone to reemerge in pedagogical practice, for example in "protectionist" or "propagandistic" teaching units (Buckingham, 2019, ch. 3). Digital civic education, through its interdisciplinary configuration and linkage to a certain kind of civic intentionality (Mihailidis, 2018), has the potential to cultivate agency, consciousness and emancipatory approaches necessary for taking up the challenges of onlife democracy. This implies, however, finding ways of integrating creative media production, consumption, critique and reflection within pedagogical practice and highlights further issues in how to translate the digital civic education curriculum to teaching.

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115   Digital Citizenship In K-12 Education: A Systematic Literature Review Describing How It Is Implemented

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Keywords: digital citizenship, implementation, K-12, education, interdisciplinary

Digital citizenship has been introduced in compulsory education, targeting as an essential skill for future citizens. Accordingly, a growing number of publications focus on this concept. A systematic literature review was conducted to identify how it has been operationalized within teaching practices. The results highlighted that digital citizenship is often an umbrella concept used to justify a project related to technological trends. In addition, mainly with older students, digital citizenship is often associated with project-based learning out-of-school community. Interdisciplinary perspectives are proposed to teach digital citizenship, but some discipline like philosophy or ecology is missing. Finally, digital tools/environments are never questioned, so a critical approach of digital citizenship is not developed. Accordingly, the practical implication of the current state of literature is discussed.

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613 Teachers' Teaching Preferences In The Field Of Ecc: Evidence From A Factorial Survey Experiment In Trentino

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Keywords: educazione civica e alla cittadinanza, factorial survey experiment, vignette study, teaching preferences, IPRASE

The government of the Autonomous Province of Trento introduced, as a new area of teaching, Educazione Civica e alla Cittadinanza (ECC) in all schools of the province. The novelty of this teaching is to be a cross-curricular integrated subject which is supposed to be planned, delivered and assessed jointly by all teachers of the class board. For this reason is conceived as an innovative area of teaching. In support of the implementation of this new teaching, the class board has appointed a teacher responsible for coordinating the planning, the teaching approaches, and the assessment strategies to be adopted at the class level.

The present study focuses on this group of teachers and investigates, by means of a factorial survey experiment, their methodological preferences within the field of ECC. Drawing on existing literature, we identify the dimensions and their attributes that characterize possible ECC teaching and learning approaches. This method, also known as vignette study, creates hypothetical situations of teaching practices and asks teachers to engage in a simulation exercise where they have to evaluate different planning scenarios and to provide judgments. In this study, each scenario corresponds with different modes in which fictitious teachers have planned the ECC teaching, employing different approaches and strategies. Throughout this method, we are able to reveal the methodological approaches teachers would use in their classroom and how they assess them. Each learning scenario contains eight dimensions: two on planning strategies, two on the methodologies used, and the last four dimensions on the assessment strategies adopted. Each dimension is then defined by two levels corresponding to two alternative and opposite teaching approaches.

Our analysis draws on a self-administered survey to 1722 teachers. Each teacher evaluates six different ECC planning scenarios leading to a total sample size of 10332 scenarios. Besides evaluating the six scenarios, teachers are also asked to answer a questionnaire on actual panning and assessment strategies adopted in their class and some other background information derived from the ICCS teachers' background questionnaire. We are then able to provide evidence on a possible discrepancy between intended and actual planning as well as on possible heterogeneity of the effects across groups of teachers defined by having or not attended in-service training, years of teaching, the level of education in which they teach, and their' civic engagement. Given the nested structure of the data – teaching scenarios nested into teachers and the latter nested into schools – multilevel models are used to estimate the effect of each dimension on teachers' judgment and to estimate the interaction effects between teachers' characteristics and their methodological preferences in the field of ECC.

749 Innovation Through E-Learning, Constructivism And Cooperative Thinking: The Experience Of Prepaired!

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Keywords: Air quality, Flipped Classroom, Constructivism, e-learning, Cooperative-learning.

Air pollution is a global threat and one of the first attempts to human health. The WHO estimates that the deaths caused reach 4.2 million connected the dropout in non communicable diseases like stroke, heart disease, lung cancer, acute and chronic respiratory diseases. Around 91% of the world's population lives in places where air quality levels exceed WHO limits. Air pollution is indeed a major problem, and in Italy special attention is needed in the Po' basin where orographic and meteorological conditions contribute to have higher level of several pollutant beyond the limit. A common effort among regions is then essential as well a diffuse awareness among at local community level.Educational programs to air quality since early school became a primary driver to be triggered and support a conscious engagement of future citizens in the implementation of air quality policies.PREPAIR is a project aimed at harmonizing, supporting and strengthening the measures established in the regional plans and within the agreement of the Po Valley on a larger scale The ultimate goal of PREPAIR is to guarantee the sustainability of results and the empowerment of regulatory agencies. .Within the PREPAIR project.PrepAIRed! is the action aimed at designing, testing and implementing different target-oriented training courses aimed at raising awareness and strengthening knowledge in the school system (teachers and students) on the issues of air quality covered by the project. PrepAIRed! tries to achieve its objectives through an innovative didactic approach in order to foster the concept of "air as common good". The educational path is divided in 5 modules representing the most impactful determinants of air quality and each module is organized in 3 learning phases reflecting the I-E-A paradigm: Information Experience and Action.The I-E-A paradigm is based on constructivism theory (Rivoltella, 2014) and constructivism techniques like flipped classroom and episodes of situated learning are implemented within the didactic proposal. The educational path is supported by a composite e-learning platform to support cooperative learning and to offer dedicated virtual spaces for teachers and single classic where it's possible to share interactive materials, homeworks communications and evaluations.PrepAIRed! activities also designed a 'support pack' for teaching in COVID-19 pandemic, providing a series of suggestion, measures, and tips to support teacher in distance learning lesson during the lockdown period.

B.7. Inclusive Citizenship Education in Times of Crisis

467 The Challenges Of The Global Citizenship Education Before The Covid-19 And Beyond

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Keywords: global challenges, covid-19, democratic education, younger generation

As the world is increasingly interconnected, human rights violations, inequality and poverty still threaten peace and sustainability. Global Citizenship Education (GCED) is UNESCO's proposal to respond to these challenges and plays an important role in driving cultural, social and political change for building a more just and sustainable world. Under the aegis of the GCED, the most recent international guidelines invite education to "lead the change" of society and culture in order to implement initiatives aimed at promoting a more inclusive and sustainable society. The main questions to be answered mainly concerned the social significance of education, its main objectives and how it should be reconsidered in a multidimensional perspective, i.e. based on a lifelong learning perspective, capable of embracing childhood and adult-hood through formal and informal programs and activities, inside and outside the school system (Goren and Yemini, 2017). In line with this perspective, issues such as human rights and intercultural dialogue, migration and social inclusion and equality are becoming increasingly urgent at all school levels. In particular, the GCED framework aims to reinforce the scholastic challenge "in the prevention of violent extremism and to identify and examine a concrete and comprehensive education to the threats of violent extremism" (Unesco, 2019) and requires to address the "global issues" in the classrooms (Gill and Niens, 2014). In the time of the Covid-19 pandemic, the possibility of pursuing these ongoing challenges requires being able to redefine social and educational needs, reformulate and reconceptualise emerging problems, renew institutional commitment and a sense of community, defend the democratic education, and more. In this direction, this contribution aims to explore if and to what extent teachers and institutions are considering this global challenge in light of the educational needs that have emerged from the pandemic situation. It will be observed which actions are implemented in projects and interventions activated in formal and informal contexts (i.e. Seipiù, Amitie, Amitie Code; S-Confinati, MigratED) in the Municipality of Bologna aimed at promoting the GCED with young people. We will identify which methods and strategies support the younger generation to take an active and role in this global challenge and the development of pedagogical approaches that aim to support societal changes.

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788 Towards A Critical Citizenship Education As Political Practice

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Keywords: Critical theory of the political, critical citizenship education, political practice, crisis and critic

This paper argues that citizenship as a "right to have rights" (Hegel, Fichte, Arendt) has to be understood as a political practice, which discloses the world- and selfunderstandings of its members. It should not be based on national belongings, but on active participation within civil society (Benhabib). This active participation needs a focus on the principle of "thinking in the place of someone else" as an "enlarged mentality" (Kant, Arendt), by reflecting to the same time there socio-oeconomic conditions.

168   The Role Of Science Communication And Media Literacy In Times Of Crisis: The Outcomes Of The Erum Project

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Keywords: Citizenship Education, Media Literacy, Science Communication, ERUM Project

Over the past decade, the whole world – and Europe in particular – has experienced multiple, interrelated crises (economic, political, pandemic) that have affected the stability of contemporary societies. From a civic perspective, these crises have generated similar trends in several European countries. An increasing number of people has shown growing diffidence towards both traditional and science communication, resorting instead to alternative information channels. While this might not always be bad per se – it is only through continuously challenging the establishment and questioning scientific research that it is possible to make social and educational progresses – it is nonetheless evident that these trends have gone towards a negative direction, fostering the production and dissemination of mis- and disinformation, conspiracy theories and fake news. Far from being isolated or niche phenomena, such manipulated and distorted information have spread widely and in some cases reached the mainstream, propagated even by dominant media and popular politicians.

In these times of multiple crises, the role of citizenship education is therefore crucial in the attempt to carefully grasp current social developments, critically assess their origins and repercussions, and progressively steer these trends towards more positive outcomes. In this context, I argue, citizenship education should provide more honed analytical tools to deal with an increasingly complex reality without resorting to simplistic, fabricated or manipulated answers. Drawing upon the work of the Erasmus+ funded ERUM project (Enhancing Research Understanding through Media), this paper will precisely discuss the development of one such potential learning tool and its role in creating better-informed citizens and teachers in the future, capable of acknowledging, communicating and spreading science in a more clear and efficient way.

By investigating the role of science education and media literacy, the ERUM project has aimed, in particular, at improving media and information literacy among young students and aspirant journalists. The project, which has involved a wide number of researchers, journalists and students across 7 European countries, has already successfully carried out an Intensive Study Program – which has seen the participation of dozens of students from all over Europe – and is now in the process of developing learning materials for future teachers. This paper will introduce the latest developments of the project, with particular focus on the creation of the learning materials and their role in building critical knowledge and awareness, with the aim of receiving feedback in this direction and initiate a fruitful discussion among scholars and practitioners. It is only by questioning traditional science communication challenges and laying the foundation for the development of science communication competences and skills, the paper will eventually argue, that it will be possible to counteract the spread of mis-, disinformation and fake news, and critically assess the crises that we are facing.

138   Educating During The Covid-19 Pandemic: Practices From The Youth Field

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Keywords: youth sector, covid-19, youth, participation, citizenship

The Covid-19 pandemic affected not only school education, but as well the field of youth work. Conceived as a broad term, youth work is performed by volunteer or paid professionals. It offers a variety of social, cultural, educational, environmental and political activities to young people. These take place in various spaces and contexts. Moreover, they promote non-formal and informal learning to encourage participation, inclusion in communities and decision-making in political processes[1]. This work is furthermore indispensable to provide support in stressful circumstances.

In this abstract, I will address the question of how youth workers upheld this educational and political mandate during the pandemic. I will do so by looking at the case of the Erasmus+ project "Learning to Participate" that I was involved in. In this project, youth workers from Austria, Croatia and Italy organised educational activities for young people between the months of November 2020 and January 2021.

Due to the Covid-19 pandemic the work with young people took place entirely online. As the goal of the LEAP project was to contribute to build participatory citizenship, the educational practices and activities with young people were driven by Project-based Learning (PBL). This approach was inspired by the ideas of Dewey (1916), Kilpatrick (1918) and a model from Krajcik and Blumenfeld (2005). While PBL is mostly developed in the school context (Veletsianos, Lin and Russell, 2016; Fogleman, McNeill and Krajcik, J. 2011), this project experimented it in the youth sector.

This abstract aims to share a qualitative reflection of these educational practices. Data are collected through text-based documentation from the project and analysed qualitatively. Examples of data include self-reflective reports of youth workers and other educational material.

Therefore, I will firstly present Project-based Learning in the youth field. Secondly, I will present the practices and activities implemented. Lastly, I will discuss the implications of this approach for Citizenship Education.

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368 Civic Education In Times Of Crisis – The Importance Of Meaning And Meaning Making

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Keywords: Civic Education, Crisis, Conspiracy theories, Beliefs, Meaning

ABSTRACT

The COVID-19 pandemic and the governmental response to it has given rise to various conspiracy theories, which are propagated in the public sphere and call into question the democratic order of society. The growing presence of conspiracy theories in crisis situations can be explained with their ability to help individuals make sense of a confusing or threatening situation. Averse feelings, such as fear, uncertainty or the perception of a loss of control lead to an engagement in cognitive activities that give meaning and purpose to a situation, thus helping individuals to regain some degree of authority (Douglas et al. 2019). Due to their simple explanatory patterns and clear attribution of blame, conspiracy theories can be seen as a tool which helps individuals in making sense

of their current situation. A growing belief in conspiracy theories can however also be seen as a symptom of a broader democratic crisis, in which citizens are unable to agree on what is true and what is untrue (Butter 2018). This, paired with the reproduction of stereotypes and the questioning of democratic values, make conspiracy theories an important issue for civic education processes.

Even though current studies have shown that an analytical mindset and scientific explanations can guard against the belief in conspiracy theories (Douglas et al. 2019), it is not enough for civic education to focus on the acquisition of knowledge, but also on the area of meaning and making sense of one's environment. The process of "meaning making" (Bruner 1990; Zittoun and Brinkmann 2012), in which people interpret situations in the light of their previous knowledge and experience, has to be particularly addressed by civic education in times of crisis. The focus on individual processes of making sense of the world has been addressed by different didactical approaches (e.g. Lange 2008), and the current rise of conspiracy theories within society highlights the necessity to advance them. The goal is to discuss the need for approaches that go beyond preparing students with correct knowledge and focus on the acts of meaning and meaning making citizens and future citizens are involved in. This will also involve an interdisciplinary perspective, focusing on the different domains of knowledge and beliefs involved in constructing meaning of the social world and the challenges emerging in times of crisis.

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B.8. Transforming Citizenship Through Civic Education. Approaches, Methods, Experiences

484 Language Education And Citizenship

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Keywords: Language education, plurilingualism, language rights, linguistic diversity

The contribution aims to reflect on the role of school as a "citizenization" agent in multicultural societies.

One of the tasks entrusted to schools by Italian constitution is to remove the obstacles that stand in the way of the free exercise of the rights and duties of citizenship and democracy. Of these, one of the first and "the most terrible (because it is the most hidden and concealed)" (De Mauro, 1995) is the inability to use words: "to control written communication, to have full access to the information necessary to live and, sometimes, to survive, therefore to build an adequate critical equipment and a real capacity to understand and control what is around us" (ibidem).

In the Italian school system, for historical and political reasons, this task has been interpreted from a monolingual point of view, both as adherence to a language as a closed, non-variable system of forms and structures - whereas the objective should be the ability to move with variable and multiple tools within a complex linguistic space - and as the offer of a single language, Italian, considering the plurilingualism, widespread for centuries throughout Italy, as an obstacle.

This attitude towards language and language education has remained constant even when pupils of foreign origin have entered the school system. Their condition of plurilingualism was seen as an impediment to learning both the Italian language and the other school subjects. Thus, the new and complex plurilingual context has not been tackled as a challenge to reformulate the principles of democratic language education (GILSEL 1975), and to reaffirm the centrality and transversality of language education itself, in the construction of people who think and operate actively in society, and for the construction of a truly inclusive school.

Instead, the Italian school system has continued to adopt occasional and not structural policies in response to emergencies, or has gone after more or less transitory fashions, not making "educational research a field of experimental investigation and consequent action" (Ambel, 2018).

In the last decades, however, both from a scientific perspective and through language policy recommendations (Council of Europe, 2001 and 2018), it has emerged that respecting language diversity is a fundamental element of a just and equitable society. Many studies have demonstrated that the right to use one's own language is a decisive component in a person's intellectual and emotional development (Byalistok et al. 2008; Costa et al., 2014) and that the combination of the individual benefits and the educational benefits of plurilingualism has the potential to decrease social and economic inequalities and to increase the economic wellbeing of societies (Gazzola, Grin, Wickström, 2015).

The absence of such a vision in Italian schools means that inequalities are accepted and confirmed: the percentages of pupils of foreign origin are now added to the percentages of Italian pupils who are excluded from the education system every year. The analysis of data and experiences in other countries will show how it is increasingly necessary to change attitudes towards diversity and language education.

303 History, Civic Education And Heritage Education: The Challenges Of Teachers In Democratic Society

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Keywords: history, civic education, heritage education, inclusion, democratic society

The law on the new Civic Education has the advantage of identifying a set of themes that the most recent training guidelines now consider as essential. This is an interesting trend, which revolves around the promotion of critical thinking, creativity, social and cultural awareness as precious tools to combat all forms of violence, injustice and discrimination. The indications also combine the needs of the labor market and economic progress with the safeguarding of ethical sensitivity to social issues, in accordance with the objectives of the UN Agenda 2030 for sustainable, equitable and inclusive development, which also includes the goal of a quality education, equally equitable and inclusive.

The speech will focus attention on three fundamental aspects or on the main challenges that teachers must face from an educational point of view:

1. Teacher training.

2. The preparation of truly meaningful and motivating paths.

3. A program that is increasingly capable of networking with the territory and the entire educational community.

Three areas of reflection that will also draw from didactic practices in the belief that every identity evolves and that any presumption of its immobility is unfounded with to justify the refusal of new cultural encounters and related changes. This can be verified in various fields starting from the socio-anthropological one, since the need to regain possession of the historical-cultural heritages of our communities has been accentuated by the formidable acceleration of transformations in individual and collective ways of life.

Challenges that cannot be separated from the search for methodological innovations in the field of civic education through unconventional learning approaches.

The reference is in particular to the reconsideration of the history curriculum starting from heritage education, as a renewal for the teaching of history, which passes through experiences of education for active citizenship.

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734   Political Literacy As A Response To Covid-19: The Missing Link At European And National Level

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Keywords: political literacy, populism, civic education, European Union

The Covid-19 began infecting the population of Wuhan, China in December 2019, and it has now become a global pandemic posing not only enormous challenges for the medical and scientific community, but also bringing with it severe economic and social consequences. Covid-19 has had a major impact to society and economy and it is seen as a major driver for the transformations of education in Europe, including the potential impact on education equity, the implications of the online conversion of classroom teaching, and an overall increased responsibility of education systems in the pandemic and post-pandemic world. In this respect, the Covid-19 pandemic also portends a troubling scenario in terms of an economic, social, and geopolitical crisis, which ultimately could potentially endanger democratic societies. In short, Covid-19 might also represent a risk in relation to the erosion of democracies with populists potentially taking advantage of the social panic and insecurity felt by the general public. Within this context, the teaching of political literacy, namely political knowledge which helps citizens to make sense of their political world and make them effective in public life through knowledge, skills and values, has been only marginally covered in civic education curricula. By conceptualizing political literacy as a common European public good, this paper examines the state of the art of political literacy in European schools. Specifically, based on qualitative data, teachers' and experts' interviews, the paper first looks at how political literacy is embedded into curricula, how is taught and what kind of training and support teachers receive in the secondary schools of Italy and the UK when it comes to political literacy. Then, the paper examines to what extent political literacy is incorporated within European education strategies and policy initiatives regarding citizenship education. If it is to be effective, the promotion of political literacy will ultimately draw on strengthening and deepening coordinated actions at European and national level.

736 The "Climate" Of The Post-Covid Classroom. New Ideas For Civic Education And Citizenship Transformation

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Keywords: citizenship, civic education, active citizenship, service-learning, prosocial activities

A crucial role of education is the integral development of individuals, where learning is not merely the transmission of notions and data, but also involves a process of cognitive and non-cognitive growth including civic and social aspects. These features have been challenged by the social distancing imposed by the COVID-19 pandemic and the consequent move to online teaching. To overcome these challenges, teachers, students and communities can join forces to produce transformations, aware of the new social realities (EASLHE, 2020).

Based on the dramatic current global and social changes, it is important to develop and implement useful teaching and training methodologies to promote students' attitudes and behaviors needed to fulfill and deal with the present challenges (Cinque et al., 2017). Service-Learning is a pedagogical approach that allows the development of significant curricular learning, through solidarity actions aimed at one's community or the socio-territorial context of belonging (Fiorin, 2016). Service-Learning, which has been spreading around the world since the end of the 1960s, has its roots in the civic concern of John Dewey and in Paulo Freire's concept of transforming the world through reflection and action. Since the mid-20th century, the practice of SL has gained increasing popularity in different cultural contexts and has become a global pedagogical movement (Culcasi, 2020).

We proposed service-learning laboratories for secondary schools within the pathways for guidance and development of transversal competencies (soft skills) that all secondary schools organize together with different institutions (companies, universities, NGOs etc.)

Students, supported and guided by teachers and tutors, planned their own service-learning actions in groups and were be able to develop transversal and active citizenship skills.

The main goals of these activities were the following:

- developing learning actions through solidarity practices;
- bridging the educational and the social dimensions, through collaboration with institutions, associations and NGOs;
- carrying out social interventions, starting from the real interests of the students;
- developing citizenship skills (learning to learn, initiative and entrepreneurship)
- improving students' transversal skills, in particular prosociality, empathy, active listening.

The course included various online synchronous laboratory activities (brainstorming, administration of a self-assessment questionnaire on soft skills, problem solving) and asynchronous independent activities carried out in groups.

The students involved in the project were 100, coming from four different schools (two located in the city of Rome and two in the province).

The project, carried out between February and March 2021, lasted totally 40 hours (15 of synchronous activities and 25 of asynchronous ones) and included 5 phases. The last one was devoted to the presentation of the activities carried out during the project. The majority of students carried out advocacy service-learning activities, i.e. awareness initiatives to address a community issue or need, with the desire to make a difference by improving policies and practices as well as specific behaviors (Berke, 2010).

523 The Concepts Of Heritage And Education For Active Citizenship In The Representations Of Future Teachers: A Survey

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Keywords: Heritage, Didactics of history, Teacher training, Education for active citizenship, Questionnaire

In the context of school education, the notion of active citizenship is configured as an educational methodology that is transversal and integrated with knowledge. It is combined with the teaching of Citizenship and Constitution, pertaining to the historical, geographical and social areas of the study paths, which is carried out in a perspective of interactive dialogue between the various curricular disciplines in order to activate participatory learning of cultural processes and the formation of the individual.

In relation to the European key competences and the cultural axes of the Italian national system, the acquisition of the principles of active citizenship is achieved through an educational path inherent in the three dimensions of person, citizen and worker and it is established as a theoretical-practical value profile oriented towards preparing young people for civic responsibility and social participation. At the same time, scientific research in the field of didactics of history has long underlined that historical knowledge allows citizens to be educated to understand the present; values, the development of strategies to deal with the uncertainty of the future; the ability to deal with relevant social problems and to deepen a democratic citizenship; to the enhancement, enjoyment, defense and conservation of cultural heritage and the development of a global awareness.

In this context, the principles of active citizenship are strongly relevant and complementary to the cognitive path of historical and transversal issues such as the protection, safeguarding and accessibility of cultural heritage. Working on these issues at school allows, in fact, to develop objectives such as the concepts of identity and otherness, of relationship and participation.

In order, therefore, to evaluate how historical and heritage education are involved in formal education, a questionnaire on the theme of heritage and on the teaching methodologies linked to it was administered to 167 future teachers, university students belonging to the Single-cycle Master's Degree course in Primary Education of the University of Bologna in the academic year 2019/2020. Therefore, through a survey-based exploratory research, it was possible to identify bivalent opinions: on the one hand, the interviewees recognize a significant educational impact on the heritage, aimed at developing the skills of active citizenship; on the other hand, during the years of compulsory schooling and, in particular, during secondary school, they had to deal with a teaching that left very little room for an adequate treatment of the heritage in the classroom.

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249   Collective Autobiographical Reflexivity: A New Approach To Reinventing Citizenship Education (During Covid-19 Crisis)

Lang, Adam Peter (UCL, United Kingdom) · Cheong, Stella Mi-cheong (UCL, United Kingdom) · Tong, Yaobin (UCL, United Kingdom) · Saud, Nar Bahadur (Tribhuvan University, Nepal)

Keywords: citizenship education, active citizenship, compassionate citizenship, autobiographical reflexivity, COVID-19 crisis

Abstract

Since the outbreak of coronavirus, socio-economic inequalities, socio-political polarisation, and identity-based conflicts have worsened nationwide and globally. Covid-19 has exacerbated existing crises as well as created a series of new crises. Long before Covid, the manipulation of identity to create division has been at the heart of the increasingly complex challenges facing societies. Moreover, we are seeing exclusionary populist movements growing in strength and confidence all over the world, threatening democracies and values, human rights, and the security of minority or vulnerable groups. This paper explores how citizenship education might be reinvented in response to this context, with the vision of rebuilding a more equitable and compassionate society., we inquire into the importance of developing a collective epistemology based on our own experience and reflection regarding the current crises to find a possible pedagogic pathway. By engaging in personal and collective critique and self-reflection, a group of doctorial students developed professional practice and knowledge by rooting our pedagogy within a personal knowledge and experience that Bourdieu (1990) calls epistemic reflexivity. The use of a collective autobiographical writing approach allowed us to document six different autobiographical reflexivities of citizenship education scholars who were from different parts of the world: China, South Korea, (the Philippines, the United States), Nepal, and the United Kingdom, and observe the way the pandemic played

out both in the location where they were situated during the research, as well as how it played out in their countries, and further, how it affected the civic development in a wider context. Moreover, collective autobiographical writing has given us a chance to deeply reflect on our life so that we have experienced significant personal transformation through critical reflexivity. Despite the fact that this collective autobiographical approach was appropriate for further inquiry, the practical and analytical challenges posed by this methodological choice demanded a high level of critical reflection, frequent dialogue, and the multi-dimensional negotiability of our autobiographical narratives.

This research is an expression of the educational vision of reimagining citizenship education as a means of mitigating and tackling the current crises that we are witnessing based on tacit knowledge, understanding, ideas and philosophy gleaned from our professional practice, academic study, and life experience. To do so, we proposed the concept of education for active and compassionate citizenship.

(380 words)

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603 "We, Food And Our Planet ": Tools And Methods For Teaching Civic Education And Sustainable Development Through Food

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Keywords: Food-sustainability, CIVIC EDUCATION, distance-learning, Agenda2030, citizenship

Global citizenship is a broad term supported by three key pillars: global awareness, social responsibility and civic engagement (Schattle, 2009, Stoner et al., 2014). In a world increasingly interconnected, educating young people to global citizenship is becoming a priority, because new generations need to understand political, economic, social and cultural connections among local, national and global issues in order to make more informed choices. In this context, the food system is a good example for teaching global citizenship. In fact, the way we eat is a common thread for our health and the one of Planet. Healthy and sustainable diets are the base to support effective progress in health, agriculture, inequality, poverty and sustainable development or, ultimately, in the delivery of the Sustainable Development Goals (SDGs) of the United Nations.

"We, food, our Planet" is an educational project designed to educate global citizenship and provide incentives for innovative ways of teaching food sustainability and the SDGs. The project is part of a Memorandum of Understanding with the Italian Ministry for Education. It aims at providing teachers and students (from primary school to university) with a better understanding of the environmental, economic, social and cultural dynamics of the food systems and their impacts on the Agenda 2030. "We, food, our Planet" consists of a set of modules, dedicated to different food-related themes (e.g., environment, health, culture, food right and security). Each module provides science-based information, examples and exercises to be transferred in the school context (presence and distance learning). All training materials are available in two languages (Italian and English) and have a strong scientific base and are regularly updated to keep pace with a rapidly evolving reality.

Among the provided digital tools, the MOOC (Massive Online Open Course) "Sustainable Food Systems: a Mediterranean Perspective", developed with the United Nations Sustainable Development Solutions Network Mediterranean, has been included to reinforce the current educational offering by extending the target also to university students. "We, food, our Planet" has been launched in Italy in May 2018. Since then, 8493 Italian teachers joined the program, equivalent to 5791 schools and nearly 425.000 students. Teachers are equally distributed among primary, middle and high schools. With this paper, the author will present the results achieved after 3 years of the program "We, Food, Our Planet", and will illustrate the feedbacks collected by the teachers who used the proposed tools. In particular, the focus of the paper will be on the results achieved in relation to the skills and competencies needed by teachers to teach civic education and sustainable development at school.

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493 Civic Education As Citizenship Practice

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Keywords: citizenship, democracy, citizenship practices, civic education, education methodologies

It is common wisdom that education has always been an essential part of citizenship-building process, though, at the same time, this relation has been contested because of its ambiguity (Heater, 2004). In addition, in the last decades the crisis of democratic citizenship paradigm has put civic education in a critical situation, because of the coincidence between growing expectations and uncertainty on the content and extension of citizenship itself. These difficulties can be observed both in the definitions of the strategic concept of "active citizenship" (Hoskins, 2006; Jochum, Pratten, Wilding, 2005; European Economic and Social Committee, 2011), and in civic education policies (Eurydice, 2017; Fondaca, 2018).

To manage this situation, the shift from a normative to an empirical concept of citizenship could be helpful. Thus, democratic citizenship could be viewed as a phenomenon, consisting in a device, able to grant inclusion, cohesion and development of political communities and structured in the three components of belonging as status and as identity; of rights with related duties; and of participation of citizens in public life (Bellamy, 2008; Moro, 2020).

Looking at democratic citizenship as a device allows to look at different "places" where citizenship is defined and transformed. It means that we could observe citizenship not only as a product of constitutional norms and provisions, but also as defined and redefined in other two places. One is what we could define civic acquis or "storage", that is, the set of legal- or policy-based provisions establishing the content of citizenship, including laws, public policies, court decisions, administrative acts and procedures, recognized collective agreements, etc. The other one is citizenship practices, as to say, the dynamic relations between citizens and the polity, as well as the political community, on an everyday basis (Wiener, 1998). Thanks to the concept of citizenship practices, we can observe citizenship as an output not only of political decisions and institutional acts, but also of citizens' lives, a product of social meanings and actions (Bellamy, Castiglione, Shaw, 2006). In other words, what people do with citizenship is of crucial importance to give shape to citizenship itself.

As a consequence, we can look at civic education as a citizenship practice, where the current crisis of democratic citizenship is managed by redefining and transforming citizenship itself, especially when non-conventional education methodologies are employed (Fondaca, 2018). The case of management of multiculturalism is a good example of this transformative attitude.

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716 A Global Citizenship Education As An Opportunity For Re-Inventing Citizenship. Insights From An Empirical Research Experience In A Multicultural Neighborhood

Mussi, Alessandra (Università degli Studi di Milano Bicocca, Italia) · Bove, Chiara (Università degli Studi di Milano Bicocca, Italia) · Basaglia, Sara (Università degli Studi di Milano Bicocca, Italia)

Keywords: global citizenship education, interculturalism, empowerment, public space, innovative methods

A pedagogy intentionally oriented towards an active, intercultural and inclusive citizenship can represent that paradigm shift able to mend socioeconomical inequalities stressed by the pandemic crisis and to trace sense perspectives that could go beyond the mere

capitalistic logic. This presentation will examine the "Global Citizenship Education (GCE)" theory (UNESCO, 2014) and analyze its theoretical assumptions, showing how they come from the Human Capability Approach (Nussbaum, 2009). This theory reveals its strength especially in relation to social contexts that are particularly vulnerable: contexts characterized by housing difficulties, hard multicultural coexistences and fragile socioeconomic conditions. Educational research can support active citizenship by creating participation opportunities through bottom-up empowerment processes and social cohesion trends, starting from the youngest inhabitants. In this approach, girls and boys, who often have recent migration backgrounds, are considered as competent subjects and, moreover, as citizens with the human right of having their voice listened.

In the presentation, this theoretical framework will be combined with insights emerging from an empirical research experience carried out within the interdisciplinary project: "M.O.S.T. of Pioltello" (Di Giovanni, 2018), inside the multicultural and multi-problematic neighborhood of Pioltello 'Satellite', next to Milan, Italy. The main goals of the research were: exploring the representations of adults and children about public space; promoting children's active engagement as experts in their everyday lives; encouraging intercultural dialogue on the use and meaning of public spaces; expanding the role of local schools as key-sites to promote citizenship education and inclusiveness (Bove, 2020). A key action was the co-construction of an active-citizenship out-door laboratorial experience that involved children and teachers of the local schools.

The underlined assumption was that public spaces reveal a special educational potential in particular in the field of Global Citizenship Education when children can act as competent stakeholders thus expressing their voices about the way they use, represent and re-invent/re-imagine the place where they live. This becomes even more important when the public space functions as a stimulus to promote the construction of experiences of civic engagement and participation that involve the young generations and their families regardless of their cultural background and the legal recognition of their citizenship.

The impact of the methodology and tools used during the research project (focus groups, art-works, photo-voice, story-telling, ethnographic walks) gives interesting indications for developing innovative and sustainable methods and approaches that could be further explored and eventually used by teachers to respond to the challenges of the complex, multicultural and more and more unequal contemporary world.

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403   Building Inclusive And Well-Being School Communities And "Citizenization" Through Children'S Active Participation. The Isotis Study

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Keywords: Participatory research, student voice, inclusion, democratic education, diversity

The contribution presents some results and reflections drawn from the international study titled 'Feel good: Children's view on inclusion', led by the authors of this article. Set within the framework provided by EU-funded collaborative project ISOTIS (www.isotis.org), this international qualitative participatory research study in 2018-2019 involved children in pre- and primary school settings and informal after-school contexts in areas characterized by high cultural diversity and social inequality in eight European countries (the Czech Republic, England, Germany, Greece, Italy, Norway, Poland, and The Netherland). The research was designed to enable a better understanding of children's experiences, perceptions and opinions about inclusion and well-being at school. Through a multimethod participatory approach, it was aimed at exploring what factors the young participants identified as promoting or undermining well-being and inclusion at school, and at eliciting their suggestions to make school more welcoming and inclusive. The overall research experience was intended as an opportunity for the children involved to be actively and meaningfully engaged, and to experience citizenship and agency. The analysis of the main results along with the educational and formative impacts on children and professionals offers valuable suggestions for promoting democratic and inclusive learning environments and shaping innovative forms of civic education and teachers training.

376   Building An Intercultural Citizenship: Participatory Pathways Among Educators Of Unaccompanied Minors, School And Territory

Pescarmona, Isabella (University of Turin, Italy) · Milani, Lorena (University of Turin, Italy) · Matera, Federica (University of Turin, Italy)

Nowadays, global challenges need to be addressed at the local level. In our multicultural cities, different people, cultural and symbolic models, and experiential and educational backgrounds come together and can generate new possibilities for transformative learning (Mezirow,2016). Starting from the idea that the city is a significant place where citizenship takes shape (Council of Europe, 2020), along with the willingness to respond to Sustainable Development Goals (SDG4-SDG11), this paper debates active citizenship education with a renewed perspective, by focusing on the collaboration among all the actors (educators, teachers, local community) that face the challenge of the reception and integration for unaccompanied minors (UASC). Adopting an emancipatory pedagogical perspective (Freire,1968), this contribution discusses citizenship education as "right to the city" (Lefebre,1978), referring to both UASC, who may overcome a number of cultural and social obstacles to full participation in schools and society, and to educators and teachers, required to implement common planning to ensure minors' inclusion and development (EuropeanCommission/EACEA/Eurydice,2019). This paper aims to investigate: how to create pathways of participation among all the actors? What kind of active citizenship education should be promoted to build a more inclusive city?

The paper presents some findings from a research, which has been developing in the City of Turin, on the theme of the pedagogical reception for UASC. Some data coming from a preliminary analysis of numerous open interviews and focus groups with several key informants (educators of different types of structures, cultural mediators, heads of institutions, services and associations of the reception system and school teachers) are discussed in order to enter into dialogue with the intercultural city model. A participatory research methodology was adopted (Griffiths,1998; Mortari&Ghirotti,2019) to give voice to all the actors and, in particular, to educators, which are usually not considered in educational welfare policies, even though crucial to the design of sustainable school integration pathways.

Properly this way of carrying out the research has promoted an intercultural dialogue between educators of different services, which is able to enhance existing synergies and activate new alliances among different educational agencies and the territory. The process of sharing and reflecting on the different interpretive models has allowed the development of new knowledge, competencies and resources to improve educational practice with minors, but it has also opened new spaces for professional training and a better integration of minors in the city.

Thus, by introducing new variables and new actors in the educational and research process, the paradigm of citizenship is redefined and transformed in daily practice in a network within the territory, and ground a renew idea of city and intercultural citizenship.

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471 Enhancing Civic Engagement Through School-Community Collaboration: A Multi-Case Study

Rapanà, Francesca (University of Verona, Italy)

Keywords: Civic Engagement, Citizenship education, School-Community Collaboration, Case study

Despite being the focus of a large and well-established literature, the concept of civic engagement struggles to find a clear and unambiguous definition (Amnå, 2012). Some authors have tried to identify universal elements which, although declined locally, define indispensable aspects of civic engagement, namely a social contract between governments and citizens or the role of collective identity in citizenship and civic action (Kassimir, Flanagan: 2010). Banyan, accepting the complexity and vagueness of this concept, refers to "a wide range of practices and attitudes of involvement in social and political life that converge to increase the health of a democratic society" (Banyan, 2013).

In the field of educational sciences, civic engagement is linked to the broader topic of citizenship education (Geboers, Geijsel, Admiraal, & ten Dam, 2013) and is embraced as a positive and desirable outcome whose value is generally taken for granted (Amnå, 2012).

The role of schools in the development of future citizens is widely recognized (Geboers et al., 2013) but, like any educational intervention that is never neutral, citizenship education has a political dimension that requires problematizing its own goals, its implicit models, and the coherence with proposed interventions (Westheimer and Kahne, 2004).

This paper presents the outcomes of an ongoing multi-case research aimed at understanding the role of school-community relationships in promoting civic engagement. What kind of citizen informs citizenship education practices in today's school? What meanings are conferred to civic engagement? The way in which these concepts are declined in educational approaches responds to contemporary challenges and the need to rethink the boundaries of citizenship?

The multi-case study involves 2 primary and middle schools, 2 high schools, 2 vocational training centers and 1 Centers for Adult Education (CPIA). 65 semi-structured interviews have been conducted with principals, teachers, and community actors. The interview guides have been constructed following a common frame on the partnerships oriented to promoting civic engagement, and adapting the questions and main topics to the different interviewees. The interviews have been coded and analyzed using N-Vivo.

The research aims to understand and make explicit the different meanings of civic engagement, particularly the implicit ones, that shape educational practices promoted by schools in collaboration with community and make explicit the idea of citizen and citizenship embedded in these practices, in order to provide both to practitioners and policy-makers useful insights to plan effective and self-aware interventions.

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485 The Role Of Experiential Learning In Citizenship Education: Lessons From The Field

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Keywords: citizenship education, public education system, experiential learning, participation, multicultural citizenship

Over the past decade, civic education has been at the heart of a significant cultural debate and policy review concerning its purposes, main topics of interest, methodology and practice strategies in school learning. The major driver behind the implementation of citizenship education has been the aspiration to respond to a number of perceived current social problems and concerns about young people's lack of knowledge and confidence in topics related to civic awareness and values, social cohesion as well as duties and obligations to the community (Fondaca, 2018).

In the absence of these virtues or traits the civic educational mission has been almost totally entrusted to the public school system. Besides family, friends and local communities, school is in fact considered to have a fundamental role in preparing and supporting young people in the acquisition of knowledge and attitudes that will lead them to be truly involved in all the decision-making processes that affect their lives.

Nevertheless, citizenship is a multidimensional, dynamic, complex and contested concept (Moro, 2020). For that reason, teachers, as well as the other members of the educational community, constantly face new challenges in the training of young citizens. However, school is an agent of socialization and a place where transformation, adaptation and developments of citizenship take place, providing an exceptional framework in which new civic knowledge, attitudes and behaviours can be identified, promoted and observed. Multicultural and digital citizenship, both as emerging topics and real conditions, are two examples of this peculiar phenomenon.

In this context, a clear need to improve participatory approaches in the training of pupils arises. Since civic education is meant to prepare young people for an active and positive contribution to society, it should not only convey theoretical knowledge but also promote behaviours which are necessary to effectively participate in the civic sphere.

This paper aims to describe how empowering practices, as associated with experiential learning with a very particular interest to the context of what young people encounter on a daily basis, can be an effective way to promote youth civic development. The first section introduces the increasing emphasis on citizenship education and the approaches to citizenship education according to national curricula. The second section details the results of the experience Fondaca - Active Citizenship Foundation gained during the last years in conducting workshops for students, teachers' training and in promoting acts of civic engagement. The final section discusses what appears to be happening in terms of approaches to citizenship education in schools and how these insights impact on students in term of learning effects.

The evidence base for this paper is drawn from a variety of sources, from Fondaca's studies on citizenship education and from concrete empirical data.

139 Implementing Civic Education: The Italian Case

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Keywords: school, teachers, beliefs, citizenship, Civic Education

There are several social and political actors who have the responsibility of providing education to citizens to sustain democracy. Among these, teachers hold this responsibility. Education is therefore key to enabling citizens to participate in democracy (Reichert, Print, 2019; Baldacci, 2014).

Civic Education is a subject aimed at addressing this issue and has been progressively gaining prominence in Europe. Italy as well, in fact, recently made the subject compulsory (law n.92/2019).

Despite this, little is known about what teachers actually believe the subject should involve in terms of goals, content and methods (Reichert et al. 2020).

Teachers' beliefs, according to Fives and Buehl (2012), are constructs that are both implicit and explicit, and stable and dynamic according to the belief under consideration. In this understanding, knowledge and beliefs are interconnected. Moreover, beliefs are context-dependent and change according to regional or cultural contexts (Reichert et al., 2020).

I argue that beliefs can allow to discern the different understandings of Civic Education that teachers hold, and how these correspond to a more liberal or critical idea of citizenship. The question I address is part of my doctoral dissertation and it is about how upper secondary school teachers explore Civic Education in Italy. To answer it, I am collecting data on teachers' beliefs about Civic Education through problem-centred interviews and analysing them through thematic text analysis (as in Kuckarz, 2014). The sample encompasses teachers working in two Italian cities, Forlì and Caserta. This choice is motivated by the idea that both cities are part of regions with the most and least civic traditions, as argued by Putnam (1993).

As part of my doctoral dissertation, I will present the first preliminary results of this study to shed a light upon different conceptualisations of citizenship and different understandings of Civic Education.

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STREAM C. Reinventing the Relationship Between School and Work

C.1. Evolution of VET systems in Europe between demands for economic recovery and reduction of inequalities

766 Territorial Dualism And Continuing Vocational Training Supply

Angotti, Roberto (INAPP (National Institute for Public Policy Analysis), Italy) · Paliotta, Achille Pierre (INAPP (National Institute for Public Policy Analysis), Italy) · Carolla, Simona (INAPP (National Institute for Public Policy Analysis), Italy)

Keywords: Adult learning, Continuing vocational training, Territorial dualism, Up-skilling and re-skilling, Training systems

Territorial dualism in vocational training is an important component of the wider territorial gap that separates the centre-north regions from the southern ones, preventing a convergence of socio-economic indicators that still highlight the presence of inequalities between the different regional contexts.

A reflection aimed at identifying possible trajectories and interventions for overcoming the educational dualism that affects our country, and which in times of pandemic emergency risks growing further, cannot but revolve around the concept of human capital, as a set of knowledge, skills and abilities that affect the quality of life, social and working, of each individual.

But the enhancement of human capital is also a precondition for the support and optimization of public and private investments necessary for the innovation of the country and to improve its productivity and growth prospects in the medium and long term.

The ways in which a different relationship is created between the structuring of the training supply and the growth needs of the production system derive from this territorial dichotomy.

Continuing Vocational Training (CVT) has important effects from an economic, political and social point of view. It interacts crucially, strictly speaking, with collective bargaining and industrial relations and, in a broad sense, with other spheres, such as the welfare state and local development.

In this institutional context, which requires a structured and continuous dialogue between all the actors involved (State, Regions and Autonomous Provinces, Social Partners), it is of absolute interest to reconstruct the state of the art of the dissemination of training processes in the workplace in a period between the great recession of 2007-09 and the current pandemic.

A trend can be outlined, over the last few decades, from a generalist training model to a specialized one, centred on the contingent needs of the company, linked to technological innovations.

Above all, it is important to understand to what extent the distribution of training opportunities for employed people is today influenced by a diversified multilevel governance of training policies, characterized by very heterogeneous intervention models from region to region and with a strong differentiation between the centre-north and south.

This paper aims to analyze the territorial diffusion of continuing vocational training carried out in the companies, with both public and private funding, detected through the latest editions of the INAPP-ISFOL INDACO-CVTS (Survey on knowledge in enterprises) statistical survey. The Surface Measure of Overall Performance (SMOP) methodology will be used for the analysis of territorial gaps.

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616 Analysis Of Experiences And Data To Improve And Rethink The Italian Modelling Of Educational And Training Concepts And Practices

Bonacci, Manuela (Inapp, Italy)

Keywords: Skills & qualifications mismatch, VET, school-to-work transition, social inclusion

The economic crisis characterized the last decade and the negative effects of the current pandemic are recently adding obstacles to the profound segmentation of the Italian labour market. This background contributes to create an unfavourable context for employability, for needy segments of the population, young people and more mature groups.

On one side, young people find themselves forced to struggle in a situation of low economic growth, a reduction in public spending and a lack of investments addressed directly to them. Also, future graduates will suffer from a deficit linked to the lower skills acquired due to the pandemic, in the last two school/academic years, which forced education and VET systems to modify and too often to reduce the contents provided in routine pathways. The larger use of Distance Learning, episodes of school interruptions - for lockdown periods - or individual quarantine, have become a massive portion of the learning pathways.

On the other side, more mature workers are faced with an increasingly competitive labour market, the obsolescence of their skills and qualifications (if not updated) and the reduction of jobs availability due to the closure of many enterprises in several sectors (Tourism, Manufacturing, Automotive, etc) after the pandemic.

Thus, the situation of the labour market in Italy remains very complicated. The indicators confirm long-established negative trends (i.e., gender gap, regional differences, skills and qualifications mismatch), which testify how deeply the economic system is unable to make the most of human capital. Part of the problem regards VET systems and their inadequate link with labour market requirements.

The contribution of this paper is twofold: analysing comparatively the school-to-work transition as a lever to improve the inclusion of young people in the labour market; and collecting key successful experiences concerning VET systems, which could be useful in the Italian context, also for the reintegration of mature workforce into the labour market.

For the analysis of the transition, we will start from the European Skills Index (ESI) developed by Cedefop, measuring the different aspects of the skills system of EU member countries, where the positioning of Italy reflects all the difficulties at national and regional level. In fact, in all ESI descriptors, namely: Skills Development, Skills Activation and Skills Matching, Italy ranks among the worst performing countries. And above all it is within the Skill Activation component (transition) that Italy ranks as the last country (only 6.2 points out of 100).

The VET systems in Italy have revealed structural long-term gaps and even the targeted reforms have not led to better results. However, VET systems have many important purposes, related to the social impact (in terms of integration and inclusion of disadvantaged groups), but also it is supposed to contribute to the growth of the economy and creation of employment (UNESCO, 2018). Considering that VET systems have had solid success in some realities (Japan, Singapore and Finland), affected by similar global megatrends, we intend to collect key aspects which may be ideal to improve and rethink the Italian modelling of vet concepts and practices.

628 The Subjective Right To Training: Promoter Of Lifelong Learning Or Reproducer Of Inequalities?

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Keywords: Adult Vet, Inequalities, Subjective right to training, Individual Training Accounts

Technical innovation is the main driver of transformation in all countries, affecting the economy and the world of work. Traditional sectors are gradually giving way to new occupations and almost all jobs are changing under the pressure of an increasing degree of digitization. The vocational education and training (VET) systems are to be renewed as well, to continue ensuring an effective response to individuals' and businesses' needs.

Several European countries have long been committed to improving the attractiveness and quality of their VET systems, expanding the training provision in foreseeing the establishment of lifelong learning systems. The pressing demand to ensure employability throughout longer working lives threatened by recurring discontinuities is progressively shifting VET systems' axis towards the training needs of the adults, both employed and unemployed.

The emergence of the Covid-19 pandemic intervenes as an exogenous shock affecting local dynamics and redesigning previous evolution trajectories. VET systems have to reinvent themselves to stay aligned with the businesses' needs and support the economic recovery; moreover, they have to play a role in tackling increasing inequalities between individuals and territories and in promoting social equality and global solidarity, which are even more at risk due to the pandemic.

In this context, an effective protection of individuals' employability cannot be limited to the management of critical events but calls for establishing an entitlement to a career development, through adequate policies. This is fuelling a renewed interest in preventive approaches for strengthening the employability of the adult population and in the use of ILAs, Individual Learning Accounts, as means to support the development of individuals' skills during their life-course.

With respect to ILAs, the most remarkable example which is ongoing is the French Personal Training Account - now included in the Personal Activity Account -, which allows the employers to fulfil their «obligation d'employabilité» and simultaneously appeals to individuals' autonomy and responsibility to build their own career.

The subjective right to training introduced in Italy by the National Collective Agreement for the metalworking industry follows the same "person-centred" approach; both the Italian and the French tool can stimulate the activation of systemic changes at various levels, enhancing economic growth, making the labour market more transparent and improving the quality of training.

The research we are going to present analyzes the latest developments of these tools in France and Italy and examines the available results, looking in particular at the interventions that occurred during the Covid-19 emergency.

Furthermore, reflecting on the results of interviews with social partners' representatives, opportunities and constraints are explored for the gradual extension in Italy of the subjective right to training and the eligibility's conditions for individuals - mainly those with a lower level of qualification; the analysis considers also the risks arising from a paradigm shift, if the direct and disintermediated management of the subjective right to training by the individuals themselves goes along with a downsizing of the role of social partners and inter-professional joint bodies in the VET system.

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279   Italian Vet System Could Be Changed To Face Inequalities And Social Exclusion: A Few Thoughts Looking At The Dutch Model

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Keywords: VET, DUTCH MODEL, INEQUALITIES, EARLY SCHOOL LEAVING, MACRO-TRENDS OF CHANGE

The current economic crisis is the most serious since the post-war period and it is necessary to rethink education from a new perspective. The pandemic could prove to be the long-awaited opportunity to guarantee young people and the future generations an efficient VET system, able to train and educate tomorrow's workers today, responding to the demand for labour market skills. In order to reach this objective, education cannot be taken out from the general framework of policies to be implemented. Appropriate economic resources, up-to-date infrastructure, state-of-the-art methodologies and human capital are the bases from which to start, but they assume a stable political situation and a growth economy. Hoping that such conditions will be fulfilled in a reasonably short time, a synergistic relationship between education and business should be implemented as well as technology training, to bring Italy closer to the European Union. This implies the need to create a flexible VET system, in which IVET and CVET interact with each other, so that lifelong learning takes shape in opportunities for advancement and professional growth for each individual throughout her

or his life. The Dutch VET system which historically is one of the most efficient in Europe, could be a model to look at carefully. The symbiotic relationship between IVET and CVET, which characterizes it, has been contributing to the development of the Netherlands for over half a century and would seem to be a utopia come true. However, the macro-trends of change affecting Europe have not spared it, requiring the Government to take extraordinary measures with the aim of preserving the system's resilience. Understanding how the Dutch model is facing old and new problems could be useful to determine which solutions would be better in Italy. Although the European Commission's report confirmed its excellence in relation to the ET 2020 benchmarks, the latest report by the Dutch Education Inspectorate warns of the need to stem a slow but progressive decline in education, with particular reference to the binomial IVET/ CVET, where the main criticisms are found. Compared with the past, discrimination and early school leaving with a focus on foreign students, are growing problems as well as the low participation of adults with poor skills in continuing training. There is also a cultural impoverishment, with a million natives at risk of social exclusion due to insufficient knowledge of the mother tongue. Dutch VET system's unintended results and inconsistencies could be more useful than its well-known achievements to design and implement new VET policies in Italy, respecting the different contest. It is hoped that innovative teaching tools and models will be adopted, but the Dutch experience suggests that strengthening vocational education and training with subjects of general knowledge should not be neglected to cope with inequalities and social exclusion.

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314 Individualization Of Teaching And Wbl, Real Opportunities For Disadvantaged Students

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Keywords: Special Education Needs, Inclusive Education, WBL, Practical Skills, Personalized Learning

Inclusive education is one of the most important educational imperative for the development of quality and equity in the training systems. Despite that, in Europe not all young students may access or complete secondary education, testing a lot of disadvantages in the adult life; they are, in particular, those who come to marginalized groups or young students with disability and/or special education needs (SEN):

- students with disability

- students with specific disorders in the evolutive age

- students with socio-economic, socio-cultural disadvantage or with language problems

For this vulnerable group of students – still excluded in an excessive way from training systems and labour market – the offer of alternative programmes in the training systems, most innovatives and calibrated on their particular needs, shows to be an effective prevention intervention against early school leaving, youth unemployment and social exclusion.

Students with SEN need not only compensatory tools and dispensation meausures but also a personalized learning and, first of all, most work based learning experiences (WBL), in all the forms forecast at european level: work-school/apprenticeship pathways – WBL experiences – WBL integrated in an upper secondary school programme. Practical training in a real work place, focusing on the acquisition of learning ability and results as starting point for the acknowledgement and certification of skills needed for a job, is a real opportunity for students with SEN to combacting educational failure and simplifing the transition from school to work.

The WBL experiences represent an integral part of the learning process; this is more essential if we consider students with SEN, who cause to their disability, or their social or cultural context, not should be able to acquire theoretical concepts or detailed study programmes but seem motivated to be involved in alternative approaches for the acquisition of practical skills usefuls in the labour market.

The implementation of a WBL planning process for students with SEN needs intervention actions in the following priority areas:

- Building of a Common Framework of intervention for developing and carring out individual educational and vocational training programmes, as well as individual transition plans

- Developing flexible education and training systems, connecting formal VET pathways with WBL experiences for SEN students

- Planning training support to preparing teachers, entrepreneurs and their staff to work better with SEN students

- Identyfing indicators for monitoring and evaluation of WBL experiences.

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423 The Key Role Of Vocational Education And Training Systems In The Digital Transition. Recovery And Resilience Of Vet Post Covid-19

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Keywords: Innovation, Digitalisation, Recovery, Training, Learning

The COVID-19 outbreak has brought to the fore in Europe the difficulties and challenges of Education and Training (VET) systems and made possible a marked acceleration in the adoption of innovation measures in all sectors to overcome the digital divide. This is even more evident in Italy, which for a decade has been ranked at the bottom for digital innovation and use of new technologies, as well as for the digital skills of citizens. Amidst so many critical issues, it seems that the challenge of digital transformation has been taken up and will play a key role in post-emergency management as well, building on the new interactive modalities tested during the Covid-19 pandemic. These modalities will have to be implemented, giving them an organic character that will make them usable also after the crisis. The 2020 Coronavirus emergency in Italy did not in fact catch society, the public administration, the business world, the school and, the training world completely unprepared, as they demonstrated an extraordinary capacity to adapt by making massive and sudden use of distance learning and remote working. The reactivity of the training system, which has opened up to innovation and the use of networked services and platforms, has also made it possible to relaunch and implement the lifelong learning paradigm through various methods, including customisable ones, which were already the ones that best expressed demand. Innovation and digitalisation in VET play a key role in the broader green and digital transitions, as well as in the recovery and resilience of a post-COVID-19 Europe, confirming the results of studies carried out by the European Commission in recent years, which have been the starting point for a whole series of initiatives in this sense. Through an analysis of European policies for recovery and resilience, a reflection is proposed on the response of training systems to the challenges posed by the COVID-19 emergency and on the future of training systems. In particular, critical issues related to infrastructures, practical aspects of training, lack of e-skills and, digital devices will be identified and analysed. After this large-scale forced experimentation, distance learning carried out in synchronous mode could move from an extraordinary and limited use to ordinary and structured use for the provision of training, in particular continuous training, enriched with new technologies that would also make it possible to overcome the criticalities currently encountered. The main forms of distance learning and the trends for the near future, as identified by the European Commission in the new "Digital Education Action Plan 2021-2027 Rethinking Education and Training for the Digital Age", point to a new era for

training. Education thus becomes the driving force for Europe's digital transformation that can no longer be postponed, fully based on the UN Charter and respect for the Universal Declaration of Human Rights, and open to a broader coalition of international partners sharing the same European vision to develop the rules of a human-centric digital transformation.

408   Innovative Strategies For Adult Education And Lifelong Learning Between Personalization And Digitization

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Keywords: Innovation, Adult Education, Lifelong Learning.

Innovation is a crucial issue concerning current pedagogical proposes and prospects about education and learning for the near and long-term future.

Innovation in pedagogical and educational strategies must involve all types of education (formal, non-formal and informal) and all ages, especially adult education in the perspective of lifelong, lifewide and lifedeep learning. The challenge is very complex as there are many variables (age, gender, culture, educational experiences, work activity, etc.) to be taken into consideration in order to design personalized, effective, in-depth educational projects.

Innovation has become even more necessary since the persistence of the pandemic has forced people in almost every region of the earth and condition to reshape every aspect of life: from work to school, to university, to interpersonal and social relationships, to economy, to use of technology, to lifestyles and times of life. As we well know from having lived it on our skin, our life was suddenly turned upside down and we found ourselves locked up in our homes, alone or with our relatives. Our home has suddenly become our whole world, with very little chance of physically going outside its walls. Our home, from a place of intimacy and family relationships, among other things already put to the test by the countless activities and multiplicity of roles that we were pushed to play outside the home in contemporary societies, on the one hand stimulating but on the other often destabilizing if not alienating, it has become the center of everything.

We had to transform and reshape the home life places into professional or studying places to carry out remote work in smart working, or to attend classes, to maintain friendships, often at the same time and in a mix of difficult management. Although the problems have been many and of various kinds, a new way of living, studying, working has begun.

Technology, which had already become indispensable for our daily activities, has become even more so and required greater and broader knowledge and skills. From an educational point of view, e-learning platforms have had a great development and use.

From those premises, we are proposing a pedagogical strategy using tools (autobiographical methods, coding) aimed at emphasizing and promoting awareness of personal and social identity, of one's own educational and life experiences with a view to enhancing flexibility, sustainability and personalization useful for knowledge and skills for the work-place but also for life as a whole. According to the perspective underlined in LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence (2019), the focus is on personal but also social development, at work but also on life based on learning to learn as a key to lifelong, lifewide and lifedeep learning, strategic for an educating, inclusive society aimed at the well-being of people one and the companies.

The methodology used for data analysis is mixed: quantitative / qualitative. As for the qualitative analysis, the used method starts from the Grounded Theory by Glaser and Strauss (2009).

C.2. Lifelong Learning and Continuing Education as a Complex and Interdisciplinary Framework for the 21st Century

794 Adult Competencies In Italy Between Company'S Responsibility And Individual Right To Training

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Keywords: Adult learning, Continuing vocational training, Up-skilling and re-skilling, Human capital, Individual right to training

The post-covid era will make the issue of adults up-skilling and re-skilling even more urgent: the digital turn in the so-called 4.0 industry process will require a diffuse and pervasive upgrading of skills and competencies of the workforce. In Italy, the structure of the industrial sector largely based on SMEs makes the recovery process in the post-Covid phase even more challenging.

The paper is structured into three sections. It first proposes a periodization of main policy developments in the field of continuing vocational training in Italy based on three key factors: a) universality /non-universality of beneficiaries; b) standardization /individualization of training opportunities; c) strong /weak impact on labour contracts. The main laws and financing instruments taken into account are: L. 236/93 for investment in corporate training, L. 53/2000, the Fondi Paritetici Interprofessionali, the European Social Fund and the relatively new Fondo Nuove Competenze. In addition, European policies have become increasingly relevant (Council of European Union, 2016).

Second, the paper presents an analysis of the Italian case, based on original quantitative data gathered in the context of several broad surveys on the working of the systems of continuing vocational training in Italy (Camera dei Deputati 2020; Inapp, forthcoming), carried out by the INAPP (Italian National Institute for Public Policy Analysis). The focus is on the main trends, compared – where appropriate – to the EU scenario. Specifically, the analysis highlights some crucial limits in relation to employer-provided vocational training. This kind of training generally results centered in both high-level roles and specialized and technical skills, that are functional to the needs of firms.

Third, based on the empirical evidence presented in section two, the paper proposes a reflection on the implications for social and labour-market dynamics, in terms of effective and widespread upskilling and reskilling processes. It argues that the system does not respond adequately to emerging needs in the recovery scenario and that the recognition of an individual right to training is also needed. In this light, the paper advocates for a revalorization of Law 53/2000 that foresees periods of leave to be on offer to workers for training purposes. This tool could effectively complement the training provision designed by firms and significantly improve the employability of workers. The individual right, particularly, could act on two crucial aspects: the all-pervasive spread of adequate competencies into the workforce, and - not to be underestimated – a significant extension of the range of skills including, more massively, digital and soft ones. This process might be complementary with some National Plans on adult competencies recently adopted by the Ministry of Labour, the Ministry of Education and the Regions.

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420 Educational (R)Evolution. The Reality And Challenges Of Lifelong Learning In Catalonia

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Keywords: Adult Education, Lifelong Learning, Vocational Training

This experience focuses on adult education, especially in the non-formal field and with emphasis on actions addressed to people of immigrant origin. After explaining the Spanish educational system as an introduction, adult education is defined, contextualised in the Autonomous Community of Catalonia (Spain), and the different modalities that currently exist and the main organisations and entities that provide them are explained. Then, from the point of view of lifelong learning, vocational training for employment is explained, with emphasis on vocational certificates, as one of the tools for improving professional skills and achieving better socio-occupational integration, meeting the requirements of the labour market in the complex societies of the 21st century.

Then, we will start from two studies carried out by our research group "Social and Educational Analysis" (GR.ASE), the Project "Immigration and Adult Education: Dynamics of Integration and Exclusion", funded by the Cooperation Centre of the University of Lleida (Spain). And based on the Recercaixa project "Cultural diversity and equal opportunities at school", funded by the La Caixa Foundation, we explain the work carried out in primary schools in Catalonia with a high percentage of students of foreign origin and ethnic minorities, to improve the parenting skills and Catalan language skills of immigrant families and to promote their socio-educational inclusion.

We will mention two practical experiences of literacy: the "Literacy course in the African Association of Lleida and province", and "the project of Catalan classes for immigrant mothers", implemented in several schools with the support of volunteers.

Finally, due to the rapid and continuous changes that characterise contemporary societies, lifelong learning and education are considered indispensable for the capacity of reflection and critical thinking, in a perspective of peaceful coexistence and global citizenship.

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149 Work Evolution And Relational Dimension: Pedagogical And Training Trajectories For Human Development

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Keywords: Pedagogy of work, relational dimension, neoliberal rationality, human development, training.

Fourth industrial revolution, Nano-Bio-Info-Cognitive Science and Technology, Industry 4.0, artificial intelligence, digital economy. All these terms indicate a metamorphosis, an evolution of work, organization and production. Current work has already changed, outlining its future. And the relational dimension seems to be a central and unavoidable dimension in this change. This is not an absolute novelty. Post-Fordism, in particular the lean post-Fordism, and the so-called knowledge economy or the economy of the immaterial have already underlined its importance and incorporated it in the creation of value. Unlike Fordism, which considered it a disturbing and unproductive element. However, the real novelty consists in the emerging and increasingly extended criticism to that neoliberal rationality, which permeated the post-Fordism model. The solution of continuity lies in the incipient demarcation from this rationality and its substantially functionalistic and productively instrumental conception of the relational field, revealing a new educational possibility. This pedagogical paper, which is written with a critical-argumentative methodological approach, intends to analyse the neoliberal impact on relational dynamics at work and to indicate some useful trajectories in order to translate the above-mentioned possibility into action, enhancing relationality for the purposes of a human development, in addition to a purely economic-productive one, in the light of the signs of a probable anthropological turning point, coming from several directions. The paper begins by highlighting the current working changes and its related relational needs, before moving to describe the post-Fordism openness and to dwell upon the bio-economic conception of the cooperative and relational variable. Then, the paper moves on the quoted trajectories, especially focusing on the topic of acting relationality conceived in an ethical and educational way, according to

the perspective of a capability approach and in contrast to the theory of human capital which becomes an enterprise-unit. Secondly, it focuses on the dichotomy between the neoliberal performing-enjoying link and the acting-desiring one, as well as on the reflective, biographical and emotional-affective aspects of adult training for acting and desiring relationality. Therefore, the aim is to overcome a reductive and only performative point of view of the human factor for the benefit of an inclusive point of view, which is able to combine the demands of personal growth related to being-in-relationship with the demands of work innovation.

833 Innovative, Media, Strategic: Which Skills For The New Complexities?

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Keywords: Media literacy, Strategic skills, Complexity

Skills are an actual "pass" to the future and, in recent years, have increasingly represented an issue of strategic importance for employability and citizenship rights (Alessandrini, 2016).

Nowadays, the digital transformation is reshaping the way people work, interact and live and, consequently, the skills they need. In the current labour market, we are witnessing an increase in the search for IT and digitally-skilled workers with a trend that, since 2010, has seen the demand significantly exceed supply of these skills, that, in the coming years, will be even much more in shortage (European Commission, 2019).

Similarly, it is growing the demand for skills related to innovation, technology design and programming, analysis and evaluation of systems and content and complex problem solving, starting with media literacy, with its critical and expressive functions. A literacy that includes not only the ways to understand and critically interpret media, but also the tools for widespread and correct online participation, through creative and social expression and a fair and conscious approach to research and web surfing (Buckingham, 2008).

In a recent white paper, entitled "Schools of the Future. Defining New Models of Education for the Fourth Industrial Revolution", the World Economic Forum identifies a set of eight key characteristics for the high quality learning content and experiences in the scenarios of the near future. The report describes not only the so-called technology skills, but also skills related to global citizenship, in terms of awareness building and active participation in the "global" community; to innovation and creativity; to personalised rather than standardised learning. A learning that is lifelong and not only linked to formal contexts, collaborative and problem-solving oriented, accessible and inclusive. Thus, transversal competences become "strategic" for directing oneself in study, work (Pellerey, 2006) and, more generally, in life.

This paper aims at examining the skills required in the current work (and not only) scenarios, also presenting some data, analysed during a PhD research, which "snapshot" the perception of one's own strategic competences in a sample of 180 "digital natives".

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145 The Work-Based Approach In The Perspective Of Lifelong Learning. Redesigning Sustainable Learning Curricula In Schools

Marcone, Valerio Massimo (Università degli studi di Roma Tre, Italy)

Keywords: agency, human development, third sector, sustainability, work-based learning

Abstract

Reflection on the scenarios relating to the transformation of work and the creation of new professional skills required by the labor market leads to underline the importance of work-based learning processes (Cedefop, 2015; Marcone,2018) to a greater extent than in the past.

Current European policies for employability are increasingly directed towards work-based learning models (European Commission, 2013) such as apprenticeships, training internships or school-work alternation, in order to counteract the persistent increase in youth unemployment and so-called "Neet" (not employment, not education and training) and therefore reduce the skills deficit in transition school to work. Furthermore, the WBL approach is aimed not only at VET youth but also at adult learners who need upskilling and reskilling in the perspetcive of lifelong and wide learning (European Commission,2020).

The focus of my contribution is therefore based on rethinking dual learning paths - starting from schools - that can train young people capable of facing green and digital transitions (European Commission 2020 b)from the perspective of the sustainability paradigm (ONU,2015)

It is necessary for example redesigning learning curricula increasingly interconnected with the issues of the environment (circular and green economy), with value dimensions based on the ethics of solidal responsibility, with the dimension of caring.

It is necessary also enhancing the orientation and development paths of soft skills (PCTO) by integrating them with learning paths that involve students in contexts that can empower their agency in order to develop competences for sustainability (Unesco,2017). I refer especially to Third sector, such as non-profit organizations, social cooperatives, foundations, voluntary associations, social promotion bodies, o.n.g.

In this way the sustainable development goals (especially goal 4 and 8) of Agenda 2030 design a model of inclusive development where many principles and values are aligned with those pursued by Third sector (Marcone, 2020; Alessandrini, Mallen, 2020).

The pedagogical dimension of the analysis relating to the issue of work and the training of skills of young people is mainly related to medium and long-term processes, capable of triggering capacitive training processes to generate opportunities for development that have an impact on the economic level but also and above all on the level of human development (Sen, 1999, Nussbaum, 2012)

In this perspective the relevance of this theme is correlates with some issues on which the pedagogy of work and adult education (Alessandrini G., Costa M., Dato D., Ellerani P.,D'Aniello, Malavasi P.) questions itself, among which we recall:

how to reduce the skills deficit between job supply and demand or between the educational and productive worlds through the recognition and certification of skills?

How to tackle the conditions that generate unemployment, especially youth unemployment (the persistence of a significant percentage of Neet)?

How to apply the key principles of the WBL in the context of lifelong learning with particular regard to the processes of the reskilling and upskilling processes of adults participating in training initiatives?

What are the practices of recognition, validation and certification of the skills acquired in informal and non-formal contexts?
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740 Old And New Forms Of Inequality In A Lifelong Learning Paradigm

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Keywords: Lifelong learning, knowledge society, role of individuals, inequalities

In Italy, in the field of sociological reflection, and especially in sociology of education, the issue of inequalities in educational processes became the subject of study from the mid-1950s, with the advent of mass schooling, which made visible the problem of the influence of social stratification on access, permanence and success in studies.

The debate focuses mainly on the role of school, within a school-centric education system, as a tool enabling social mobility. The advent of the knowledge society has brought transformations that have affected the temporal dimension (lifelong learning) and the spatial dimension of education (life wide learning). For this reason, it is necessary to examine the new forms of social inequality which are added to the old ones. Life-long learning is a resource but also a risk because there is no coherence, linearity and stability between the various educational agencies.

In the new educational context, great importance is given to the action of the individual, who must be able to construct his or her own educational pathway throughout life, but sometimes without a precise task or a single educational goal to achieve, within the multiplicity of possibilities provided by the knowledge society. The watchword is agency. But are all the subjects put in a position to acquire and use those alphabets of citizenship necessary to recompose their own educational process?

The contribution starts from this question in order to analyse old and new forms of social inequalities in the learning society.

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C.3. Networks of Practice: Informal Learning and the 'Employability' Policy/Curriculum Discourse in STEM

126 The Practice Architectures Of Technologically Enhanced Learning Environments: A Case Stuy

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Keywords: Technologically Enhanced Learning Environments, Practice theory, Practice architectures, STEM education

Technologically Enhanced Learning Environments (TELEs) have become a physical embodiment of the increased focus on Science, Technology, Engineering and Mathematics (STEM). They often take on the role of priority learning spaces due to the extensive financial outlay required for construction and their pride of place in school's efforts to attract students. Even more important than the affordances of their digital tools, TELEs are commonly configured to encourage instructional designs such as blended and experiential learning which aim to expand students' thinking to a wider world context. Currently it is unknown whether teachers actually adapt their teaching to this new environment and truly deliver on the STEM learning they were developed to nurture. This paper examines a case study of TELE implementation to explore the effect of the environment on the pedagogical choices of the teachers working in these innovative spaces.

Kemmis et al.'s (2014) practice theory is used to analyse the differences in teaching practice in TELEs compared to regular classroom environments in order to explore whether these changes, as prompted by the environment, have resulted in more innovative teaching. An adapted observational tool from Smith et al.'s (2013) 'Classroom Observation Protocol for Undergraduate STEM', assists in the identification of practices evident in a science focussed 3D modelling lesson and a robotics exploration in the TELE environment compared to the practices evident in a regular science classroom. These practices are then used to examine the practice landscape being instituted in this specific TELE.

Kemmis and Smith (2008) identified historical practices which often constrain or enable present and future practices as 'Practice Architectures'. Schools' cultural-discursive, material-economic and social-political practice architectures develop over time and these structures are often hard to shift (Kemmis & Grootenboer, 2008). TELEs have the possibility of breaking this bond by providing a new material-economic practice architecture aimed at encouraging engagement with STEM but influential not only on the sayings, doings and relatings of classroom activity but on the establishment new practice architectures. This study therefore will identify the aspects of these developing practice architectures which increase proven learning practices whilst minimising distracting factors in order to provide recommendations for the implementation of new TELEs and the ways they can develop the capabilities necessary for students to thrive in the 21st century.

434 How Do We Stem? A Case Study Of Student Attitudes Towards Evolving Approaches To Curriculum For Developing Complex Competencies

Jaeschke, Wayne Andrew (University of South Australia, Australia)

Keywords: STEM, Student Attitudes, Informal Curriculum, Science, Mathematics

Education reform has been shaped by growing demands to develop complex competencies that students will need to flourish as citizens and workers and to shape a globalised world. Amidst the reforms, government and industry have been strong advocates of STEM education to provide workers with the technical competencies needed in the future employment landscape (Millar, 2020). These new educational priorities require practices that are not supported by the practice architecture of current school models. For schools, the challenge of creating new approaches to developing and assessing complex competencies is compounded by a risk-

averse educational environment with increasing accountability around student attainment of basic competencies such as numeracy and literacy. For students, whose attitudes towards learning are vital for success (Kennedy et al., 2020), the educational experience is an often confusing mix of 20th century learning driven by grade achievement for university entry, and experimentation with future oriented learning and abstract ideas of 21st century skills that are difficult to measure. The South Australian school in which this case study is based is representative of many schools that are experimenting with novel approaches to developing complex competencies alongside discipline-based knowledge and skills. The need for 21st century capabilities is acknowledged in the Australian Curriculum in the form of the 'General Capabilities' and 'Cross-curriculum priorities' (Lingard & McGregor, 2014). Most students' STEM education is typically undertaken in the form discipline-based subjects with formal curriculum. Learning and assessment emphasises knowledge and skills, with approaches towards the development and assessment of the General Capabilities varying significantly across disciplines. Additionally, a complex and ambitious curriculum initiative intended to develop students' capabilities in the form of an Extended Learning Initiative (ELI) known as the 'Research Project' (RP), was introduced as a compulsory subject in the final years of high school. The introduction of the subject presented pedagogical challenges as schools adopted experiential and self-directed learning approaches (Hattam et al., 2015). This study asked two questions regarding these developing approaches to curriculum and assessment design in the context of STEM education. Firstly, it asked how curriculum and assessment in Mathematics, Science and Research Project showed interdisciplinarity and made connections to real-world problems. Secondly, it asked how student attitudes towards learning varied across those contexts. Curriculum and assessment artefacts were analysed to identify interdisciplinarity and real-world links in Science, Mathematics, and Research Project. Student attitudes towards STEM education were analysed using the School Attitude System (SAS) which periodically surveys students regarding attitudinal factors including anxiety; difficulty; opportunities for creativity; enjoyability, career usefulness; and personal usefulness (Kennedy et al., 2016). Results for the discipline-based subjects with formal curricula showed that students reported more positive attitudes towards Science compared to Mathematics, particularly relating to career usefulness and enjoyability and despite increased difficulty. Student attitudes in Research Project, having an informal curriculum and being strongly grounded in real-world problems, indicated higher levels of perceived difficulty and anxiety. The findings have implications for the ongoing development of curriculum and assessment for STEM education and student attainment of complex competencies.

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270 Stem Practices When Employment Is Remote

Leonard, Simon Nicholas (University of South Australia, Australia)

Keywords: STEM, Practice theory, STEM practices, employability framework

The combining of science, technology, engineering and mathematics into 'STEM' is now a global curriculum and policy trend. STEM is typically understood as more than simply an alignment of inter-related disciplines. In the popular and policy discourse, STEM is presented as a set of essential skills and dispositions that are in demand in the economy of 21st Century. Through STEM, this discourse holds, young people can become better problem solvers, enhance their creativity, develop inquiring minds, improve their ability to collaborate, and engineer solutions to the problems of the world. STEM is an educational discourse that is not about what young people should know, rather it is about what young people should become. In this sense, STEM is a discourse about 'practice' — the embodied use of knowledge for a social purpose.

Critics of the STEM policy and curriculum discourse have shown that the practices promoted by many STEM educational programs tend to serve the interests of racialised capital (Morales-Doyle and Gutstein, 2019; Zheng, 2019). They argue that while STEM gives the appearance of being democratic and equitable and of providing wide access to employment in the 21st Century, it is actually serving to entrench stratification in the workforce. Not all STEM practices are equal, and access to powerful STEM practices tends to rely on prior acquisition of the capitals and capabilities of a global techno-scientific elite.

This presentation reports on the enactment of STEM practices in a setting far away from the global techno-scientific elite. It reports on a five-year project undertaken in a remote part of Australia where unemployment and poverty are high, and where racially based disadvantage is ever-present. The presentation will outline the steps taken in this context to work with teacher through a networked professional learning program to understand and to enact strategies to build the capitals and capabilities needed in order to access powerful STEM practices. The underlying focus of the project was on improved use of executive function in the context of

mathematics education. Important to the argument in this presentation, though, is the theory of change adopted in the project that assisted teachers to reach beyond the employability discourse of STEM. The project was successful in supporting teachers to adopt new pedagogical and curriculum practices. In turn, it was successful in providing the young people with access to a powerful set of STEM practices that they had been excluded from through the pedagogical approaches of the STEM-as-jobs-of-the-future discourse.

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450   Towards Equity In Maker Education: Reconceptualising Maker Movement Through A Practice Theory

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Keywords: maker movement, practice theories, educational equity

Maker Education is an innovative and promising cultural movement that can apparently offer significant opportunities to students in conditions of socio-economic and cultural disadvantage. The supporters of this movement claim democratic access to technologies and practices of the business and industrial environment that are not usually available for students or ordinary people, underlying the opportunity to enhance their most relevant competences.

Nevertheless, the uncritical and non-pedagogically founded adoption of the maker approach in several contexts like in the school setting can even exacerbate inequalities and discrimination, depriving children and young people of an opportunity that could be more exploited. Practice theories could instead offer a deeper way to understand what maker spaces are about and how could be better used in a more equitable and inclusive direction. Practice theories can be used as lenses for examining a social phenomenon like the maker movement in the educational field. According to the theory of practice architectures (Kemmis et al, 2014), a practice is socially established human activity involving forms of understandings (sayings), modes of action (doings) and ways in which people interact (relatings). These three elements are connected in specific ways within each initiative of maker education: the interplay between semiotic, physical and social space takes place in the practice architectures available for students, who should perceive maker practices as authentic and connected with their real world. Actually, as underlined by Vossoughi et al (2016) maker approaches should take in account stories, practice repertoires and experiences of the most disadvantaged students, who need to be involved in creative, interdisciplinary and experiences meaningful for their needs. In order to understand what has value for learning and to achieve a higher level of educational equity, it is necessary to start from the identities of these students and of the communities to which they belong and to critically question the culturally dominant norms.

 A new reference framework for maker movement will be presented, based on the Theory of Practice Architectures by Kemmis et al (2014) and on STEM Practices Framework (Lowrie et al, 2018). This framework, besides providing a stronger theoretical foundation made of principled practice knowledge and heuristics for transforming maker movement, could guide the design and implementation of initiatives related to Maker Education, imprinting them on equity, inclusiveness and on the enhancement of the hidden talents of disadvantaged students.

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885 Maker Education And Media Education: A Possible Integration To Promote Social Inclusion?

Tirocchi, Simona (Università di Torino)

Keywords: maker education, media education, skills, STEM.

Skills-based approaches are becoming increasingly important to give value to student's learning, in order to promote social inclusion that is essential in a global society characterized by deep inequalities, also in education.

Maker education movement is aimed at the valorization, in the classrooms, of the use of maker technologies that can support students' skills and knowledge in Science, Technology, Engineering and Mathematics (STEM) subjects (Godhe, Lilja & Selwyn, 2019). On the other side, media education and media literacy are mainstream approaches aimed to promote critical analysis of the media and the ability to produce information (Livingstone, 2004).

To encourage formal and informal educational paths, which can guarantee the enhancement of students' skills and the promotion of equality and social inclusion at all levels, projects that are able to integrate the acquisition of critical, practical and technological skills could be encouraged (Storksdieck, 2016). These projects are related to the ability to critically analyze media content and many other aspects related to the role of media system in contemporary societes.

After all, media education is an approach based on the centrality of pedagogical and sociological theory, but also on the role of hands-on experience, which emphasizes such values as creativity and practicality (Choi et al., 2020). Especially with the rapid dissemination of communication technologies (ICTs) and digital platforms (van Dijck, Poell, & de Waal, 2018), it becomes increasingly important to value a critical approach to technologies, especially in the age of information disorder and in the era of Covid 19, In this perspective, learning how to move in the current information landscape is essential to promote innovation and professional success of young people, their ability to prevent inequalities and discrimination from becoming even more severe

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C.4. From Higher Education to Professional Contexts: Experiences of Personalization

514   Developing Entrepreneurship As A Transversal Competence For The Future: The Case Of Entrepreneurial Training At The University Of Florence

Boffo, Vanna (University of Florence, Italy) · Gamberi, Letizia (University of Florence, Italy)

Keywords: Entrepreneurial education, higher education, employability.

Developing competences focused on creativity, flexibility and sense of initiative (WEF, 2020) is a priority on the European Agenda to keep up in a rapidly changing world. The European Commission since 2006 has included entrepreneurial competences among the key competences for lifelong learning and emphasized the relationship between entrepreneurship and employability (Bacigalupo, 2016). These competences are increasingly required for an effective transition into the labor market and to generate value (be it economic, cultural or social) within organizational contexts, to face the current social and economic challenges and transformations. Educational research may appear, at a first glance, distant from this subject; but, on the contrary, it is called to provide its own perspective, pedagogically oriented, to not trace these issues only to profit logic (Nussbaum, 2012). Instead, educational research can provide a paradigm of human development.

How are these competences developed and through which paths and methods is it possible to acquire them? In the context of the University of Florence, the Career Service is a center where didactics, research, and the third mission, conceived. It plays a fundamental role in the development of entrepreneurial skills and in accompanying students through the construction of their personal and professional life projects, especially in view of education-to-work transitions.

The Entrepreneurial Training provides an opportunity for students to develop entrepreneurship and it is focused as a special pathway to boost employability (Moreland, 2006). The purpose of the training is to create spaces for innovation, strengthen entrepreneurial skills, and develop a plan to imagine the future professional projects. In detail, the objectives are: the analysis of the needs of the context, the generation of an innovative solution to current daily problems through team work, the preparation of a final elevator pitch. The pathway follows the "teaching through entrepreneurship" approach (Lackéus, 2015), based on an experiential and embedded model, and the Design Thinking method. The current format, implemented for the first time in 2017, is now in its 26th edition, for a total of about 700 participating students.

The case study is presented as a best practice to illustrate how universities can point toward building employability and take care of cultivating their students' professional skills so that they can drive growth and innovation, and above all be active protagonists of the new world and well-lived lives (Terzaroli, 2019).

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552   Personalization And Employability In Higher Education. An Empirical Research With Master Degree Students In Adult Education And Pedagogical Sciences

Galeotti, Glenda (University of Florence, Italy) · Daddi, Debora (University of Florence, Italy)

Keywords: SOCIAL JUSTICE, TRANSITIONS, CAREER DEVELOPMENT, LEARNING OUTCOMES

The Covid-19 pandemic has exacerbated and increased inequalities in many countries and particularly in Italy, where the social lift had already been blocked for some time (WEF, 2020). For coming back to being a means of social mobility, education and training, including higher education, should foster their emancipatory function, trough: developing the talents of learners (Margiotta, 2018); strengthening the relationship with the world of work and society as a whole (Federighi, 2018); promoting active exploration of a wide range of skills and training paths capable of responding to aspirations for self-realization and people well-being in a lifelong learning perspective (Sultana, 2020); understanding how social, cultural and gender stereotypes influence personal and professional projects, linking them to the reproduction of social inequality (Musset & Kurekova, 2018).

Our study investigates the relationship between personalized education and employability in HE. Personalized education concerns recognition of individual aspirations (Gardiner & Goedhuys, 2020), quality of learning outcomes (CEDEFOP, 2017), a consistent career guidance (Watts, 2013) and the achievement of functional and personal skills (Nussbaum, 2011). On other side, employability is the process of acquiring, maintaining and developing skills, knowledge to enter and remain in the labour market (Knight & Yorke 2006; Boffo & Fedeli, 2018; Peeters et al. 2019). The study objective is to experiment with an educational device to support the employability in master degree course at University of Florence, starting from students' aspirations and their professional development projects. Following a grounded theory approach (Glaser & Strauss, 1967), the research collects empirical evidence that support a local and situated theory on connection between personalized education and employability.

A profiling of the master's degree students is the main research result, as an empirical basis for developing employability and personalization strategies and bringing back to a shared framework services, initiatives and educational actions (syllabus, guidance, internships, etc.) implemented in the HE course.

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393   Reflexivity As Meta-Competence In A Professional Master Programme On Residential Child Care

Rigamonti, Alessandra (Università degli Studi Milano Bicocca, Italia) · Luraschi, Silvia (Independent researcher collaborating with Università degli Studi Milano Bicocca, Italia)

Keywords: professional master, reflexivity, personalization, systemic approach, residential child care

Residential child care (RCC) services have been invested by a professionalization process: for instance, since 2018 the workers need to hold a 3-year bachelor degree in educational sciences. On the one hand this process led to recognition of the important role of RCC professionals who need to be qualified; on the other hand, the training standardization and the focus on theory and research may lose perspective of the specificity of contexts, regional policies, workgroup and previous experience of future practitioners.

An innovative Professional Master Programme (first level) focused on "good practices" in residential child care, co-designed with institutions and NGOs is a lifelong learning opportunity to develop knowledge, skills, and competences about this demanding and challenging job. RCC workers are called to embody layered and sometimes contradictory dimensions (daily life, care planning and evaluation, organizational and relational tasks…) in dynamic and unpredictable interaction with children, adolescents, families, team's colleagues, other welfare system services, and communities. Multidisciplinary lectures, training weekends and 500 hours internship offer a strong connection between theory and practice in RCC. Moreover, it represents for students a concrete job opportunity and for NGOs it also means a way to meet professional social workers with high competences and well-motivation.

According to this framework, a tutorial class conducted online by both authors with the Master's director is based on reflexivity, as meta-competence, by enhancing emotional, cognitive and epistemic self-awareness, systemic wisdom, abduction and active listening. Our pedagogical epistemology is based on transformative learning theories (Formenti, West, 2018), the potential learning values of narratives and aesthetical languages (Luraschi, 2020), and the recognition of the learners' capacity for self-knowledge in relation to the context (personalization). The authors used a compositional methodology that creates a learning setting in which the students, both individually and collectively, generate personal and professional stories through body movements, expressive drawing and imaginative exercises in order to become aware about their individual, relational and cultural meaning schemes. Preliminary reflections on the role of reflexivity in relation to adult education and RCC work, based on the video recording of tutorial classes and the students' works (texts, drawings…) will be presented.

Promoting reflexivity in a RCC training is a way to overcome the dichotomy of the traditional idea of a "good-hearted" professional or a theoretical expert (Formenti, Rigamonti, 2020). This meta-competence is a way to connect different layers: theoretical, aesthetical, experiential, and practical knowledge; personal and professional attitudes and skills; application of acknowledged models and RCC daily life.

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496   Online Collaborative Learning In Higher Education To Promote Knowledge-Work Skills

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Keywords: Higher Education, Online Collaborative Learning, Role Taking

One of the main goals of higher education is to ensure that students acquire useful skills to achieve success in their future career and in life in general. Since the context in which today's students live and work is that of a highly technological knowledge work society, students should learn to act and work intentionally and effectively, individually, or together with others, in authentic contexts, solving complex problems and creating new solutions and new knowledge (Sansone et al, 2019). Supporting the development of these skills signifies a need for educational agencies to review curricula and pedagogical practices (OECD 2013, 2019). To this aim, technology could be used to promote learning environments in which students are involved in activities that allow them to truly collaborate. The possibilities of real collaborative learning depend on highly structured intra-group interactions, strictly designated around well-defined scripts, such as the role taking (Strijbos & De Laat, 2010).

This explorative study aims to inform on the innovative pedagogical practices that were adopted in a university course by reporting on the observed impact on students' perceptions of knowledge-work skills and on their appreciation of the course. Forty-eight students (avg. age: 24) participated in the course of 'Special Didactics Pedagogy', offered at the University of Bologna (Italy; 2020-2021). The students were divided into six learning groups (7-9 members). The course lasted six weeks, organized into two modules, during which students covered specific roles to accomplish their collaborative task.

To examine the course impact, a self-report anonymous pre-post questionnaire was administered to the students (N=37). The questionnaire comprises 1–5-point Likert scale to investigate students' perception about their development of the targeted skills and open-ended questions about pros and cons of the learning approach just experienced. Descriptive statistics of the closed responses were calculated, whereas the open questions were analyzed through content analysis.

When considering student perceptions their skills development, it seems that the learning approach effectively promoted the targeted knowledge work skills. Improvements emerged in each of the considered scale, particularly those related to effective communication, time-management, digital content creation and problem solving. Students also recognized the advantages of working in groups and acquiring skills such as being flexible and integrating new learning strategies for the sake of achieving a common goal.

Of course, we recognize this study has some limitation, such as the limited sample and the focus on students' perception that led us to reframe it into a larger study where these data will be integrated with a finer analysis of the interactions and of the products.

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C.5. Re-Entry to School Rethinking Adult Education in The CPIA

431 Teaching Methods, Teacher Training And Adult Education. A Survey In The Molise Region

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Keywords: teaching methods, adult education, CPIA, digital literacy, communities of practice

An important issue in relation to adult education is the initial and in-service training of teachers and the teaching methods they use. Nationally and internationally, there is an established focus (e.g., Demetrio 2003, Brocket 2015) on the teaching methodologies to be used within adult education.

The survey presented here involves and concerns the teachers of the Centers for Adult Education (CPIA) of the Molise region. A questionnaire structured in five sections was proposed to them. The first is related to previous experiences and motivation that led them to work in adult education, the second to their training, the third is centered on the methodologies used, the fifth concerns collaboration among colleagues, the sixth and last is instead related to desires and expectations.

The results that emerged highlighted a number of positive elements and some critical issues, offering insights into possible actions to support their professional action.

The following positive elements emerged:

- high motivation of teachers in choosing to work in adult education often gained from prior experience;

- a good familiarity with digital literacy in relation, for example, to the retrieval of resources from the web for teaching activities;

- extensive use of images and video perceived as effective from a learning perspective;

- a widespread desire to pursue a professional career in adult education;

- a high level of satisfaction;

- a broad willingness to produce and share instructional materials.

Critical issues are related to:

- gaps in initial training;

- difficulty in finding a balance between traditional and predominantly passive methodologies (such as lecture) and active methodologies (such as cooperative learning);

- not high levels of video production;

- wide possibilities for improvement in collaboration among colleagues.

The results that emerged, clearly related to the specificity of the sample, allow us to offer useful suggestions for interventions to support teachers, both starting with explicitly formulated requests such as those related to digital literacy, and considering those indirectly reported such as support for professional communities of professional practice (Wenger 1998).

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856 Social Innovation And Governance Of Networks In Lifelong Learning Programs

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Keywords: Lifelong learning, Adult education, Social innovation, Networks, Practices

The paper 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 450 schools and 400.000 students (Fortini & Trezza, 2019). It was founded on European and national policies for lifelong learning, innovation and digital governance of education (Pitzalis, 2016; Landri, 2018): schools in the areas of South Italy where there is social hardship and economic and cultural poverty, can plan actions to promote social inclusion, reduce early school leaving and social inequality (De Luca Picione, 2014). Operationally, the program provides for the formation of networks made up of teachers, families, institutions and local operators; the agreement must favor the processes of democratic participation and increase the cultural level. In this perspective, the adult school centers must plan the interventions and 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, students and adult learners can work together to avoid and combat school drop-out (Caputo, 2017). The aim is to highlight the strengths and weaknesses of ScuolaViva by describing the experiences of the networks in the first two years. For this reason we intend to compare the experiences of schools in the areas of Campania at risk by analyzing the types of projects activated by the adult school centers (laboratories and learning paths for basic skills, technical / professional laboratories, thematic workshops, consultancy for choices of training paths, family projects). Outcomes expected: 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.

540 "Third Mission" And Lifelong Learning: An Innovative Partnership Among Educational Institutions

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Keywords: Lifelong learning, Adult education, Third mission, Networks, Practices

The paper is the result of a substantive interest concerning the mechanisms and the processes that are leading the Italian institutions to redefine the "Third mission" in a Lifelong learning perspective. What is the role of the different actors? The practices of Lifelong learning for European citizens have a number of specific characteristics of the different institutional contexts. According to a postmodern perspective, a welfare-oriented policy agenda allows to rethink of society or learning cultures as integrative ideologies of social policy. The implementation of any theoretical-operational model requires consideration of different national guidelines, and organizational structures at the local level, where most decisions are made in order to combine efficiency and flexibility of intervention. The research show a case study of cooperation between a network of adult education centers and universities, which transformed Adult education into Lifelong learning. Through the implementation of both research and teaching activities, the "LLL Regional Research Centre" has been building a learning community for the Vocational Education and Training system in Campania. Teachers and researchers have been involved to increase both human and social capital and develop capacity building. Educational institutions redefine continuously functions and objectives in order to expand the citizens' dimensions of meaning since they represent a collective intelligence heritage. Lifelong learning Universities and Adult School Centers represent a "clearing house" of the institutional systems dystonias, which are observable through the "agency" of the decision makers.

721 Recognition Of Prior Learning To Foster Adults Re-Entry In Education

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Keywords: Recognition prior learning, Guidance, Competences, Pedagogical tutoring

To facilitate inclusion process of adults into a completely new social, economic and cultural context, it is necessary an assessment of their potential and their training needs, trough a personalised approach that can make visible their cultural and professional heritage, so that an adequate response is activated in terms of educational offer and orientation in the labour market (Morgan-Klein, Osborne, 2007).

Therefore it is necessary to activate a help relationship of a pedagogical type, this helping relationship must provide for an effective analysis of the biographical dimension (Bertaux 2008; Bruner 1990), tackling the reconstruction of experiences, expectations and self-representation, carrying out a reflective activity that leads to the construction of an aware formative demand (Di Rienzo 2014).

The Centers for Adult Education (CPIA) today are the gate of access at education for adults

"Competences and education reception in a network perspective" is a project based on action research model and dealt with a study about practices used by Cpia located in Lazio region during reception and orientation activities, to define profile of teachers' competences necessary to carry out these phases and to train a group of teachers. The general structure of research was mainly of a qualitative approach. The project produced a device aimed at drawing up a competences portfolio of adult students and at the end of training each teacher assisted a student in building his competences portfolio under the guidance of an experienced supervisor.

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887   The Refugees Welcome Reception Model As An Exercise Of Active Citizenship For Social Inclusion

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Keywords: social inclusion, active cizizenship, digital collaborative platform, refugees

In recent years a narration of migratory phenomena has developed, this situation has emphasized the hospitality emergency dimension and it produced the fragmentation of the migrant's identity into a thousand images.

In this scenario among the many experiences there was Welcome Refugees Association for its exercice of active citizenship.

Here we want to investigate the phenomena of social integration outside the "institutionally normed circuits" and we concentrate on the inclusive model, proposed by digital collaborative platforms, stimulated by a model of fully exercised citizenship, so it is possible to overcome the "géologistique des réfugiés" (Agier, 2012).

439   New Profiles Of Adults In Education. Clustering Students To Rethink Innovative Targeting Strategies Of Cpias

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Keywords: Adult Education, CPIA, clustering, lifelong learning

The reforms of adult education in Italy are beginning to be effective after almost a decade (De Luca Picione and Madonia 2017, Indire 2018, Invalsi 2020). A significant consequence of the reorganization of CPIAs seems to be the differentiation of targets, which was not expected until some time ago. MIUR data (2020) suggests they are predominantly non-EU adults and youth, whereas Italian adults have become a minority. This would have increased the social representation of CPIAs as 'schools for foreigners' (De Luca Picione and Madonia 2017) resulting in the gap between courses for foreigners and Italians (e.g. early-school leavers). Therefore, understanding the current profile of CPIA students is central to rethinking new strategies of adult education. On this basis, the paper aims to answer these questions: who are the people studying in CPIAs? How do they are similar and different? Is it because of age, nationality, or something else? The authors examine the students who joined CPIAs in Campania in the 2016/2017 school year, exploring their main socio-demographic characteristics and training backgrounds. Through a clustering analysis of participants, a varied scenario emerges compared to the common (and simplistic) dichotomy of 'foreign students vs. Italian adults'. On the other hand, in the largest cluster, nationality is not a relevant discriminant. Indeed, there are features with more weight, such as educational content and experimentation with new learning purposes e.g. inclusion and adult re-entry needs. These empirical evidences suggest that rethinking adult education policies also could mean thinking about CPIA targeting policies.

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298   For A Creative Counterculture. The Hegemonic Power Of (Adult) Education

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Keywords: Neoliberalism, Self-responsibility, Employability, Gramsci, Creativity

Since the 1970s the need to legitimize anti-Welfarist economic policies led the capitalism to promote the idea of self-responsibility, according to which welfare policies began to be considered as being the cause of a lack of individual responsibility (Fraser 2017; Fukuyama 1992; Putnam 2000). The basic idea is that it was precisely the security provided by the welfare state that deterred individuals from improving their own living conditions and inhibiting the development of their own creative skills (Dardot, Laval 2013). Starting from that time, action was concentrated on rejecting the accepted doxa, promoting instead the idea that the individual, far from being a 'product' of the surrounding environment, is responsible for his or her own destiny, and any activity is guided by a spirit of competition (Sennett, 2003). The protagonist of this new society is the entrepreneur, continually driven to maximize profit and performance (Foucault 2012). An idea of Man and society consolidated over time also thanks to an education system modified by a regulatory framework which, starting from the 1990s, encourages employability, competition and self-entrepreneurship in an individualistic perspective aimed at the survival of each one within the economic game. Hence the idea of opposing this model of school to Gramsci's creative school which can be mainly implemented in the field of adult education and is able to resist the processes of incorporation of dominant values thanks to three main elements: first, the conception of the individual. While for the neoliberal approach the individual is congenitally endowed with capacity, morals and freedom, in Gramsci's creative approach the individual is a social product. Hence the idea that the school, far from acting as an impartial arbiter who supervises and makes possible the manifestation of innate skills, should be configured as an active institution, capable of paying special attention to disadvantaged and who, in other words, cannot win in competitive and economic game; second, the educational autonomy, increasingly become the target of recent attacks from national and supranational education policies. From the Gramscian point of view, the teacher, in the same way as the organic intellectual, has the role of elevating the learner through a hegemonic relationship and making it emancipated and capable of building a new historical action; finally, to achieve this goal it is necessary that knowledge is not instrumental, but 'critical', to deconstruct the status quo and build new imaginaries.

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809   Adult Education For Students With A Migration Background In The Pandemic Crisis

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Keywords: Adult Education, students with migration background, inclusion.

The current pandemic crisis has a significant impact on educational institutions. School closure has implied the reorganization of distance learning activities through the use of digital devices. This paper intends to describe how pandemic and school closures affected provincial centres' activities for adult education (CPIA). By drawing on an empirical investigation in the case of the CPIA of Salerno, we illustrate how this CPIA has counteracted the institutional collapse triggered by the pandemic. The case will be a portal to analyze adult education's current state for students with a migration background. Education at a distance via digital technologies (FAD) is one of the most important innovations of the new organization of adult education (DPR 263/2012; Linee Guida, 2015). Nevertheless, it is not sufficiently developed (Cornacchia 2013; Colosio 2015; Milione, Landri Vatrella 2017; Pitzalis 2019). Some critical issues reveal the adult educational system's weakness, which appears more vulnerable in the emergency (Indire 2018; RAV CPIA Valu-e, INALSI 2020). The increasing vulnerability regarding the equipment of structural and technologic resources, the lack of digital skills in teachers, the heterogeneity of the audience, new difficulties of students with a migratory background, concerning linguistic challenges, digital devices' property, the connectivity to the Internet and digital skills.

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542   The Territorial Networks For Lifelong Learning Between Strategy And Operation

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Keywords: Lifelong learning, territorial networks for lifelong learning, right to study, organization, social change.

The work illustrates how the construct of lifelong learning has conceptually and widely exceeded the limit of being considered a "service" and has come to be recognized as an enforceable right, configurable in terms of an extension of the right to study. It therefore aims to highlight how the purpose of guaranteeing the person the actual exercise of this right requires a relatively "new" type of organization in which subjects who, for various reasons, offer services in the field of training and work are involved.

In our country, the task of carrying out synergistic operations, in order to ensure each person a training offer that meets his/her needs, the codification of training needs, guidance services and credit recognition is entrusted to the Territorial Networks of lifelong learning, in which the CPIAs (or the Provincial Center for Adult Education), play a leading role as public bodies of reference that encourage the enhancement of education levels and consolidate the key competences for lifelong learning.

Besides the CPIAs the Territorial Networks for lifelong learning advance the involvement of numerous subjects: Universities, employers and trade union representatives, the components of the "non-formal", e.g. of the Third Sector, etc. The attempt to ensure the citizen a lifelong learning in a continuous and stable way, not only revolutionizes the cultural aspects related to the concept of education and its implications but means rethinking and redesigning the role of players and activities according to the supply of integrated services which must be directly matched by the offer of an integrated, non-hierarchical, open and flexible organizational system, strongly oriented towards collaboration in order to achieve common and shared goals.

Methods. Secondary data are used for desk research and national and community regulations are examined.

Results. It is shown how the organizational models of the Territorial Networks of the exclusively top-down or bottom-up type do not lead to substantial changes in the current system, leaving the possibility of guaranteeing everyone the possibility of permanent learning unfulfilled. In support, upstream planning and construction actions are proposed of each Network which takes into account, on the one hand, the concrete and "material" needs of the stakeholders but which, on the other, promotes a "value" change that also at the level institutional contemplates and supports the "culture" not only of the network but of "networking".

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C.6. School Work Alternance: What Challenges for National Educational Systems?

356 The Articulation Of Swa In Italy: Context, Processes And Outcomes Of Scholastic Innovation

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Keywords: SWA models, scholastic innovation, bureaucratic compliance, pedagogical practices, scholastic knowledge

The aim of this paper is to analyse the articulation of School-Work Alternance (SWA, thereafter) through the identification of organisational models based on the grade of scholastic innovation, the type of adopted curriculum, and the attributed goals to this measure.

These cognitive objectives were reached through the elaboration of data collected by a survey carried on SWA representative in 432 upper secondary schools in Italy: first, through PCA (Principal Component Analysis: Di Franco, Marradi 2003) we built an index of innovation and other indices regarding the organisational processes activated by schools; therefore, we adopted multiple linear regression (Corbetta, Gasperoni, Pisati 2001) in order to build a model addressed to identify a factor set contributing to the scholastic innovation, starting from pedagogical practices; eventually, the data were analysed through the combination of multiple correspondence analysis with mixed cluster analysis, and in this way, we were able to classify the different organizational models of SWA.

Our theoretical frame conceives the SWA as a tool of neoliberal reform in education and at the same time as an outcome of reorganisation of scholastic knowledge produced by the social change and connected to the economic tertiarization (Bernstein 1973, 2000).

In this view, the analysis started with the hypothesis that SWA may be implemented through different organisational models according to the manner through which schools (and the scholastic actors) relate with involved partners, and depending also on restraints and resources of the local socio-economic context.

The attention was focused on the restructuring process in the "scholastic field" (Bourdieu 1979) regarding the specific socioeconomic environment (Scott 1995), considering both the subdivision of educational tracking set by upper secondary education level and the role exercised by school head and teachers (Serpieri 2013).

Our findings show not only the divisions within the scholastic field but also as this measure may lead schools in peripheric contexts to reinvent themselves, going beside the dichotomy between bureaucratic compliance – revealing cultural resistances – and the enhancing of neoliberal regulation – devaluing the theoretical knowledge and subordinating the educational system to the immediate needs of companies (Bengtsson 2011). Rather, the combination of some innovative practices and resources seem to return a new centrality to the educational system with regarding its capability to convert the attack to its autonomy in a mean to influence on production world, without giving away the typical values of public education (Apple 2012; van Dijck et al. 2019), at least according the vision of European and Italian social model.

271 Career Trajectories And Student Educational Pathways

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Keywords: student career trajectories, soft skills, local community, typology of ASL/PCTO projects, content analysis "as survey"

The recent law (l. 145/2018) on PCTOs, which replaced the School-Work Alternance (SWA), confers to the upper secondary schools a central role in promoting educational paths oriented to the development of both professional and soft skills.

That law is focused on the implementation of an integrated and incisive educational action, aimed at increasing the connections between learning settings in and out of school. The new law foresees the implementation of a flexible design model to place student aspirations and needs at the center of the relationship between school and local community.

In total, 198 SWA/PCTO projects were selected. A part of these projects were downloaded from the websites of a sub-sample of 22 upper secondary schools - included in a more articulated national sample of an extensive PRIN survey - and another part from the Miur Platform of Alternance Stories.

Project corpora were analyzed using the "content analysis as survey". It allowed to identify the most significant associations between the constitutive elements of the projects developed by the schools.

In the typology of projects are differently combined:

soft skills to be developed by the students (e.g. citizenship, vocational and managerial skills);

educational methods used to implement the activities (differentiated into learning by doing or learning by thinking).

The typology is divided into the following types of ASL/PCTO:

"Vocational training paths" (VTP) that requires complementary learning contexts (school-host organization) and involves the activation of study-work (training) modules and initiatives;

"Managerial training paths" (MTP) that foresees the realization of a simulated setting for the development of managerial skills and expertise;

"Cultural training paths" (CTP) that aims to enhance the artistic and craft traditions of the local community, stimulating the ability of students to engage with others in the implementation of activities with a significant socio-cultural impact.

The three types of projects are distinguished by the skills required to the students involved. Specifically, the occupational skills of VTP – typical of the ASL cultural project – and the managerial and communicative skills (respectively, MTP and CTP) – which characterize the PCTOs.

The multiplicity of educational methods, used to articulate the co-design between school and external partners, is another crucial aspect of the different types of projects. In particular, in the VTP there is more integration between school and hosting organizations, it is articulated in the classic traineeship. In the PFM, the business simulation actions replace the internship activities, they involve testimonials from representatives of the business network. The CTP, instead, includes all those projects of civic education, cultural promotion and artistic training, aimed at enhancing the value of the local community intangible patrimony.

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312 The Host Organisations' Point Of View On Italian School-Work Alternance Programs

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Keywords: high school, school-work alternance, transversal skills, career orientation, host organisations

To effectively address young adults' difficulties in the transition from secondary school to either tertiary education or the labour market and to improve their career orientation, since 2005 Italy adopted school-work alternance (SWA) programs as a part of their scholastic curriculum. SWA is a pedagogical approach that aims to improve on-the-job experience, which is useful for promoting young adults' employability and strengthening the connection between learning content and the demands of the labour market. The host organizations are central players in the training process, since they endure the significant task of providing, through learning-by-doing and situated learning, a context and active approaches to enhance students' soft skills and their self-orientation capacity towards the labour market, either directly or passing by tertiary training relevant for the desired position.

This contribution shows the preliminary exploratory phase of a study on host organisations for SWA programs, more recently developed as PTSO (Paths for Transversal Skills and Orientations). In-depth interviews to privileged witnesses in host organisations as well as to institutional representatives were conducted to investigate their point of view on SWA and PTSO programs. Through the

support of interview excerpts, a reflection upon relevant themes regarding on-the-job experiences will be presented. The analysis was carried out with a predominantly exploratory intent, focusing mainly on the role that host organisations might have on preparing students to labour market demands for soft skills as well as on sustaining their self-orientation competence.

First results show that all interviewees agree on the relevance of a training experience design that would give space to transversal skills, facilitating students' self-consciousness, as well as awareness on their interests, their aspirations, and, consequently, promoting an attentive entrance into the market place. The interviews highlight some practical experiences (e.g., time management, teamwork, different styles in relating to colleagues) that represent examples of transversal skills that can be useful in the school to work transition. Furthermore, a work environment emerges as a fundamental training place for enhancing these skills, in the perspective of learning-by-doing and situated learning. Finally, characteristics of the various productive contexts emerged as crucial in shaping the features of proposals for SWA or PTSO programs available to students.

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494   Evaluate The Pathways For Transversal Skills And Orientation: An Exploratory Study

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Keywords: school-work alternance, policy evaluation, skills, career orientation

During the complex path of identity development, adolescents are called to reflect on the professional role they intend to play in society (Arnett, 2004) and to manage the difficulties associated with the transition from school to labor market (Caroleo et al., 2017). These difficulties often appear to be linked to the mismatch between school learning and needs of the labor market, as well as to the inadequacy of career guidance services. The school-work alternance is considered a useful pedagogical approach to respond to these critical issues and to improve the employability of adolescents and their future experience in the labor market (Costa, 2016). In particular, these paths aim to: promote students' professional skills and help them identify their professional goals; expand the connections between learning in formal, informal and non-formal contexts, allowing students to familiarize themselves with the work context; improve young people's propensity for entrepreneurship and active citizenship (Hadjivassiliou et al., 2016; European Commission, 2018). However, the objectives of pathways for transversal skills and orientation (PCTO), mandatory in Italy for students of the last three years of upper secondary schools, appear complex to achieve due to the plurality of stakeholders involved in their design and implementation inside and outside the school.

This paper intends to contribute to the debate on PCTO. It presents the main evidence emerged from an exploratory study part of the research project "Evaluating the School-Work Alternance: a longitudinal study in Italian upper secondary schools" aimed at evaluating the PCTO measure. The project is coordinated by INVALSI in partnership with Sapienza-University of Rome, University of Genoa, University of Milano Bicocca and financed by MUR. This exploratory analysis includes qualitative interviews involving 28 stakeholders of upper schools (lyceums, technical and vocational) and public institutions in Genoa and Milan. The paper highlights PCTO objectives, benefits and potential problems for students, teachers and firms; organizational and implementation strategies, pointing out obstacles and facilitating factors; PCTO perceived effect on students' orientation and on their transversal and professional skills. It explores the attitudes and behaviors of the main PCTO' s agents in order to investigate how and to what extent they could have influenced the functioning of the measure, which mechanisms have been activated in different contexts, and, lastly, which objectives may have been achieved. The different emerged views underline the complexity both of PCTO's implementation and of the system's governance.

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106 Civil Economy And Social Agriculture: Regenerative Factors In Marginalized Young People

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Keywords: Social inclusion, communities/territories, goodpractices, youngpeople, reciprocity

Social agriculture is one of the areas of intervention of the civil economy, in which the dynamics of the market, gift, reciprocity and sharing,carry out in a close form the regulation of exchanges between members of the community, in order to realize virtuous and innovative generative processes also in training and formal learning (schools, universities and other training agencies) and non-formal learning(volunteering and active citizenship) of the school as an active community, open to the territory and able to develop and increase interaction with families and the local community.To realize and implement all this it is necessary:to support motivation for studying or reinforce it and the orientation of students characterized by particular marginalities, fragilities and disabilities; reinforce and guarantee the permanence in the training system or promote access to conscious work, or with regard to the theme of reducing and preventing early school leaving by promoting the reduction of territorial gaps and strengthening those educational institutions with greater delays, also through the promotion of innovative experiences, such as the districts of civil economy (Campi di Bisenzio, Empoli, Grottammare, etc.),in which civil and social agriculture play an important role in the development of the territories and its inhabitants.School, as an open and active community, is also fundamental in the involvement of students in social agriculture projects in the field of school-work alternance, with the aim of: implementing flexible learning methods from a cultural and educational point of view, which link classroom training with practical experience in the social field; enrich education and training paths with the acquisition of useful skills in the labour market; to establish an organic link between educational and training institutions with the world of work and civil society, which allows the active participation of third sector actors in the training processes; relate the educational offer to the cultural, social, economic and sustainable development of the territory.A good generative example, is the Working4Work project of the Italian Down Syndrome Association which aims to open a dialogue among farms, cooperatives, schools, public bodies, voluntary associations and families, to promote the conditions of access and permanence at work of people with intellectual disabilities.Added to this is the Inapp research project: "Prevention is possible: analysis of the accompanying measures for the school-work transition of young people with mental distress" developed for the school transition.This project has made it possible to highlight some of the most innovative paths implemented by schools to promote the school-work transition for young people with mental disabilities in conjunction with social farms that practice social agriculture. Although not yet widespread, these experiences show that it is possible to provide opportunities for professional development and inclusion through rehabilitation and educational programs aimed at promoting full autonomy and the acquisition of professional and relational skills that allow an opportunity for job inclusion.The practices that have been detected represent situations of excellence with effective/successful synergies among schools, local communities and the territory

815 The Relationship Between School And Work In A Peripherical Region: The Case Of Work-Based Learning In A Mountain Subregion Of Sardinia

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Keywords: work-based learning, peripherical subregions, inequalities, skills.

Drawing on an ongoing empirical qualitative research, this paper focuses on the implementation of a work-based learning device (Alternanza scuola lavoro/Percorsi per le Competenze Trasversali e per l'Orientamento) in Sardinia. The data was collected through two field studies: the first, carried out between 2018 and 2019, consisted of an analysis of secondary statistical data and 48 in-depth interviews carried out with young people from two subregions of Sardinia (Mandrolisai and Marmilla). The goal was to analyze the training and work strategies of young people according to their representations of their subregion while at the same time deepening the analysis of their PCTO / ASL experiences. The second research, launched at the beginning of 2019 and still in progress, although slowed down by the pandemic crisis that has inexorably interrupted the experiences in the workplace of students, is instead aimed at studying the implementation of PCTO / ASL in Sardinia in the urban areas (metropolitan city of Cagliari) and in a mountain subregion of the province of Nuoro (Mandrolisai). During this research, ethnographic interviews were carried out with school principals, teachers, tutors, students (and their parents) from high schools (licei and technical and vocational schools). In addition, entrepreneurs and tutors from associations who welcomed the students during the PCTO/ASL experiences were interviewed and participant observations were carried out during some events, such as a children's literature festival, in which dozens of students took part during their PCTO/ASL experiences.

The research field is placed in a mountain subregion of Sardinia with the goal to sort out how orientation practices are conditioned by structural constraints related to the characteristics of the school field (because of the limited range of tracks) and of the economic space in a peripherical region. Within the observed subregion, school projects of orientation and training at work may clashes with the structural characteristic of the economic sector, characterized by a prevalence of small sized, often family-run, enterprises, mainly active in the agro-pastoral sector, trade and personal services. Data collected made it possible to highlight various critical issues such as the mismatch between school calendar and company's production cycle, the lack of organizational and human resources for a real supervision of students, a paternalistic professional culture centered on hierarchical and moral order rather than the transmission of soft skills. In this frame, our paper allows a more refined reading of the complex relationships between school and work in peripheral contexts, overcoming interpretations in terms of mismatching. Moreover, we show that the success of the orientation activity relies mostly on student's and on their social capital.

846 Pathways For Transversal Skills And Orientation: A Useful Guide For Students?

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Keywords: School Work Alternance, transversal skills, career orientation, policy evaluation, student career trajectories

In Italy, Law 107/2015 provides that School Work Alternance (SWA) programmes, regulated by Legislative Decree 77/2005, are mandatory for all students in the last three years of high school to increase job opportunities and student orientation skills. More recently, Law 145/2018 renamed these programmes "Pathways for Transversal Skills and Orientation" (PTSO) by re-modulating the

minimum overall duration and the resources assigned to schools. In PTSO guidelines, issued by the Ministry of Education with Decree 774/2019, the transversal and technical-professional competences have crucial role, as the orientation value of the paths. PTSOs are configured as integrated curricular courses to be implemented in different operational contexts. In this context, PTSOs may play a key role in improving students' occupational skills, helping students to identify their occupational goals and career orientation by redefining school and work relations as a solution for the skills mismatch.The literature shows that the social origin, expectations, self-efficacy, as well as the personality traits of students may influence their career choices.The aim of this paper is to present the research design of a longitudinal study involving nearly 20,000 high school students. The main purpose of this study is to evaluate the PTSOs as a didactic methodology for training and guiding students in their development. To achieve this goal, we aim to analyse the developmental trajectories about students' occupational aspirations, career orientation, and occupational skills in their interplay with the PTSOs and the different students' social and individual factors.The analysis of the growth curves will allow to identify groups of students with different development trajectories and to characterize them starting from their different PTSOs experiences. We aim to realize a two-year longitudinal study on the cohort of Grade 11 students enrolled in 100 Italian high schools, selected through a quota sampling method by considering the geographical areas and the high school types as strata variables. Students' enrolment will start in the scholastic year 2021-22. Each student will fill in a standardized questionnaire, replicated in three waves, aimed at detecting demographics, family structure, social origins, and history of their educational pathway. Contextual factors (e.g., class-average socio-economic status) will also be considered.Particular attention will be paid to the social origin as a factor to understand students' opportunities and constraints as well as professional preferences and aspirations. In addition, students' individual characteristics in terms of career orientation, occupational and academic self-efficacy beliefs, and personality traits will be analysed. The survey takes also in account student's academic achievement, social-emotional competencies, quality of relationships with parents, teachers, peers and, at waves II and III, students' perceptions of their PTSOs. Moreover, a specific focus is given to the quality of the relationships that students establish with school PTSOs tutors and hosting organization tutors.This study will allow to identify good practices and factors capable of promoting the growth of student awareness in their career choices and to offer useful information to schools, host organizations and policy makers to implement PTSOs more aimed at supporting the students in the school/work transition or transition to the tertiary education sector.

STREAM D. Reinventing Equality and Inclusion in Education and the Question of Differences

D.1. Neurosciences in education. Challenges and opportunities in reducing inequalities and promoting inclusion thought brain-based research approaches

872   Exploring Memory. Neuroscientific And Educational Aspects

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Keywords: Memory, Neuroscience, Education

The introduction of the neuroscientific paradigm within educational research has given rise to neuropedagogical studies, of a composite and interdisciplinary nature, whose aim consists in the neuroscientific analysis of the conditions associated to education in relation to didactic purposes. This has given rise to a set of theories and generative matrices of solutions which summarize the contributions that neuroscientific research has given to the optimization of educational processes. The work examines memory studied as a construct that systemically integrates the elements of the person's complex matrix.

Memory skills are not seen as scattered and unconnected elements but as parts of a larger totality, like specific expressions of latent logical principles. Memory is seen as a plurality of behavioral manifestations deriving from underlying units that constitute the uniqueness of the individual; it is considered dynamic and influenced by external and internal events.

This implies that teachers need to propose learning experiences which allow students to develop new cognitive attitudes.

The architecture of our memory represents the origin of any educational intervention which must create environments that can provide adequate stimulation in order to determine the creation, maintenance or strengthening of neural connections, structuring a multivariate setting suitable for memory enhancement.

The didactic intervention must create the conditions for autonomous learning on a cognitive, metacognitive and affective-motivational level. Allowing the fulfillment of the potential of each student, the intervention could result in the process of neural rewiring. An effective environment must therefore necessarily be centered on the student, on his specific genetics, on the comprehension of his inner knowledge, cognitive style and life context. This involves the synchronic analysis and exploration of multiple non-static but flexible teaching strategies, which take into account the differences among pupils. Finally, when developing a learning environment, it is emphasized the importance of nurturing the desire and pleasure of learning, involving cognitions and emotions, affections and sociability.

167   A Systematic Review On The Inclusion Of Gifted And Talented Students

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Keywords: inclusion, gifted students, talented students, inclusive school, systematic review

Background and objectives

The definition of inclusive education promoted internationally (UNESCO, 2020) enhances a whole system approach to respond effectively to the differences of all pupils. It underlines the importance of removing barriers to learning and participation, with a clear

reference to vulnerable students that, for multiple and varied reasons, could be at risk of underachievement or marginalization. Nevertheless, the concept of inclusion is often solely employed as a synonym of placement of students with disabilities in the general education system or specific attention to their needs. Due to this misinterpretation, a few studies and reviews of research were conducted to investigate the impact of the inclusive approach for gifted students.

Historically the field of giftedness highlighted an exclusive and labeling context in which students were defined as "superior" without any empirical support. However, the development of multidimensional models of giftedness led to a comprehensive framework that gradually took the distance from those positions. Recently, Borland (2005) endorsed a "Paradigm shift" to move the focus from the "special categorization" way of dichotomizing students population in gifted and non-gifted, to the real educational issues in order to meet the needs of all students.

To respond to the need for information about the inclusion of the gifted, a systematic review is under conduction with the following research questions:

● What are the learning, social, psychological, and personal outcomes of gifted students in inclusive contexts?

● What are the experiences and attitudes on the inclusion of gifted students?

Method

The following inclusion criteria were used:

Quantitative, qualitative, and mixed-method designs.

Students identified as gifted in K-12 inclusive schools or classes.

At least one type of outcome related to learning, social inclusion, and participation, personal aspects, behaviors, and experience of gifted students.

Different informants on the outcomes considered, such as teachers and peers.

Relevant works were searched electronically through bibliographic databases, journal indexes, internet search engines in November 2020. The screening of the studies located through the search was completed by two independent reviewers and the full-text review is currently in progress.

Preliminary results

A total of 9,538 studies were initially located. After removing duplicates (n = 1,133), 8,405 studies were screened on the basis of title and abstract. Of them, 147 studies were retained for full-text review.

The findings of this review will be used to map and pinpoint the most relevant issues related to gifted inclusion. The categorization into thematic macro-areas will be used to analyze both the inclusion framework and the educational context of each research. The results of this systematic review may be a guide for teachers, researchers, and policymakers who want to figure out the pedagogic and didactic implications of inclusive educational practices for the gifted.

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864   Neuroscience For Didactic Continuity: Reflecting On Teaching Practices To Improve Educational Success Of Students

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Keywords: didactic continuity, teaching practices, Brain-based research, standardized psychological test

Knowing how teaching practices impact on learning processes is important to improve student's educational success. Brain-based research can offer several evidence to facilitate students passing from one educational level to another - a task that is often very challenging for them (Geake, 2016).

Considering the importance of critical learning periods, the research team responsible for the work presented in this paper decided to consider all levels, starting from pre-primary education. The piloting schools are therefore three schools providing whole k-12 education.

The objective of the project is to explore the potential of a blended professional development course, in educational neuroscience, to change teaching design in pre-primary, primary, and lower secondary schools. The assumption is that by working on educational continuity and by employing brain-based evidence, teachers can be more performative and have a better impact on students, in particular when personal autonomy and students' sociorelational skills are concerned (Immordino-Yang, 2017).

This is the reason why the research aims at promoting innovative approaches to teaching-learning practices drawing on educational neurosciences. Professional development modules are based on collaborative research approaches, having the advantage of actively involving stakeholders (in this case teachers) in the analysis of and self-reflection on their teaching practices (Asquini, 2018).

Qualitative and quantitative data are gathered in four moments:

• Time 1 (T1) pre-test for teachers, before the course, to gather information on their previous knowledge on neurosciences applied to education.

• Time 2 (T2) post-test for teachers, at the end of the course, to get their perception the how their competencies developed thanks to the course and to co-planning teaching units with peers.

• Time 3 (T3) before testing the teaching units designed during the course;

• Time 4 (T4) at the end of classroom experimentation, to evaluate the effects of such units on students.

This paper intends to report the results of pre-test (T1), with particular reference to teaching practices and to teachers' previous knowledge as for educational neuroscience.

In order to be able to compare the results with a national standard sample, a standardized psychological test was used. The MESI test (Questionnaire on teachers' motivation, emotions, strategies of teaching) (Moè et al, 2010) examines teacher satisfaction for their work, their perceived self-efficacy, their beliefs in personal improvement on work, and their teaching competencies. This test will be used again in T3.

In addition, teaching practices enhancing student autonomy and students' self-paced learning were also investigated through open questions.

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329   The Mental Experiment As A Resource For School Learning

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Keywords: mental rapresentation, possibility, school learnig

The mental experiment is a construct developed by the philosopher E. Mach (1905), for which it represents "a preliminary condition of the physical experiment. Every experimenter, every inventor, must have in mind the apparatus that must be built before translating it into action...Before investigating the falling motion, which he only knows, through observation and reflection, that the speed increases, Galilei tries to guess the type of increase. His experiment becomes possible only by controlling the consequences

that derive from the hypothesis"(Mach, 1905, pp. 184, 194; TdA). The epistemic dynamism that governs the mental experiment involves significant reverberations also on learning processes. The reasons for this relevance refer to three basic reasons: a) the thought experiment has a constructive function. It generates new knowledge, because it processes the "known" to build further segments of knowledge around it. This potential lies in the analogies that are established between empirical experiment and mental experiment. Although focused on different contents, these two epistemic forms both operate through a process of variation. The difference is that while in the empirical experiment the variations involve concrete objects, in the mental experiment they operate, instead, on the mental representations of those objects. In terms of learning processes, the reference to this last dimension implies a different way of understanding the relationship between theory and practice, and also the notion of "learning through doing". This dynamism, in fact, suggests that it is possible to give learning a practical value, even through theoretical tasks. b) The mental experiment, although it takes place through paths that do not imply an immediate reference to the experience, does not qualify in purely abstract terms. The activity of variation that represents the focus of its dynamism involves the carrying out of operative acts and epistemic modulation that have as their object the previous knowledge acquired by the student during the learning experiences; c) the mental experiment allows you to address the learning acts on aspects that are relevant to the acquisition of concepts, but which are not immediately deducible from experience. It allows you to focus learning around what is "subtracted" from the experience, not because it is unreal, but because it qualifies in terms of "possibility" (Buzzoni, p. 144 ff). In this sense, its epistemic domain lies in the cognitive potential of the "question", which mentally anticipates the segments of meaning that are provided by the answer. The formulation of "questions" solicits "anticipated" and "possible" representations of the real world, which is not an inductive consequence of an empirical datum, but something that precedes the empirical datum and stands as a background that contributes to its clarification.

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816   Design Didactic With The Contribution Of Neuroscience To Foster Learning Of Students With The Specific Learning Disorder

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Keywords: Neuroscience, Didactics, Specific Learning Disorder, inclusion

Education is a fundamental human right for guaranteeing the realization of other rights. In this overview the Neuroscience can provide teachers advantageous information in order to design appropriate didactics for the development of functional skills for learning and active citizenship (Bruer, 1997; Della Sala, 2016; Frauenfelder, Rivoltella, Rossi, Sibilio, 2013).

It is necessary to support the educational success of all learners, from an inclusive perspective (Gomez, Damiani, Ianes, 2014), from kindergarten to university, without neglecting those who have a Specific Learning Disorder (SLD). Whose educational formation is considered inadequate by the formal training system, taking on a curriculum that often denies them an adequate professional and personal future.

The contribution presents an action research (Coggi, Ricchiardi, 2005) involving 30 students (15 from primary school and 15 from lower secondary school) with SLD. The choice of the sample group was made on the basis of a functional analysis (ex ante qualitative evaluation) using the diagnosis prepared by experts backed up by the unsatisfactory judgments of the teachers in reading, comprehension of the text and in self-study.

The didactic experiment, lasted for about two months, outside the school context, The researcher shared the results with the students, the teachers and their parents.

The experiment was supported by a neuroscience study that says that in students with SLD, local perception takes place before the global one (Franceschini, Bertoni, Gianesini, Gori, Facoetti, 2017). Scientific insights into the method were considered. In this perspective, students who learn with a process that favors meaning, through active involvement, are better able to understand the text and study in general. We refer to active didactic approaches (Calvani, 2012; Fedeli, Frison, 2018) implement metacognitive and transversal skills (Cornoldi 1995).

To investigate the experimental action and to document a possible change, after the intervention, learning evaluation tests were proposed to explore the effects based on the same areas of the ex ante evaluation. The analysis of qualitative data made it possible to document the results of the experimental teaching activity, highlighting improvements of 83% of the total number of students.

The results made it possible to explore the objective of the research by highlighting three categories: Implementation of reading-writing, Implementation of text comprehension and active teaching, Implementation of self-study.

The first one linked the discovery of neuroscience to experimental teaching activity in the field of reading and writing, through exercises similar to those of neuroscientific study. The second allowed the students to be active subjects in their learning process by being informed about the characteristics of their learning process and by sharing the tools designed for reading analysis, for the study of the text and for evaluation, representing transformative feedback for learning (Tore, 2019). The third category documented the change towards independent learning. Furthermore, the experimental path made it possible to analyze the learning process in depth by breaking it down into three recurring phases linked to the three categories that emerged. The practical implication that derives from this could contribute to the improvement of the teaching practices.

D.2. Equality, Inclusion and Diversity: Educational Challenges in the Time of Global Pandemic

383 Reinventing Adult Education In Prison At The Time Of Covid: Equity, Inclusion, New Perspectives

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Keywords: ADULT EDUCATION, PRISON, EQUITY, INCLUSION

In the Covid emergency, reflecting about the problems of prisons can become a real opportunity for the redesign of new inclusive perspectives starting from the principle of equity and capacity, even in educational contexts on the margins of society. Reinvent adult education starting with promotion of the empowerment of the people held in prison (learning to learn) by spreading virtuous educational experiences can give a new educational perspective (J. Dewey, J. Mezirow, A. Sen, N.Postman).

201 Preventing School Failure And Early School Leaving: "Last Round" And "Energy Start" Esf Projects

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Keywords: early school leavers, school failure, inclusion, intervention, prevention

Italy has one of the highest rates of early school leavers in Europe (Source: Eurostat 2019). In some segments of its education system the risk of dropping out increases: in particular at the end of middle school, in the transition phase, and in the first two years of upper secondary education (MIUR, 2017).

In addition to early school leaving, there is also the issue of failure. In fact, the percentages of students who do not reach adequate levels in fundamental skills, such as Mathematics or Italian, are relevant (OECD, 2019a; Invalsi, 2020). Some students are more at risk than others: males, pupils with a migrant background or from disadvantaged social and / or family backgrounds (OECD, 2019b).

In the Autonomous Province of Bolzano, pupils with non-Italian citizenship account for 11.7% of the total population of lower secondary schools of all three language groups, but they are unequally distributed among the linguistic groups, reaching 24.4% in Italian middle schools (as 2018/2019, Provincia Autonoma di Bolzano – Istituto provinciale di statistica, 2020). Furthermore, the percentage of students repeating one or more years and the failure rate are higher in Italian schools and mainly concern males (Autonomous Province of Bolzano - Provincial Institute of Statistics, 2020).

In order to prevent school failure and early school leaving, two projects have been carried out: "Last Round" (in the last year of lower secondary school) and "Energy Start" (in the first two years of high school), both funded by the European Social Fund as part of the "Actions to raise awareness on the issue of early school leaving" (Action 10.1.5, year 2019/2020).

The training activities took place from February 2020 to the end of February 2021 and involved 67 students, for a total of over 850 hours of training. The training activities - individual or in small groups - were focused on the following topics: study method, learning support technologies and study support.

Initial, ongoing and final survey activities were planned to monitor the progress of training activities: an initial questionnaire (students), the filling out of pre-structured didactic registers (trainers), two satisfaction questionnaires at the end (trainers and students).

During the conference, the results of the project will be presented according to the following themes: characteristics and needs of students at risk of drop out, skills pursued, teaching strategies, effectiveness and usefulness of the training courses, experience with Distance Learning (FaD) and challenges.

In the light of these results, some intervention and research perspectives will be put forward to prevent, in a systemic and inclusive way, the phenomenon of school failure and early school leaving.

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394 The Life Of University Students With Disabilities In Italy At The Time Of Covid-19: Empirical Evidence And Suggestions For The Future

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Keywords: Higher education, equality, disability, inclusion, Covid-19.

The emergency resulting from the spread of Covid-19 radically affected our habits, lifestyles, and social institutions' functioning. The normative restrictions also changed the relationship between the university student and his/her university. Students' lives suddenly and radically transformed in educational terms, and social inequalities increased. At the same time, this change affected other aspects of students' life. A research study was launched (May 2020) on a national scale by circulating an online survey addressed to all Italian university students to understand what happened at the university student's life experience in Italy. Over 16,000 students responded to the survey. The survey investigated four different thematic areas:

Teaching

Social capital

Digital capital and housing capital

Psychological and social well-being

The areas were related to some structural variables, such as age, gender, and individual condition in the analysis.

The results show that the student population significantly differentiated by condition, digital equipment, social capital, social participation, and preference orientations towards teaching methods.

The population of students with disabilities (250 student respondents) also characterized by marked internal differentiation.

Nearly one student with a disability out of two respondents is away from home, lives independently, and attends academic classrooms assiduously; 20% are also working students with a stable and continuous job. As far as material endowments are concerned, this population presents more significant deprivations than the overall population, both in terms of autonomous living space and digital equipment, and access to the internet. They show a greater preference than respondents' overall population regarding digital didactics, even if this preference presents strong binarity. On the one hand, a part of the students with disabilities (34%) calls for a return to face-to-face teaching methods. They affirm the "place" value of the university as a sphere of life in which both the instrumental purposes (access to a higher degree) and the main concerns (expectations of meaning and knowledge of social reality that are not limited to the relationship with the educational offer and notional contents) interrelate. On the other hand,

another part of the students shows an exclusive preference for integrated digital didactics (22.2%). The university represents a difficult place to access not only because of students' physical conditions.

The empirical evidence that emerged from the research also suggests measures to be adopted by the universities, particularly by the services directed to students with disabilities, to encourage their participation in teaching activities and, more generally, their inclusion in academic life in the new post-pandemic scenario.

227   Educating In Time Of Global Pandemic: Pedagogical Consultancy As A Response To Educational Distress

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Keywords: Pedagogical consultancy, distress, school, educational services, inclusion

The global pandemic caused by the Covid-19 virus and the measures taken to face it have upset the organization of individual and collective existence, with respect to time, spaces, relationships and habits that marked our daily life. The health emergency is soon becoming an economic, social, political, cultural, educational emergency, which forced to redefine in depth and radically the structure of whole society, the ways of thinking care and cure, of using services, to move, to socialize, to communicate, to produce, purchase and consume tangible and intangible goods, to educate and teach.

Therefore, schools and educational services are in the middle of a sudden change that has affected both education professionals (educators, teachers) and pupils. The emergency has accentuated the already existing inequalities and created new forms of educational poverty, discrimination and social exclusion. A strong investment of resources has thus become essential in the educational world, to re-invent one's work, one's professional practices, as well as the adoption of strategies to promote inclusion and reduce the negative effects of the current crisis. Precisely to support education professionals in the persistence of the social hardship they face and in which they are themselves involved, the contribution of pedagogical consultancy in school and other educational contexts can be a valuable resource.

This contribution intends to focus on the educational and transformative value of pedagogical consultancy in situations of educational and social distress. We will illustrate the theoretical, epistemological, methodological assumptions of an approach to pedagogical consultancy that uses phenomenological and sociomaterial theories to support educational professionals in a process of understanding and transforming distress. Based on these premises, our hypothesis is that consultancy should be conceived as a educational activity for teachers and educators. This means that the counselor must build a learning setting that makes it possible for educational professionals to explore their daily practices and learn from their experience, increasing knowledge of the different factors (subjective, social, relational, organizational, cultural and material). which produce habits, attitudes, speeches, educational actions. From this point of view, consultancy is not only a educational process, but it is also a research practice. The consultant's task is not to transmit notions, nor to offer "recipes", but to build the conditions for the group to assume an attitude of research, in order to promote reflection on the educational experience and distress.

367   Critical Perspectives On Education In Emergencies: Covid-19

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Keywords: Education in Emergencies, critical theory, covid-19

The COVID-19 pandemic is a recent example of crises that hugely impact the complex field of education in emergencies (EiE). This global emergency calls into question the role of education in our societies, and raises additional questions about our reliance on educational systems. Moreover, it highlights the importance of exploring and understanding crises and conflicts to further the development of EiE. This research investigates how critical perspectives, grounded in critical theory, might provide a more holistic comprehension of the role of education. Although a part of peace education, a subfield of EiE, already draws on critical theory to unveil underlying dynamics that drive crises, the pertinence of criticality is often overlooked in education in emergencies. This study addresses this gap and analyses how peace education employs critical theory for more holistic and sustainable approaches, and transfers these insights to the broader EiE field. The study discusses these critical perspectives in light of topics such as human rights, social justice, peacebuilding, decoloniality and pedagogies, as key themes throughout the field. The research is based on a mixed methods design that integrates a qualitative meta review with in-depth interviews. These interviews provide further insights into the EiE field as a whole, as well as ideas about the current COVID-19 pandemic, future directions, and knowledge gaps in the field. The research suggests that critical theory invokes in-depth questions to examine the role of education in crisis situations, specifically surrounding social relations and power dynamics; enabling voice, participation and agency of students and teachers; and its embeddedness in local meanings, knowledge and ideas. These inquiries, in turn, may facilitate longer-term goals of education in emergencies, whether these be peacebuilding, reconstruction or return. In this light, the research aims to discuss the effects of the COVID-19 pandemic and debate how this emergency reveals and intensifies invisible mechanisms and power dynamics. As such, the analysis provides new insights on the adoption of critical perspectives throughout EiE. Consequently this paper concludes how critical theory is a valid way to reveal and analyse underlying issues that limit education in crisis situations, and thus is able to address these and add to more holistic and sustainable approaches to EiE.

Key words: education in emergencies, critical theory, human rights, social justice, peacebuilding, decoloniality, pedagogies, covid-19

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323   Educational Poverty In Europe: Mixing Education As Certification And As Competences Among Youth And Adult Population

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Keywords: educational poverty, basic social skills, functional illiteracy, student and adult education

Educational poverty has become a key reference to consider education as an essential functioning, just as health, social relations, employment, housing conditions and economic resources (Sen, 1992, 1997). Allmendinger (1999) differentiate between 2 types of educational poverty: lack of formal education and lack of competences. We suggest merging the two, considering educational poverty as 1) the lack of a certificate, 2) low level of basic competences or 3) the two taken together. Accounted likewise, educational poverty stands not only as a low level of schooling, but also as a shortage of basic knowledges and abilities. If compulsory schooling requirements represent a minimum level of education, compulsory standards differ from country to country and change over time. Additionally, the total number of certified years of formal education cannot automatically be an index of educational richness/poverty, as it indicates that a certain level of education has been achieved, but does not guarantee that, years after completion of studies, individuals are still capable of carrying out operations and actions based on the acquired skills. We include in educational poverty also the inability in mastering basic skills, beyond the possession or not of the corresponding level of education. At the same time, the possession of basic skills, if not accompanied by medium or high levels of education, can be a deficit: formal qualifications retain the function of accreditation of workers to employers as a primary source of selection (Kjeldsen & Bonvin, 2015). Finally, 3) the 3rd dimension – i.e. the coexistence of low schooling and low skills – can be seen as severe educational poverty.

Adopting the aforementioned notion of educational poverty, we discuss outcomes from a multivariate analysis comparing poorly educated student and adult populations in EU28 countries and UK. For this purpose, we considered 1) low scoring in mathematics

and reading in the OECD PISA tests as a potential predictor of educational poverty in adulthood; 2) secondary school dropout rates, NEET rates and the percentage of young people aged 20 to 39 without a university degree. 3) Finally, among the adult population, the share of low secondary education attainers and/or lower achievers in reading skills. We therefore cross-nationally compare not only the educational levels of the adult population, but also the diffusion of functional illiteracy. Data sources are respectively: 1) the European Social Survey and Eurostat indicators to get the international framework of education levels and the illustrative/control variables such as public spending on education and national wealth; 2) data from the PIAAC survey on adult skills and 3) OECD-PISA 2018 results for 15-year-old student's performances in reading, mathematics, and science.

After a preliminary descriptive analysis, data have been summarised via Principal Component Analysis and Cluster analysis to graphically represent countries and cluster-groups distributions in relation to latent dimensions. Outcomes stress out the high diffusion of educational poverty especially among the Italian and Spanish population and the need to strengthening policies against poverty in a multidimensional perspective, so that economic measures could be linked to long-term schemes aimed at improving basic social skills.

188 Educational Exclusion During The Covid.19 Pandemic: Social Inequality Vis-À-Vis University Credentialism

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Keywords: Educational exclusion, COVID.19 pandemic, social inequality, university credentialism

Our research is about educational exclusion during the COVID:19 pandemic: social inequality vis-à-vis university credentialism, a new socio-educational configuration in a context of global socio-sanitary crisis. The approach to this theme will have a theoretical support from Pierre Boudieu who conceives the school as one of the main tools to social degradation, social exclusion, social inequality. In which the democratization of schools opened space for social categories that were once excluded, children of rubber tappers, children of domestic workers, farmers and very recently children of immigrants to have access to higher education. However, access to higher education did not provide equal educational opportunities and educational institutions did not create school access policies that bridged differences between the city dwellers and the villagers. Despite the democratisation of schooling and consequently allowing everyone the opportunity to have access to higher education, schools continue to be reserved for the elite class, while the most vulnerable social classes remain in a degraded area and conditions for an education. It is not the case that close to one hundred students of the Institute of Exact Sciences and Technology of the Federal University of Amazonas - ICET / UFAM, due to lack of technical computer support and lack of conditions for installation of the Internet in the villages, lack of electricity, in the model of classes in telematic format, a part of these students were left without conditions of access to classes. In Bourdieu's view, his thoughts about school, the pandemic constituted a principle of selection and reproduction of a social order based on social inequality. Consequently, school promotes on the one hand and on the other hand rejects individuals according to their social positions, level of life and not based on their aspirations.

We will also use ideas and views of Samuel Bowles and Herbert Gintis who are economists, supported by their theory of socialisation who conceive the school as an entity at the service of the capitalist apparatus that requires the population to be trained to enter the labour market clearly related and under hierarchical control. According to this conception, a pyramid structure is established for labour occupation in which each step taken requires individual peculiarities and skills that the production system values. In the face of this calamity, the president of Brazil voted the project which guaranteed the free package to teachers and students of public education and particularly to indigenous communities approved by the Brazilian chamber of deputies and the federal senate. Finally Ivar Berg and Randall Collins both theoreticians of credentialism support the thesis, that the industrial economists need highly skilled workers, so education for the latter has a functionalist understanding, because technology requires a constant increase in skills, generation of skills needed to get along with work. What is learnt in school according to these theorists concerns the conventional patterns of sociability. The research aims to analyse the role and importance of education, educational inequality in the context of the pandemic. We will use the qualitative method and semi-structured interviews.

D.3. Young people of foreign origin and educational failures: Key-roles and actions to contain dropout's risk and promote inclusion

301 Young Foreigners And Early School Leavers: Proposals For Intervention Through Choral Singing And Reading Aloud

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Keywords: school dropout, foreign students, voice, choral singing, reading aloud

Early school leaving is one of the biggest problems in the European education system (Batini et al., 2018). According to recent estimates, a large proportion of early school leavers is represented by immigrant students (European Commission report, 2018). Since individuals who interrupt their education early are more likely to incur in significant economic and social disadvantages in adulthood, it is crucial to have adequate tools to curb this phenomenon. In order to plan effective intervention proposals it is important to understand the variety of individual, family, socio-economic and school factors that contribute to the outcome of dropping out of education (Batini et al., 2017).

The aim of this contribution is to propose intervention strategies to prevent the drop-out of young people of foreign origin.

Specifically, we will focus on the potential of choral singing and reading aloud, illustrating their common advantages and differences. The literature shows us how choral singing can foster well being, social affiliation and inclusion (Pearce et al., 2015) and the transfer of acquired skills also to domains outside the strictly musical one (Moreno & Bidelman, 2013).

Teachers reading aloud can have positive effects on pupils in the cognitive, emotional and social spheres, fostering the development of language skills and stimulating involvement in a common activity (Batini et al., 2018).

While singing can offer the possibility to go beyond language barriers thanks to the universality of the musical language (Donnay et al., 2014), reading aloud can give the opportunity to act in a targeted way also on more purely linguistic aspects that can enhance the migrants' skills in this domain (Brabham & Lynch-Brown, 2002).

These two types of intervention have in common the use of voice as a democratic tool to promote integration and inclusion. We will discuss the need to implement such interventions in the education system both increasing teacher training in this area, and supporting research in this field.

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194 Between Social Classes And Migrant Background. School Integration And Attainment Of Immigrants' Offspring In Upper Secondary Education In Italy (2015-2019)

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Keywords: Educational attainment, Inequality, Social Classes, Generational Status, Migrant Background

Unlike the other Western nations, Italy is a country of recent immigration. Although the first substantial inflows started thirty years ago, it is only in the last ten years that the presence of children with a migratory background has become sizeable in the Italian schools, as a result of both family reunification and entry into school of children born in Italy from parents of foreign origin or from mixed couples. For this reason, studying the scholastic participation of foreign children in high school has become possible only recently. This is a phase of pivotal importance in the transition to adulthood, during which young people can acquire useful qualifications and skills for entering the labour market successfully, and in which it is necessary to decide whether to enroll in tertiary courses or not. International literature points out that children of immigrants experience more bumpy school careers than those of natives. However, these disparities are going to be reduced on the basis of the migratory status of the children: compared to the first generations, the second ones obtain better results, and the disadvantage is almost completely cancelled with the children of mixed couples. Therefore, the "assimilation hypothesis" seems to be confirmed, since a tighter integration of the family in the Italian context, a longer stay, and a better knowledge of the Italian language foster a convergence in educational attainments between natives and foreigners. Nevertheless, since Italy is one of the Western countries where school choices and careers are most heavily influenced by ascriptive factors, it becomes essential to investigate the role played by the different opportunities and resources that social classes offer to their members. In this sense, it has long been known that the foreign population in Italy is mostly engaged in low-skilled occupations, especially immediately after their entry. Furthermore, the marked lack of fluidity in social mobility system between generations, and the rigidity of career' paths contribute in making difficult, for immigrants and their children, to improve their condition. Starting from this premises, the aim of this study is to explore, using data from the Italian Labor Force Survey (2015-2019), the educational path, the risk of drop-out and the educational choices regarding tertiary education of children aged 15 to 19, both natives or not, who live with at least one parent, taking into account the family social class and the migratory background. This leads to update the indications that emerged in the first studies on this subject in the Italian context about the way in which the positive effects of the acculturation process of foreigners in the host society are conditioned by class belonging. This is now possible thanks to the availability of reliable data collected in recent years in which, due to migratory and demographic dynamics, the presence of immigrants' children has considerably grown in the age group 15-19 and in upper secondary schools.

275 Looking At The Netherlands For Designing Best Solutions To The Italian Reality To Contain The Drop-Out Rate And Promote Inclusion

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Keywords: DROP-OUT, VET POLICIES, INCLUSION, DUTCH VET MODEL, DISCRIMINATION

In Italy, the development of urgent policies to face early school leaving is one of the most important challenges at present and in the near future. The pandemic crisis has heightened critical issues that have always affected the Italian VET system and in relation to the benchmarks of the ET 2020 framework it is a priority matching the country with the European average. Early drop-out affects all Italy and involves natives and first-, second- and third-generation foreigners, who live in vulnerable situations. There has been a heavy effect on civil society, where the repeated outbursts of impatience and alarm about a supposed foreign invasion would suggest an

altered collective perception of reality and decades of institutional short-sightedness. The anthropological normality of people's displacement has become a banner for political propaganda and a cause for social alarm at the expense of the possibility of implementing the utopia of a multi-ethnic and intercultural society. However, the current historical moment needs utopia to become a reality, in order to ensure the resilience of the system: this study, therefore, has arisen from the need to assess whether and to what extent the best practices of another European country, which is considered an efficient model, could be adopted even in Italy. The first aim has been to formulate policy proposals that could contribute to integration of immigrants and their entry into the labour market. A second objective has been considering whether drop-out rates, with particular reference to young people of foreign origin, was a problem to be faced only with better VET policies, or if its complexity would need equally complex analysis and planning, in a multi-disciplinary and systematic vision of the theme. All this after considering the Netherlands, where the latest report of the Education Inspectorate encounters a more difficult statement than that represented outside the country. Although the Dutch VET system has been indicated as a reference model in Europe, compared to the past there are more critical issues today that interest first-, second- and third-generation foreigners despite the measures taken. Marginalization and blatant discrimination are undermining also an emblem of equal opportunities like the Netherlands, where more than half of non-Europeans are second and third generation immigrants and every year about 18,000 asylum-seekers are received. Increased education is not significantly reflected in the labour market, because one year after the end of their training, young non-European foreigners rarely find a job, unlike their native peers, especially in vocational education at lower levels, where the greatest drop-out rates are noticed. For all these reasons, looking at the Netherlands could make it easier to design the most appropriate solutions to the Italian reality, with the aim of supporting integration and reducing early school leaving.

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684   Social Inclusion And Educational Success: The Role Of School In The Enhancement Of The Experiences Of Students With Migratory Background

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Keywords: Inclusion, School Success, Young people of foreign origin, Empowerment

The Italian statistics for the 2019-2020 school year describe a national system in which there are about 860,000 students with non-Italian citizenship (MIUR, 2020). Of these, almost a third, faced the experience of family reunification. The "left behind" children (Zanfrini, 2007) represent that part of the population with a migratory cultural background that are most exposed to the dropout's risk and who faced multiple difficulties in social inclusion processes (ISMU 2020 Report). These children were born elsewhere, socialized and educated for a few years in a different environment, they became immigrants during childhood or adolescence, and found themselves catapulted into a new context, completely foreign, without points of reference (Lagomarsino, Erminio, 2019). The greatest risks to which they are exposed are represented by educational failure and slipping into social marginalization. Their study path is subject to a number of variables, of subjective and objective unknowns that cannot be immediately specified and, in any case, conditioned by a series of elements among which at least must be considered: the age of entry into the school system, inclusion in different age groups, the "decision" to attend technical and/or professional institutes, learning a new language, socializing, knowledge of a different educational system, discrepancy between school and job demand, etc. (Ambrosini, Pozzi, 2017). From a research carried out by us from 2016 to 2019, it emerges that the experience of family reunification can be configured as a vulnerability, but at the same time also as a wealth of stories and experiences that educational and training agencies can enhance by transforming it in an identity resource within the framework of an empowerment process. The research, conducted with 26 daughters of immigrants, aged 13-20 living in Florence and Madrid, in an interdisciplinary perspective, using Grounded Theory as a method of investigation, and a semi-structured interview as a data collection tool, highlighted that without an enhancement of their experiences their potential resilience remains unexpressed, making their scholastic and social inclusion more difficult. The essay aims to highlight

the essential role of the school as the fulcrum of the dynamics aimed at encouraging the inclusion and socialization of these adolescents. An inclusive school aims to transmits knowledge and skills to all students, guaranteeing equal opportunities. Regarding students with a migratory background, only if schools are prepared to welcome their growth experiences, characterized by "before" and "after", "there" and "here", they will be able to really support them in the processes of school and social inclusion. This contribution therefore concludes with indications addressed to the school system so that this, today even more than yesterday, given the pandemic situation, is able to perform its dual function as an attractive pole of the requests posed by these young people and as a catalyst agent for their life plans (Silva, 2004).

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322   Secondary School Students' Attitudes Concerning Mutual Acculturation In Switzerland, Germany, And Greece: Towards Understanding Its Impact On Educational Success

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Keywords: mutual acculturation, acculturation attitudes, school adjustment, educational success, latent profile analysis (LPA)

In most OECD countries, immigrant descendants and young migrants face the risk of underachieving at school (Makarova & Birman, 2015). In comparison to native peers, migrant students often experience lower school engagement and higher levels of stress and burnout, which can lead to poor school outcomes (Özdemir & Özdemir, 2020). School outcomes, however, have long-lasting implications for future life opportunities (Heath & Brinbaum, 2014; Motti-Stefanidi & Masten, 2013), and thus should be well understood. The process of acculturation plays a crucial role when migrant students are adjusting to the host country and its schools. Acculturation is a process of cultural and psychological change taking place because of intercultural contact (Berry, 2019). Schools are key social contexts for adolescents' development (Eccles & Roeser, 2011) and are a microsystem for adaptation (Suárez-Orozco, Motti-Stefanidi, Marks, & Katsiaficas, 2018). Acculturation outcomes can be measured via students' psychological (e.g. well-being, self-esteem) and socio-cultural adjustment (e.g. acquisition of school-relevant skills, educational performance). The concept of mutual acculturation relates to the reciprocity of the process of acculturation, meaning that not only newcomers but also locals and institutions change and adapt when experiencing or when having to deal with intercultural contact. In particular, (national) institutions must be adapted to better satisfy the needs of all groups now living together (Berry, 2019). As schools are cultural actors (Warikoo & Carter, 2009) and peer interactions lead to contact with various cultural backgrounds (Miklikowska, 2017), mutual acculturation is expected to take place within the context of schools.

The aim of this contribution is two-fold: the first goal is to offer insights into secondary school students' attitudes towards mutual acculturation, which, to our knowledge, has not previously been assessed in this way. Additionally, the second goal of this contribution is to analyze the various acculturation attitudes patterns in relation to educational achievements. Data has been collected in 2019 of N=1160 pupils in public secondary schools in Switzerland (n=375), Germany (n=346), and Greece (n=439). A newly constructed four-dimensional mutual acculturation attitudes scale has been used, which considers that acculturation attitudes are held not only towards immigrant students but also towards native students and towards schools' responsibility of supporting intercultural exchange. Latent profile analysis (LPA) is a statistical person-centered approach and allows for the recovery of hidden groups from observed data (Oberski, 2016). Through such an LPA, acculturation attitudes patterns were examined in all three countries for native students and students having a migration background. Results show similarities but also diversity in these acculturation attitudes patterns over the three countries assessed. Additionally, these local acculturation attitude patterns will be analyzed and discussed in relation to educational achievements.

D.4. Adoption, foster care, and the complexity of education

631 Adopted Children School Success, Social Inclusion And Adjustment Problems: The Role Of Multiple Risk Factors And The Italian Guidelines To Promote Adoptees' Right To Education

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Keywords: adopted children social inclusion, school success, adjustment, Italian guidelines, risk factors

Framework

Examining the variables influencing school performance and inclusion is a relevant goal in adoption research, as adoptees' learning difficulties are comparable to those of students living in disadvantaged families (Molin, Cazzola, Cornoldi, 2009) and increase their vulnerability to maladjustment and social exclusion.

Nevertheless, the multiple adoptees' risk factors linked to adoptees' learning difficulties (Ferriti and Guerrieri, 2020) and its consequences are little explored. In Italy, although the "Linee di indirizzo per il diritto allo studio degli alunni adottati" were approved several years ago, the suggestions contained in them to promote adoptees' school inclusion are often not applied.

Aim

This contribution, thanks to the cooperation between academics and practitioners working in adoption field, describes an explorative study conducted with a mixed-method and a multiple informant approach to investigate:

a)   factors influencing adoptees' school performance and inclusion, adjustment and social inclusion, in a sample of both domestic and foreign adopted children..

b)   the extent to which the recommendations of aforementioned Italian guidelines are met in the experience of a sample of Apulian adoptive families.

Method

In the quantitative step of the research, about 70 adoptive families with children between 6 to 14 of age were recruited to participate in the study.

Filling out a questionnaire, parents provided information about adoptees' gender, age at adoption, ethnicity, the use of a personalized teaching plan and the presence of linguistic, concentration and attention disorders certified by experts. They completed also a pre-adoptive early adversities scale.

In terms of outcomes, parents were requested to give information on their adopted children's a) learning difficulties, b) school and social inclusion, c) school performance, and d) adjustment problems by using SDQ. The assessment of most of the outcomes was replied by asking the Mama-Happy operators to compile the same measures.

In the qualitative step of the research, two focus group discussions with adoptive parents were carried out to explore more deeply adopted children educational placement and path and examine the weaknesses of educational systems and the obstacles that adoptive families face.

Expected outcomes and use of results

Data collection is in progress. However, quantitative data will be analysed to explore a) the degree of application of the guidelines in the experience of the participants; b) which risk factors influence more adoptees' school performance and inclusion, adjustment and social inclusion. Qualitative data will be examined by qualitative content analysis to highlight weaknesses, challenges and suggestions to improve educational systems and reflect on possible strategies to develop cooperation networks between school workers, local third sector organizations' professionals and adoptive parents to meet the educational needs of adopted children and promote their adjustment and social inclusion.

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203 Inclusion, Wellbeing, Sharing: Storytelling And Listening In A Circle. How To Build Inclusion In Classroom Settings

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Keywords: Inclusion, workshops, adoptees, storytelling

School is no longer just a place of study; we are constantly learning about its important role in the social, emotional and relational development of individuals. When pupils enter their classroom they carry inside their personal life. Teachers sometimes encounter stories full of "emptiness" and at other times those that are too "much" to handle[1]. In order to help these experiences be voiced and unfolded in an inclusive setting, creation of specific moments dedicated to "storytelling" and "listening" is essential. Experience to-date with foster-care and adopted pupils has taught us that it is crucial to dedicate specific attention to these children, given also that in recent years their age of entry into a stable family environment is much higher and this significantly impacts schooling and learning.[2]

The considerations that can be drawn from their life experience must not lead us to single out these pupils and expose their vulnerabilities, increasing stereotypes both within the classroom and socially, but should rather be aimed at providing new and meaningful opportunities of inclusion, concentrating activities on the importance of diversity, uniqueness, caring for others, trust, resilience, empathy.

This presentation aims to illustrate how to work in classrooms using transverse methods in teaching practice so that each pupil is given time to "feel safe" and come to terms with his/her feelings, to gradually develop relationships with others, feel free to voice feelings or be silent, or to use images as expressive means, if he/she wishes.

Following approval of the guidelines for the inclusion and wellbeing of adoptees in schools issued by the Italian Ministry of Education in 2014[3], classroom workshops were introduced from 2015 to-date, in schools[4] with nursery to secondary school age pupils.

The activities over the years involved manual methods; using illustrated book-reading, listening to music, viewing films, pupils were asked to express their views and were left free to "create" something with the aim of sharing what they had produced (from book-to-book according to Munari's methodology or creating multimedia storytelling).

During classroom activities the teacher's presence was considered essential, since he/she not only participates actively, but is also the true "instrument" able to guide pupils to continue relating with their schoolfriends and thus improve awareness and understanding of each other.

Families were also involved in the educational classroom workshops so that pupils would also find an inclusive environment at home, in "continuity" with school activities.

Over the years, the classes that had continued with the educational classroom workshops reported a feeling of greater well-being when working together, pupils did not feel "obliged to speak", but their perception was that they were free to do so and that their experience and timing was respected.

[1] Guerrieri A., Nobile M., Una scuola aperta all'adozione, Pisa, Ets (Collana Genitori si diventa), 2016.

[2] 51.282 children were adopted internationally to Italy between 2000-2019; about 50% were aged 5-9 years.

[3] "Linee di indirizzo per l'accoglienza e il benessere degli alunni adottati"

[4] La Spezia province and Sesto Fiorentino (Florence province)

118 Strategies To Promote Inclusion And To Address The Issue Of Identity Classrooms With Adopted Children (Abstract)

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Keywords: Identity, International adoption, School belonging, educational path.

Much of the research on adopted children and their school commitment has compared them to their non-adopted and domestically adopted peers in relation to academic outcomes. Despite the preadoption adversity that many children experience, many adopted students have good school results. However, they are at greater risk of experiencing academic challenges, and the meta-analyses (for a synthesis see Fermani, Muzi, 2019) indicate that they display lower levels of academic performance than non-adopted students. The prevalence of international adoption rises a set of challenges regarding, in particular, the identity achievement and the strong impact of identity on the school results. Scholars (Cokley, 2007) define Ethnic Identity as the subjective sense of ethnic group membership that involves self-labelling, sense of belonging, preference for the group, positive evaluation of the ethnic group, ethnic knowledge, and involvement in ethnic group activities. Koenka and collaborators (2020) underline that perceived school belonging, or the sense of being accepted, valued, and encouraged by other in the school social environment is a key aspect of students' schooling experience. The inclusion sense has a positive impact on a variety of positive adjustment outcomes. Teachers have a fundamental role in this process but, despite Italy having from 2014 "Linee di indirizzo per il diritto allo studio degli alunni adottati" that pay attention to the formation of the identity of the adopted student and his inclusion, too few teachers are properly trained for applying their contents. For this reason, in the Department of Education, Cultural Heritage and Tourism at the University of Macerata, 128 students worked in groups (13 groups - about 10 students for each group of the Social and Family Psychology course studied) on the Guidelines and they proposed didactic units to address the issue of identity in the classroom of primary school with adopted students. To protect these students from future discrimination and moments of crisis, educational paths have been elaborated and the results of these works will be presented.

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893 The Educational Choices Of Adopted Students

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Keywords: adoption, education, intergenerational educational mobility

Students with an adoptive background are in a condition of multiple intersectionalities with an overlap of different identities: adoptive, ethnic, ability, which puts them in a position of possible multiple discrimination. For instance, they are often SENitized and schools often employ PDPs thought for students with SLD missing crucial issues such as the effects of PTSD and attachment difficulties, ignoring the hardship to deal with fragments of the past that need integration with the present. In such a way the medical determinants seem overrepresented underestimating any other identity component. To better assess critical issues and actual

resources of such students and of their social environment, our work intends to investigate their educational choices in comparison with those of their adoptive parents and how this data vary from research on intergenerational educational mobility in Italy. We also want to better understand the outcomes of such choices and formative paths. The research proceeds qualitatively, targeting adoptive parents and adoptees by two different tools, one intended for parents and one other for adoptees. Parents, who adopted children born before 2002 in NA or IA, are involved via an avalanche sampling, randomly distributed, without statistical significance. Questionnaires are distributed with closed and open CAWI questions. Adoptees are involved similarly via a differently structured questionnaire. Both tools intercept the educational goals and achievements of adopted students and pupils. Particular attention is so devoted to critical issues in high school years, post-diploma education, first job experiences.

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233   The Complexity Of Education Between Interculturality And Gender Perspectives, In The Adoptive Family And At School

Lorenzini, Stefania (Università di Bologna, Italia)

Keywords: adoption, racism, sexism, intercultural education.

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The complexity of the experience of adopted children of foreign origin with respect to the adoption context is linked to a variety of elements that start from the events and difficulties experienced in pre-adoptive life and go all the way to the discontinuity produced by adoption itself with the profound changes it implies in terms of relationships, affection and communication, culture and language. These peculiarities of the adoption experience may be intertwined with other areas of complexity present in the new context of life. In a socio-cultural context such as the Italian one (but not only), which is often imbued with negative and demeaning stereotypes and prejudices, for example with regard to certain ethnic and cultural backgrounds and skin colours, as well as with regard to the female gender, episodes of discrimination can take place involving adopted children and young people of different origins. These episodes can be occasional or repeated, explicit and strong or implicit but pervasive, and in all cases they can have a significant impact on the personal well-being of each individual and the positive construction of their identity. This is all the more so given the fact that where characteristics that are possible targets for discrimination (such as black skin and being a woman) are concentrated in one person, the risk of incurring discrimination increases. Testimonies collected through qualitative interviews (carried out over the last 20 years, between 2000 and 2019) can take us inside the experience of young people adopted in Italy and

of foreign origin, allowing us to identify elements of racism and sexism present in our socio-cultural context. These same experiences described and commented on by those who have been protagonists call for the need to become promoters of a wide-ranging cultural transformation. They also provide important food for thought in order to rethink and redefine the responsibilities and educational potential of adults in the family and at school, in a perspective that is both intercultural and gender-specific.

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127   Learning Difficulties Of Out-Of-Home Care Children: Magnitude, Characteristics And Coping Strategies

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Keywords: children out-of-home care, foster care, school achievement, difficulties, school support strategies

Children with strong socio-psycho-educational problems, such as children who have lived in high-risk contexts especially in early childhood, are most likely to experience difficulties in school. According to several studies, in fact, conditions such as the absence of a stable caregiver capable of providing adequate care, both material and affective, the deprivation of cognitive stimuli, living in chaotic contexts and even the mother's assumption of alcohol or drugs during pregnancy, can significantly affect the cognitive and affective development of children, with considerable effects on their learning and school adaptation (Chamberland et al., 2015). It is internationally known that children out-of-home care tend to experience school failure, which is also related to their high school mobility (Hansson, Gustafsson, 2020), with a gap that tends to increase with age (Jackson & Cameron, 2012). Scholars also note inconsistent school attendance especially in adolescents (Zorc et al., 2013) as well as significant disciplinary measures (Sebba et al., 2015) related to the occurrence of behavioural and emotional self-regulation disorders (Liu et al., 2014). There are also high percentages of out-of-home care children placed in special education (Zetlin, Weinberg, & Shea 2006), showing high levels of drop-out when multiple risk factors are combined (Clemens et al., 2019). These difficulties are also confirmed by Italian surveys (Belotti, 2010). In this contribution we will report the findings of three studies carried out in Italy between 2018 and 2021. The first research (Ricchiardi, Coggi, 2019) addressed a sample of 298 foster families, highlighting the extent and type of learning difficulties of the foster children, as well as the differences in relation to their school level and age of arrival in foster care. The second study (Ricchiardi, Coggi, 2020) provides a quantitative survey on the characteristics of 408 minors entrusted to Piedmontese community families from 1995 to 2019 as well as a qualitative analysis of the minutes of the monthly meetings of the support group of said families, recorded for 10 years. This in-depth study made it possible to detect, among other things, how much school difficulties affect the well-being of the foster family, how they interweave with other problems, how they evolve and how they weigh on the long-term life trajectories of the children. The third survey (n=275), on the other hand, aimed at highlighting not only the difficulties but also the knowledge gained by the foster families, that is, the coping strategies that proved effective in addressing the difficulties in and out of school. The

capitalisation of the knowledge acquired by the foster carers through their experience, training and discussions in support groups can be a resource to better train new foster families, to make them able to effectively face school difficulties and, more in general, to be better prepared to accompany the children and young people in their care in the construction of a meaningful life project. The experience of foster parents can also be useful to build a welcoming culture at school, making it a context of resilience and not an additional risk factor.

209 Teachers' Perception Of Socio-Cultural Belonging In Adopted Pupils

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Keywords: socio-cultural belonging, international adoption, bicultural identity, school context, teachers' perception

In the field of scientific studies about international adoption, it has been taken in consideration the way in which the culture of the original country from where adopted children come from interacts with the culture of the adopting country.

In particular, a significant importance is given to the possibility to integrate the two different cultures into a single, unifying identity, which preserves each culture's specific traits. Numerous studies underline how the perception of a bicultural heritage fosters the development of positive self-awareness a better psycho-social adaptation and reinforces the ability to face prejudice and discrimination (Benoit, Harf, Skandrani, Moro, 2015).

An examination of specific studies on this topic has evidenced the presence of two different approaches in relation to socio-cultural belonging in internationally adopted children. The Anglo-Saxon approach favors the development of a bicultural competence and the valorization of the original culture. The French approach, in line with a political trend which promotes assimilation, encourages the perception of belonging only to the culture of the welcoming country (Benoit, Harf, Sarmiento, Skandrani, Moro, 2018).

The socio-cultural context in which the adopted child is inserted influences his individual process of identity construction and the school environment has an important role in this complex situation. The school context, in fact, represents one of the main factors which influence the activation of psychological processes regarding identity construction and socialization in any school pupil and definitely also in the adopted ones and the influence of their teachers' opinions seems to be of great importance.

Method

The aim of this contribution is to widen the knowledge of existing studies in relation to how the school system considers the perception of socio-cultural belonging in internationally adopted children. Therefore, we have created a semi-structured interview, aimed at investigating the teachers' perception of socio-cultural belonging in adopted pupils.

This study is part of a wider research, whose aim is to investigate the perception of socio-cultural belonging in internationally adopted children, exploring different viewpoints, namely from the child, the adopting parents and the social context.

A new element which differentiates the present research from those already conducted by others is represented by the choice to explore the role of the school context through the teachers' perception on the matter.

The sample, formed randomly, is composed by teachers of kindergarten, elementary school, middle school and high school in the Northern and Central regions of Italy.

Considering the limited number of interview and taking into account that the sample is not representative of the whole population, the present research does not aim at reaching statistically significant data. The participants' contributions, reported verbatim, have been qualitatively analyzed.

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737   Reinventing The Family In Foster Care. Learning, Belonging And New Family Boundaries For Children In Foster Care And Foster Siblings

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Keywords: Foster care, family practices, learning

Within growing attention to children's voices in research, the international literature has produced a number of contributions on children's perspectives of foster care, with a special focus on children in care (Fernandez, 2009). Fewer studies have been devoted to the population of the foster parents' biological and legal children (Serbinski, Shlonsky, 2014).

So far, the point of view of the two groups has been considered separately. Although their life trajectories are highly specific, when we focus on the construction of family, a cross-cutting perspective on the two groups of children can offer new insights on how fostering involves learning and change for both. It also allows to focus on the participants' perspective of their intimate experiences in relation to wider social processes within the Italian context, where a foster family is both a transgression of the "natural" (biological) family myth and a highly valued form of solidarity.

The family practices approach (Morgan, 2011) has set a widely accepted framework for understanding families beyond their mere structure, based on concrete practices, and some authors have also used this approach as a base for interpreting the sense of belonging experienced by children who are cared for outside their family of origin (Biehal, 2014). Family foster care provides an interesting perspective for observing both "doing" and "displaying" family as key processes of family construction in the social space. The multiple, complex set of family relationships that foster care depicts is an "unexpected" family for many. A family that somehow disrupts the expectations about what a family is, puts the actors in the condition to expose their bond as a family relationship, and therefore to be constantly solicited to display themselves as "family" in different settings (Finch, 2007). Furthermore, as Gabb (2011) pointed out, "displaying" family is often based on the family narratives available, embedded within shared dominant representations of family that circulate in a social environment. This makes it very difficult for children and youth living in "non-standard" family configurations to find their own ways to display them and not be overcome by narrative clichés.

The presentation is focused on the main results of an interview research involving 69 children and youth who currently live in foster families in Italy, as children in care and as biological children of the foster parents. The results highlight the intense work children do in constructing and naming family ties, in displaying their family in social contexts, and in learning about themselves, the family, and their multiple belongings throughout foster care.

229   School-Family Co-Responsibility. Good Practices From Training Courses Promoted By An Association Of Adoptive Families

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Keywords: Adoption, Parents' and Teachers' Training, co-responsibility family-school, Resilience, Empowerment

The "Guidelines for the right to study of adopted children" (Italy, 2014) pay great attention to the needs of children adopted in the school context. However, this tool is not yet widespread and homogeneous in the national territory.

The school placement, as well as the moments of transition between the different levels and grades of schools, represent particularly delicate stages, which require adequate educational accompaniment (Guerrieri, Nobile, 2016). At the same time, the entire path cannot be separated from a fruitful dialogue between parents and institutions, to encourage children and teenagers to have a correct definition of themselves and promote inclusiveness itineraries within the class group.

This contribution aims to reflect on the issue of co-responsibility between school and family (Pati, 2019), starting from some experiences promoted by an association of adoptive families, called Afaiv, active in the province of Varese. We will focus on the presentation of good practices and critical issues emerging from the cycles of thematic meetings that see adoptive parents as protagonists and from training courses addressed to teachers and educators.

These initiatives plan for fostering a better understanding of the adoption phenomenon, raising awareness about the needs of adoptive students, encouraging the discovery of personalized tools for their own growth path.

The complexity of the phenomenon calls into question the educational discourse. Adoption requires unprecedented skills in understanding cultures (Favaro, 2010), on the horizon of an educating community called to build good relationships and collaborative networks between school and family. From a pedagogical perspective, we would try to highlight some useful dimensions for the development of personal (Cyrulnik, 2002) and family (Walsh, 2008) resilience and empowerment (Bacharach, 1993).

D.5. High School Choices in Tracked Systems. Can School Guidance be an Effective Means for Reducing Family Background Inequalities?

854 Biased School Guidance And Students' Social Origins: Why Do Teachers Tend To Reproduce Social Inequalities?

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Keywords: school guidance, social inequalities, teachers bias

Previous research showed that teachers' school guidance at the end of lower secondary education is not neutral at all. Family socio-economic background is a crucial predictor of the advice provided to students by their teachers, even after taking into account a wide set of students' socio-demographic characteristics and their educational performance, both in terms of marks and standardized national assessment scores (Checchi 2010; Argentin et al 2017). Hence, quantitative results confirmed previous qualitative research about the biased nature of teachers' school guidance (Romito 2016; Bonizzoni et al 2014).

At the same time, ethnographic investigations and qualitative interviews pointed to several micro-mechanisms explaining why teacher provide socially (pre)defined school advice to students. In example, previous qualitative research showed that teachers incorporate in their advice considerations about parental economic resources, parental cultural capital, the specific local school offer and labor market demand, students' attitude towards studies, etc. To our knowledge, what is still missing is the attempt to – quantitatively – weight the role played by these mediation mechanisms in determining teachers' bias when formulating their school advice. This contribution is a first attempt to fill this gap in quantitative literature on school guidance.

Using a new and unique dataset built with MIUR and INVALSI, containing detailed information about around 52.000 middle school students, we develop regression models aimed at: a. confirming pre-existing evidence about teachers' bias in school guidance to students with different social backgrounds; b. identifying to which extent this bias may be explained through several mechanisms identified by previous qualitative research, for which quantitative indicators were available in the dataset.

Empirical results confirm that teachers' school guidance is biased and extend previous knowledge quantifying the bias on specific lyceum sub-tracks. We show that the classical and scientific lyceums are by large more frequently recommended to students from higher social backgrounds. In addition, results are consistent in confirming the existing bias even after controlling for several local factors, thanks to school fixed effects. Finally, regarding social mechanisms underlying teachers' bias, we show that a crucial mediation role is played by familiar economic conditions.

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427 Old Habits Die Hard? School Guidance Interventions And The Persistence Of Inequalities

Borgna, Camilla (CCA-Collegio Carlo Alberto) · Contini, Dalit (Università di Torino) · Pinna Pintor, Stella (Università di Torino) · Ricucci, Roberta (Università di Torino) · Vigna, Nathalie (Université de Lausanne, Switzerland)

Keywords: tracking, choice inequalities, school guidance, impact evaluation, implementation analysis

Educational inequalities are a feature of all modern societies. In addition to differences in performances, tracked school systems are characterised by social inequalities in path choices. In these contexts, school guidance can play a role in shaping inequalities. The aim of this paper is to investigate that role. We do so in Italy, where secondary tracks are heavily stratified in terms of social prestige and families are completely free to choose.

Previous research has highlighted a possible positive impact of targeted guidance project on reducing school choice inequalities (Carlana et al. 2018, Barone et al. 2018). Nevertheless, little evidence exists on untargeted interventions. Against this background, we evaluate the effect of a guidance intervention implemented in 2018 and delivered to 7th-8th grades in several schools of Turin. By reducing the information gap and encouraging students to deeply reflect about their interests and aptitudes, the project might have reduced the propensity of disadvantaged students to disproportionately choose less prestigious tracks, thereby reducing inequalities in school choices.

We apply two complementary research approaches. We assess the causal impact of the project with a counterfactual approach, employing a difference and difference design. We use administrative data on school enrollment linked with data on cognitive abilities, aptitudes and interests collected through a test administrated to all the students enrolled in 8th grade in the municipality. We also analyze the implementation of the project through large non-participatory observation and through interviews to key actors.

We show that the impact of the project on inequalities was very small, since disadvantaged students in the school participating in the program do not seem to have made more ambitious choices compared to their peers who did not participate. We highlight several factors contributing to this result, such as the difficulty in following the program for students with little command of Italian, and the lack of coordination between the actors involved in the various phases of the guidance process. Moreover, the concern to reduce the risk of early school leaving led the counselors to put much emphasis on past school performances during the meetings in class. The same concern later led the teachers to take into consideration students' family background while formulating their recommendation, which was delivered to treated students after the end of the school guidance intervention and before actual school choice.

The results of this study highlight the need of integrate a reflection on choice inequalities into counselors' training and, more generally, into the national guidelines on school guidance.

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259 Despite The Best Intentions. Educational Inequalities In Highly Stratified But Choice-Driven Tracking Systems

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Keywords: tracked systems, school choice, school guidance, educational inequalities

This paper investigates the consequences of social inequality in educational aspirations within a highly stratified but rather unselective tracking system. By exploiting a unique longitudinal administrative dataset from the city of Turin (N=6,759), we analyze students' trajectories at a crucial turning point for educational careers in Italy, i.e. the transition to secondary schooling. We unpack the decision-making process of students from different family backgrounds by examining: (i) how initial intentions develop into actual track choices, (ii) the role played therein by school guidance, and (iii) the consequences in terms of school failure in the first year of secondary school. We show that, even when school guidance is not socially biased, it can contribute to social inequalities in track

choices and outcomes. This is partly due to its non-binding nature, from which high-SES families take most advantage, and partly to the attention reserved to student's initial intentions. Educational intentions are heavily socially stratified, as they reflect aspirations and acquaintance with the educational system. School guidance professionals factor them in because they consider them a proxy of motivation and family support, which could sustain children in their future educational careers. Yet, our analyses on student performance during the first year of secondary school reveal that, net of prior ability, ambitious intentions do not actually protect from the risk of failure neither low-SES nor high-SES students. We conclude that, especially within institutional contexts where freedom of choice over educational transitions is large, school guidance might fuel negative push factors for high-achieving but low-aspiring students, with harmful consequences for both equity and efficiency at the system level.

659   The Influence Of The Academic Self-Concept On Processes Of Educational Upward Mobility

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Keywords: educational upward mobility, academic self-concept, social inequality, social habitus

At the transition to upper secondary education immigrant students decide more often to continue schooling in an academic track than non-immigrant students. The latter are more likely to choose a vocational alternative. Yet students with an immigrant background do not benefit from their more ambitious educational choices in terms of subsequent success. The mechanisms behind this so-called aspiration-achievement paradox remain unclear. This article therefore aims to explore the specific challenges that hinder the educational success of immigrant youth in processes of educational upward mobility. Previous research shows that academic self-concept has a direct impact on school performance, even when controlling for academic ability and prior educational attainment. For this reason, empirical investigations focus on factors that influence adolescents' academic self-concept. However, the academic self-concept is influenced by performance-related comparisons (Marsh et al. 2000) as well as socio-structural comparisons (Schwarzer et al. 1982) and parental expectations (Frome & Eccles 1998). To shed light on migration-specific challenges that accompany processes of educational upward mobility, this paper also argues that family dynamics (normative expectations, family cohesion) and acculturative stress influence adolescents' academic self-concept. Mediation and moderation analyses based on linear regression models confirm this hypothesized influence of normative learning environments on the academic self-concept of immigrant students. The results thus provide an important piece of the puzzle for the missing link between aspirations and achievement. The data are based on the National Education Panel Study, which monitors the German education system and its outcomes.

848   Teachers' School Guidance As A Set Of Different Education Interventions. Exploring The Heterogeneity Underneath Advices' Formulation

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Keywords: Educational School Guidance, Educational Inequality, Teachers, Qualitative research, Upper Secondary School Choices

The transition from lower to upper secondary school is a crucial passage in the Italian system, in order to identify mechanisms underlying the reproduction of social inequalities.

The advice formulated by teachers and provided to parents and students seems to influence their choices when enrolling in different high school tracks and seems to be biased and unequal, reflecting students' socio-economic background (e.g. Romito, 2016; Argentin et al., 2017; Argentin & Pavolini, 2020).

This is critical, considering that the advice coming from teachers arrives to family in a crucial moment for the generation of high school segregation among tracks and it could be even effective in counteracting the reproduction of inequalities.

Previous studies were focused on average trend, but they tell us only few about factors underlying differences in school guidance (e.g. Argentin et al., 2017; Barone et al., 2017); while qualitative studies investigated more in-depth the advices' formulation, but describing local contexts and exploiting only partially the existing variability (e.g. Romito, 2016).

This essay explores the dimensions of heterogeneity in the formulation of school advice by teachers, through interviews to teachers from different social contexts, but also focusing on several characteristics of the advice usually not adequately considered (i.e. how it is provided to parents, its level of specificity, the criteria considered by teachers, etc.). We aim to investigate whether the advice may be considered as a unique intervention, thanks to an underlying homogeneous process leading to it, or if we have to consider its multiplicity as generating different interventions in different schools.

Our analyses relies, now, on thirty semi-structured interviews conducted with teachers from all over Italy, identified through a snowball sampling.

Results clearly show the great variety in teachers' advice. Heterogeneity is relevant along all the dimensions considered: in the advices' form, communication channel, criteria perceived as relevant by teachers, etc..

This variety is also enhanced by the fact that guidance councils are strongly rooted in the local context, i.e. specific training and employment opportunities.

Implications for a policy re-definition of teachers' school guidance are exploited, also in light of its potentiality as a tool to contrast the reproduction of social inequalities in education.

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733 Pre-Covid Career Guidance In Middle And Secondary Schools Of Trentino: A Study About Collaboration Networks And Practices

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Keywords: career guidance, schools' formal/informal networks, activities, practices, projects

Abstract:

During the first Covid-19 lockdown, we, as provincial office for the school policies evaluation of the Autonomous Province of Trento, proposed a questionnaire to our middle and secondary schools' reference teachers for career guidance, to understand their working practices and projects in the pre-Covid period (the last two school years until February 2020). Our aim was to understand the status quo at a provincial level of the projects and the way of working/collaborating between schools in formal/informal networks for offering better quality projects which may have in turn an impact on students' choices in transition between different orders of schools or to work and tertiary level education. The present work wishes to contribute to the debate on the evaluation, impact and quality of career education programs in schools (Gatsby Charitable Foundation, April 2014, Final Report). The questionnaire was

divided in two main sections: the first one about the quantification and analytical description of the current projects, the second one about the networks of collaboration between schools (SNA). We discovered that in Trentino all schools have some core projects mostly regarding the typologies "informative" and "formative" of orientation activities and that the "counselling" typology is mostly but not only delegated to external experts, mainly psychologists working already at the school. Regarding the "inclusive" typology there are very few innovative projects about gender issues and career guidance of students with a migration background. Another part of the questionnaire investigated the role of formal and informal networks of schools collaborating in jointed projects about career guidance. In Trentino there are some well-established formal networks of middle and secondary schools on a local level which have a particularly important role in organizing and planning mostly jointed information and formation activities for students and their families, which in turn may have an impact on the further choices of the students. Data revealed that there is also an interesting "parallel" informal network of schools, mainly regarding the schools around the Town of Trento, where some middle schools and VET schools have a role in connecting as brokers more dispersed schools in the whole province. Despite in Trentino in the last years a lot of efforts were put in implementing a kind of provincial system for career guidance, still each school and/or formal network of schools are quite independent and autarch in developing and carrying out their projects. The sharing of good practices among the schools and the networks of the whole province is still limited and in a very initial phase. It is argued that these more territorial based projects would benefit from such exchange to prevent an asymmetric and quality differentiated access to information which may impact the desired "equity" of the whole system in giving to everyone the same opportunities despite of the location of the school. We are planning a post Covid-19 follow-up questionnaire to verify the differences and behaviours of schools on this issue and to highlight the risks that students face in this period also in the management of transitions.

849   Gender Segregation In Secondary Education: The Role Of Teachers' School Guidance

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Keywords: horizontal gender segregation, guidance advice, high schools' choices, educative divide

The mass schooling that has taken place in the last century in Western countries hides enormous educational inequalities between students with different social origins and other ascribed characteristics.

Teachers' guidance at the end of middle school contributes to the reproduction of educational inequalities in the Italian case. Sociological literature has investigated the effects of the guidance counsel on diversifying the choices of the higher curricula of students with different social and migratory backgrounds. Less attention has been paid to gender, another ascribed characteristic.

The objective of this contribution is exactly to identify how teachers' school guidance contribute to gender segregation within Italian upper secondary education. Is teachers' school guidance shaped by student gender? How do teachers manage gender when defining their advice?

Methods

This research was conducted using mixed methods and two data sources: a unique dataset built with MIUR and INVALSI data, containing data about 52.000 middle scholars, and 25 semi structured interviews with privileged witnesses of school guidance processes, in large majority experienced teachers.

The dataset was analysed through multivariate regression models, to estimate the role played by guidance in shaping gender segregation among high school tracks. Qualitative interviews were analysed highlighting the dynamics of school guidance from the point of view of the actors defining it.

Results

Our analysis shows how the guidance advice differ not only according to the social conditions of the students but also with respect to their gender: boys and girls, even with equal marks and standardized performance in different subjects, obtain guidance advice towards different high school's addresses. Teachers consider as "natural" incorporating students' gender and related stereotypes in their definition of school advice. At the same time, once made aware of their role in the reproduction of gender segregation, interviewed teachers manifested genuine interest in receiving specific training on this point, to overcome actual common and biased practices.

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D.6. The Disability Studies approach in the analysis of educational inequalities and in the structuring of contrasting measures

381   Naive Conceptions Of Students Within The Training Course For Support Teachers

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Keywords: support teachers, inclusion, social representations, discrimination

This paper aims to point out some attitudes and practices of teachers that may constitute forms of discrimination within pre-school and primary schools. These attitudes, apparently "non-threatening" and often naïve, hide nevertheless forms of discrimination that reflect the mechanisms of a wider society (D'Alessio, 2011). This means that the micro school context tends to absorb and/or reproduce the current social representations (e.g. "sick to be cured", "eternal child" - Lepri, 2011) present in society on one hand and to create ground where disabling processes mirroring society are grafted. These disabling processes do not promote the emancipation and self-determination of "children with disabilities" in their life perspective. Social representations, as Lepri stated, once produced and used throughout history are never definitively exhausted and still dominate cultures, practices and policies (Booth and Ainscow, 2002), interpreting disability as an individual pathology and/or a care issue. In this scenario, we carried out a research within the Training Courses for Support Teachers (University of Milano-Bicocca), involving 153 students who filled in a semi-structured questionnaire. One of the aims of the questionnaire is to investigate the naive conceptions and misconceptions that support teachers to carry within themselves (Calvani et. al., 2017). From a first analysis of the data, through the Qualitative Content Analysis, it emerges clearly the caring attitude of the support teacher who tends to replace the "children with disabilities" and propose him/her simplified and reduced tasks because support teacher wants to preserve the student from more challenging and complex learning outcomes and protect him/her from ordinary growth experiences (e.g. conflicts with peers, frustration due to the fatigue of learning, tolerance of waiting times etc.). This attitude can be traced back to a naive conception that tends to label "children with disabilities" as a uniform mono-category ("All disabled children are the same and for that reason some strategies could be good for all"), made up of students who are perceived as hardly able to progress ("...in fact they cannot really change") in a bio-medical model ("The disability is in the child"). The school context, in this way, runs the risk of not offering "students with disabilities" an environment in which the child is called upon, for example, to make choices, to deal with others, to play an active role. These are necessary experiences, from an early childhood, to become "causal agents of their own lives" (self-determination), enabling "children with disabilities" to acquire skills useful for taking on social roles which are recognised by society and which are meaningful for the person itself (Cottini, 2021). By offering children tasks that go more in the direction of "training" (e.g. infantilising learning outcomes) in a one-to-one relationship with the support teacher, rather than opportunities for meaningful learning in integrated and collective situation, the school reduces educational possibilities and opportunities by creating a possible form of discrimination.

660   Financing School Inclusion: Critical Reflection Of The Italian System In The Light Of A European Comparative Analysis

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Keywords: school inclusion, funding, Italy

Italian inclusive school policies grant all children and students the right to attend mainstream schools and classes, responding to an equality principle. With a compensative perspective, the needs of pupils considered more at risk of school of failure and exclusion,

so-called pupils with SEN, are addresses with particular resources. Eligibility for specific resources is given by the recognition of categories of SEN, mainly on the basis of medical criteria.

Referring to the framework that distinguishes between Input, Throughput and Output models of funding (Meijer, 1999), allocation of special resources for inclusive education in Italy is based on an Input Model: the individual right for an Individualised Educational Plan (IEP) and for extra resources is closely connected to a medical diagnosis and its severity determines the amount of available resources. The official decision about the diagnosis takes place in a multi-disciplinary team (family, school, and external members), that describes the support for the pupil and it is used as basis for planning and it is subject to a review process (European Agency, 2016; Ianes and Augello, 2019).

This model produces incentive to the "strategic behaviour" of formulating needs (Pijl, 2014) and is linked to increasing costs, where the lack of information, clarity of data and costs-benefits ratio are highlighted by the Italian Court of Auditors (2018). Furthermore, this system requires learners with SEN to be labelled as "special" (TreeLLLe, Caritas and Fondazione Agnelli, 2011) and, furthermore, the increased funding is often in terms of "outsourcing": identified students are delegated to specific professionals, in Italy mainly to support teachers (Ebersold et al., 2019).Also in other European countries, at leas since one decade, the risks of this model for the development of inclusion have been confirmed (Ebersold and Meijer, 2016; NESSE, 2012)

For this reason, many countries are moving towards funding models that combine the Input model with the Throughput Model (Mejier, 1999), where funding is based on stable formulas and on the condition that specific services will be autonomously be organized by a school, a municipality or a local region. The latter model is a form of funding that leaves to schools the responsibility to organize support, without connecting it to an official identification of Special Educational Needs. This is why it is potentially considered less at risk of labelling processes and more supportive for school autonomous choices in the implementation of inclusive practices (Ebersold et al., 2019).

A comparative analysis of three alternative funding models developed in Norway, Irleand and in the Netherlands will be presented. The countries differ for their history in inclusive policies: Norway shares with Italy a long history of a "school for all" and almost no special schools, while both in Ireland and in the Netherlands there is a co-existence of inclusive experiences and special settings (schools and classes). The countries also differ in the way throughput and input funding models are balanced. On the background of the comparative analysis. Some proposal for a rethinking of resources allocation for the Italian inclusive school system will be discussed.

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677 Culturally Sustaining Practice & Conserving Disability

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Keywords: Culturally Sustaining Practice, Conserving Disability, DisCrit Classroom Ecologies

Django Paris (2012) argues for the need to adopt culturally sustaining practices that move beyond simply respecting cultural difference to approaches to education that "perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling" (p. 93). Building on earlier asset- or resource-based pedagogies (Ladson-Billings, 1995), culturally sustaining approaches reject hegemonic norms and deficit thinking, but also seek to sustain diverse learners' cultural and linguistic competence and ways of knowing, or repertoires of practice (Gutiérrez & Rogoff, 2003). This approach embraces pluralism over assimilation, at the same time it aims to promote full access to curriculum. In other words, culturally sustaining pedagogy is an approach that respects minoritized students' as knowers, as it works to open doors to new frames of knowledge. As critical special educators, we ask, what might such an approach offer to students with disabilities and learners who are seen as having "special education needs?" What might it mean to adopt practices that seek to sustain or conserve disability as an ontological and epistemological resource? Can we imagine disabled futures, not as failures of practice, but as futures worth celebrating?

In "The Case for Conserving Disability," Garland-Thomson (2012) make a counter-eugenic case for conserving disability as a "potentially generative resource" that offers valuable cultural and material contributions to our social worlds. Rejecting utopian views of an imagined non-disabled future, she imagines what it might mean to conserve, honor, and preserve disabled ways of being in the

world—as a resource to embrace rather than a deficit to eradicate, ameliorate, or rehabilitate. In terms of education, what might it mean to think of students with disabilities as assets to be nurtured as they are, rather than problems to be remediated? What is lost when we only think of disability as a deficit to overcome rather than as a way of being and knowing that can and should be fostered, sustained, respected, and shared with others?

In thinking about how to merge these two ideas of culturally sustaining practice and conserving disability, we draw on Annamma & Morrison's (2018) notion of DisCrit classroom ecologies to consider ways to think about multiply minoritized learners as resources in the classroom. Embracing disability and cultural difference as equally valid and valuable ways of being in the world, we explore what a culturally sustaining approach to inclusive classrooms can offer in terms of nurturing and conserving diverse ways of learning and being in the world.

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743   Lived Experience Of Education And Relationships For Italian Adolescents With Dyslexia During One Year Covid-19 Pandemia

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Keywords: adolescents, lived experience, dyslexia, Covid-19 pandemia, IPA

In Lombardia the emergency event in world of education started on February 24th in Italy, when firsts universities and school closed, because of starting of COVID-19 pandemia.

Children were confined both at home with few attentions of public opinion and scientific research (Musso & Cassibba, 2020).

The study aimed at exploring lived experience of adolescents, listening to their voices and from an insider point of view, both in education and relationship,

 throughout the first year of pandemic restriction in Italy.

Using Interpretative Phenomenological Analysis (Smith et al., 2009), data are being collected and analysed, since May 2020, involving in recursive semi-structured interviews 17 students of Secondary school (7 in 1st Grade, 10 in 2nd grade), who previously lived also the condition "defined" as Specific Learning Disabilities, such as dyslexia (MacDonald, 2009). (cfr. Mortari, 2010; Mortari & Saiani, 2013).

Preliminary results suggest that many students have used the first quarantine (March-May 2020) to develop their approach to learning e reflexivity with personal advantages; all they also felt less difficulties than previously, thanks to extensive and inclusive use of technology, less time required for school, and personal strategies. More, they observed teacher in extreme difficulty in teaching through technology, such as they had lived the first period after dyslexia diagnosis, feeling incapable to learn because of some concrete barriers.

Situation changed in Dad (distance schooling) during autumn 2020, until the last period (Feb-March 2020), where unpredictable timing of school test and work, a large amount of homeworks, greater unsupported difficulties and a break of mutual trust with teachers sounds challenge and discourage adolescents' hope to come out of a general pandemic situation, to succeed and be motivated in learning.

This study, actually developing, open in deep how adolescents are living this unprecedented period, offering to pedagogic reflection strategies they developed or suggested for all the class from their own experience.

Moreover, this research has having a deep transformative impact on participants, who want to share their experience but also find in it a sustain to reflection and emotional elaboration and a motivation.

In the pandemic period in which each student has a special need because of a new challenging context of living and experiencing, because of distance, of sufferance in social, familiar or psychological context, can this pedagogical reflection –conducted from the point of view of students accustomed to use technology, to reflect and to make an effort to find different ways and new motivation to succeed in learning- be useful towards an inclusive re-projection of learning and living education contexts?

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618   Disability Studies Perspectives On Music Therapy And Autism Spectrum Disorders. Reviewing Approach And Outcomes

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Keywords: Disability, differences, music therapy, autism.

Disability Studies are based on a severe criticism of the medical concept of interpreting human variability, stating that differences should be celebrated for their intrinsic value of biodiversity and neurodiversity. Autistic children generally refuse most of therapeutic treatments and, in some cases, one would think that these are impossible cares. According to Disability Studies it is rather a type of approach to be considered undesirable just as a cure for homosexuality or for any other biosocial type would be. These approaches aim to cure or rehabilitate the patient according to a medical perspective, also in music therapy, often music is proposed as a kind of normalization, remedy or cure. In many conditions this is not really possible. The common approach where music is used to normalize the behavior of the impaired person and remedy his deficiencies or defects, is not considered particularly effective. Music therapy should aim at enhancing the musical, communicative and relational interests of its users. Music therapy, in the view of Disability Studies, should aim at expressiveness, foster knowledge, culture, and seek the pleasure of a mutual relationship generated by making music together. Autistic people often have distinctive musical interests and aptitudes, everyone, disabled or not, should have access to music and music therapy wants to ideally aim at providing this access. In music therapy, and in group improvisations, the identity of the group is the new component that makes possible the empathic awareness. The positive results of this approach can be seen both for the individual himself, who can improve his developmental history, prevent forms of self-harm, aggression or social disorders, and for society as a whole, as it helps to spread the idea of diversity as an added value in society. Instead to purpose professional music theapy as health care provider, we need to improve self-expression, self-knowledge, culture and the well-being of making music together.

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402   "It Feels Like Living In A Limbo" Exploring The Limits Of Inclusion For Children Living At The Global Affective Intersections Of Dis/Ability, Language, And Migration In Italy And The U.S.

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Keywords: DisCrit, Inclusion, Global Affective Intersectionality, Italy, US

In public discourses, migration is widely treated as a controversial issue generating emotional and affective arguments hinging on perceived "illegalities" and outrage: transgressing political borders, "stealing jobs," and subverting legal systems. Such hegemonic emotion discourses (Zembylas, 2002) are tied to affective racist and ableist ideas, constructing migrant bodies as "dangerous" and "undesirable" (Dolmage, 2018). These discourses often translate within education policies and practices. Particularly, inclusive education for first and second generations migrant children have failed to address the complexities of living at the global affective intersections of race, dis/ability, language, and migratory status (Artiles & Kozleski, 2007; Migliarini, 2017; Minow, 1991; Zembylas, 2012).

In this contribution, we draw from two case studies conducted in Italy and the United States (U.S.), focusing on inclusive education for migrant students labeled with disability, in order to reflect on how Disability Studies Critical Race Theory (DisCrit) has grown and expanded to shift attitudes and practices in education. For this purpose, the present contribution is structured to answer the primary research question: To what extent does DisCrit guide us in highlighting the power dynamics within emotions, discourses, and material realities of inclusive education for dis/abled migrant students? We argue that DisCrit illuminates the limits of contemporary models of inclusive education for migrant students, especially those labeled with dis/abilities. DisCrit shows how educators, under the pressure of global neoliberal reforms, often practice forms of "inclusion" that replicate traditional special education models through global affective intersectional racism and ableism, and color-evasive discourses (Annamma, Jackson, & Morrison, 2017).

We underscore the urgency to reform global inclusive policies and practices by adopting a global affective intersectional stance (Hernández-Saca & Cannon, 2019; Wetherell, 2012) which expands DisCrit to consider migrant students as subjects previously held in limbo at the affective intersections of dis/abilities, migratory status, language, and race.

532   Universal Design For Learning In Norway: A Human Rights Approach To Promoting Inclusive Education

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Keywords: Universal Design for Learning, Higher Education, Inclusion, Human Rights

Since the 1990s, research has conceptualized universal design as the design of products, environments, programs and services to be usable by all people. However, recent research has examined the theoretical underpinnings of universal design and has argued for promoting a new framework for realizing universal design in the information society (Giannoumis, 2016; Giannoumis & Stein,

2019). This research has reframed the traditional and sometimes conflicting principles of universal design to account for the necessity that ICT has for realizing human rights, including the right to education. This new set of principles of universal design for the information society helps to establish a new direction for universal design research and practice by evolving the ways in which universal design is applied to ICT. These principles recognize universal design as based in human rights, and pose four salient points of departure for the application of universal design to the information society including social equality and non-discrimination, diversity and social disadvantage, ICT usability and accessibility, and participatory processes.

In 2008, the Norwegian government adopted the EAA, which established a general obligation to promote the universal design of publicly available goods and services including ICT. According to the EAA, universal design refers to designing ICT so that it can be used by as many people as possible, without the need for adaptation or specialized design. This comes down to three issues. First, technology has to be usable. Second, usability has to extend to everyone on an equal basis, and third, use cannot require any kind additional software or systems to make it usable.

This paper discusses how higher education institutions must apply the four principles of Universal Design in learning and teaching in order to more fully achieve universal design and how this perspective is paramount in order to develop a truly inclusive society. The universal design for learning perspective presented here builds extensively on the theoretical background of the Disability Studies, particularly on the new human rights model of disability defined by Theresia Degener (2017). The case study that we are presenting is from the Oslo Metropolitan University (Norway), leader in the adoption of innovative methods in teaching. By anchoring universal design in relation to social equality and non-discrimination, by taking into account the diversity of the human experience and the barriers that emerge from the interaction between systems of social disadvantage, by considering both access and use of ICT and by directly involving people with diverse backgrounds and experiences higher education institutions in Norway can help promote a universally designed society that is necessary for some and great for everyone.

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466   Integration/Inclusion. What Conceptual Model In The Documentation Produced By The Schools?

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Keywords: Cultural Model, integration/inclusion, deconstruction of disability, signification, school documentation

The Cultural Model provides critical tools for reflection in relation to the construction of meanings within our culture and, in particular, within the culture that develops within schools. What are the meanings expressed by schools within the documentation they produce? Through what language do schools present themselves to the outside world and to society? What are the ideas that are conveyed through the use of this specific language? It is precisely from the reading and analysis of the Three-Year Plans of the Educational Offer (PTOF) of the Institutes including Tuscany that the reflections, not at all, final of this work will come, showing what are the terms that are used within these documents, what ideas are conveyed and on what values are based.

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845   Hidden Epistemologies. The Construction Of The Vulnerable Subject In The Italian Educational Imaginary. A Grounded Approach Within The Ds Perspective

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Keywords: GroundedTheory, Critical Disability Studies, children's literature, Covid-19

This paper represents the first report of the biennial research, which the authors have been carrying out since January 2020, through blended modalities. The qualitative research relates to inclusive practices in Italian kindergartens and primary schools. Some kindergartens and primary schools of the regions Lazio and Tuscany are involved in the present investigation. More specifically, six teachers have been interviewed so far, and six more will be interviewed in the following months.

Through a historical-pedagogical survey (Bacchetti, 2013), the authors identify an integrating background that takes into account the cultural roots from which the current regulatory-social-educational climate relating to inclusion practices in Italy originates (Canevaro, 2006; Bocci, 2016; Ferri, 2018). The meta-goal of the research is to unveil implicit epistemologies and practices that legitimize exclusion, pathologization and subordination (hooks, 1990; Spivak, 1998). At the same time, since the theoretical framework is that of Disability Studies, and more specifically, Critical Disability Studies, the authors are interested in investigating those institutional, social and cultural practices that disable people.

Moreover, researchers have thought about those movements in children's literature that have taken on educational purposes by proposing the readers an exploration not only of the world around them but, more generally, of what 'other' means. This attitude to inclusion is more necessary than ever to propose more effective educational interventions. The authors of the present paper believe that silent books are a medium that can integrate multiple and complex levels of message, and this amplifies its ability to be a link between different realities, proving to be a privileged vehicle for promoting encounter and dialogue (Cambi, 2006; Lepri, 2016).

To conduct such research, the constructivist Grounded Theory methodology (Charmaz, 2014) - whose basic assumption is the co-construction of meanings - has been thought of as the best choice. The use of online activities (Quagliata, 2014), which allows constant and shared reflection between each member of the research group, is (especially in the current historical period that is characterized by the health emergency) a strength of the entire methodological system.

Participants have particularly appreciated the fact researchers have involved them – through some focus groups – also in the re-elaboration of their interviews and the academic meetings whose goal was to disseminate the research's state of the art.

Researchers have used the software NVivo 10 for the analysis of the interviews and have currently identified fourteen emerging categories, such as acting inclusive educational practices,

the unveiling of cultural implications, the medicalization of vulnerable children and that the authors have provocatively called Ministerial super-ego.

863 Misperceptions In The Social Construction Of The Disabled Body. A Research In The Perspective Of Disability Studies

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Keywords: Disability Studies, Social Representations, Body, Ableism, School

Social representations of the body with disabilities have for centuries been associated with the idea of illness, lack, or abnormality. The body with disabilities has been seen as a monstrum, as a malformed body, the expression of a sin and a fault; as a sick body to be rehabilitated, as an infantile body. This way of representing the "disabled body" ended up orienting both attitudes and the social treatment of disabled people, through concealment, segregation, confinement, reification within domestic or institutional contexts. At most, the disabled body is object of pietistic glances, between disturbance and curiosity. For some years now, however, we have been witnessing a redefinition of what is considered a body worthy of being shown on the public stage: models with prosthesis win beauty contests; athletes show with ease their prosthesis; war wounded pose on calendars; many films and tv series have non-standard or non-conventional protagonists, far from the western cultural norms. Is this an important cultural shift or a form of defense by the social system which incorporates the otherness in order to normalize it?

This paper intends to focus attention around the social representations of disability according to the theoretical and interpretative perspective of Disability Studies, that highlight how much the image of disability held at the collective level and common sense is based on the concepts of ableism and dependence.

The results of this research conducted with a specific survey tool will be presented, on the basis of a sample of male and female secondary school students.

The purpose of the survey is to investigate the social representations of disability held by young people, paying particular attention to the sense of justice and fairness, to dichotomous ideas of independence/dependence, care/assistance, the claim of rights/sense of pity, legitimate/illegitimate body.

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861 Disable Youtubers. Self-Narration As Deconstruction Of The Abilist Imaginary

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Keywords: YouTubers, Ableism, Disability Studies, Inclusion, Intersectional.

The "disabled condition" is a social construct/construction with a strong socio-relational implication, which manifests itself in human relationships dominated by the culture of norm/normality. Disabled people, in fact, are considered on the basis of impairment and disabled by a society that, if it does not directly produce the disability, certainly imposes the material, psychological and affective conditions in which it is experienced. This mechanism produces an "ableist" narrative of disability, often characterized by a compassionate/pitying approach, steeped in rhetoric and clichés, still widespread in the social imaginary, that it has crept into the digital devices that we consult every day. If, for example, we ask the virtual assistants installed on our smartphones "Sei disabile?", "Sei handicappato?" or "Hai un ritardo mentale?", we receive an "embarrassed" response from them, going so far as to apologize "for making us angry" and suggesting to send feedback - negative? - to the company producing the device. (Zona and De Castro 2020). This is one of the many demonstrations that the terms "disabled" and "handicapped" refer to a presumed incapacity and/or inability to be kept hidden and that, despite the fact that in various contexts of life an attempt is being made to overcome the medical-individual model in favor of a cultural and social view of disability, the latter continues to be perceived, narrated and experienced as a guilt. Fortunately, a significant part of the disabled community, especially the younger generation, refuses to be told by an external voice and, in the last period, has chosen platforms such as Youtube to build a first-person narrative of their condition through powerful and provocative videos, in which issues such as sexuality, addiction, power relations, environmental crisis are addressed from an intersectional perspective. By autonomously constructing their own narratives, YouTubers with disabilities talk about the stereotypes and prejudices that they face on a daily basis, denounce the inadequacy of the mainstream representation that the media offer of "their condition", accuse the medicalizing attitude and the performative perspective that the ableist society imposes on them

and proudly show that they feel part of a community that rejects any sexist, racist and classist normativity. An ecosystem like YouTube thus becomes a space where communities and minorities, silenced or rather rendered invisible by traditional media, can speak out and share their views. It is a powerful means of cultural contamination and a truly inclusive environment, in which subjects, while respecting their peculiarities, have the opportunity to challenge cultural models and dominant power relations, but above all to consciously self-manage their own selves. This is a perspective that deserves to be taken into account by all those teachers and educators who care about an idea of education based on inclusion and contamination and who, in accordance with the model of Disability Studies, believe that people with disabilities have the right to live their condition as active protagonists.

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D.7. Inclusive Science Education with and for Society

417 How To Steamify A Student; Brussels Style!

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Keywords: Playful artful science education, materials, play, steam, pedagogical documentation

In science education a role, let alone a central one, is rarely given to arts and culture. Usually science education focusses on the transfer of knowledge and facts (DeJarnette, 2018). Seldom or never the link between wonder or imagination and STEM education is made. For the EBUASA team art is at the heart of 'playful science education'. It serves as an instigator of play and an impetus for further exploration and research. Art offers cross-language possibilities for communication and understanding, insight and knowledge acquisition (Meeuwis, 2014). Hence the team chooses the artful approach in working with students in the teacher training program for pre-school teachers in the super divers and societal complex and layered city of Brussels.

Even though art and the artful approach cannot rectify conditions of poverty or enhance social justice , it breaks cultural, social and economic barriers. Every human being can relate to art because every human being can relate to emotions and personal experiences.

The teacher training program encourages students to do research and to realize an 'artful steam approach'. In a joint search for the design and realization of 'play oriented pursuit of curriculum goals' or a 'curriculum goal oriented pursuit of play' , the team and students embark on a journey of discovery, surprise and wonder. Students are provoked by carefully selected materials, placed in advised learning spaces, and artful impulses, to experiment, play and research phenomena. For the gathering of materials the team turns to readily available and accessible materials for all. The research actions students undertake then are documented and used as a source of memory and reflection (Malavasi & Zoccatelli, 2013). The reflective dialogue following the artful approach is of the utmost importance and is crucial as a catalyst for a more Stem directed science education approach after. Due to the interdisciplinarity of the team, focus on topics as quality of play, the importance of the design of the learning space and the evolution of play are guaranteed.

Subsequently students take these 'self experiences' (Lemkow Tovias, 2021), the investigative approach and lessons learned to their place of internship and apply this method of designing 'playful artful science areas' and 'Steamitude' to their activities. The same working method is applied when using 'the box to the streets'. In provocation and dialogue with the materials, selected for the box, students are emerged in the research process and take their findings to the neighbourhood and families. Through working with children (from migrant backgrounds), the team reaches mothers and women especially.

When students take the C4S-box to the streets, families from the neighbourhood can take part in playful science activities and observe students mediate exploration, experimentation and discovery in a low-tech environment (Iliás, 2019). These families and class groups will be invited to the Experimental Play Area and discover fun ways of interacting with every day materials in a playful and scientific way. In working in these manners, we count on a multiplier effect in a formal and non-formal pedagogical setting (Vandenbroeck, 2020).

609 Co-Constructing And Sharing Steam Knowledge Through A Culturally Relevant Literacy-Based Early Childhood School-University Partnership Experience

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Keywords: early childhood education, STEAM, research-practice partnerships

Through school-university partnerships that situate learning within culturally relevant educational experiences, faculty, preservice teachers, and school-based educators are able to co-construct and share scientific knowledge. This knowledge consists of pedagogical content knowledge and funds of knowledge that include both knowledge and skills developed in cultural context that have evolved historically. In early childhood education, culturally relevant Science, Technology, Engineering, Arts, and Mathematics (STEAM) learning experiences are particularly important for young children's cognitive and social emotional development. This session will describe how intentional co-planning and collaboration to celebrate the U.S. Read across America Day provided over 100 preschool children in eight classrooms with access to STEAM lessons virtually led by university preservice teachers in partnership with educators in the school. These activities engaged children in exploring art, computer science, physical science, engineering, and math within the context of a culturally relevant version of the fairy tale Goldilocks and the Three Bears. Lessons implemented as part of school-university partnerships support black and Latinx children's development of a sense of belonging in STEAM. Further, these experiences enhance teacher candidates' abilities to engage in culturally responsive STEAM teaching while receiving ongoing guidance and education from university faculty and school-based educators. Teacher education programs within higher education institutions should embrace school-university partnerships as contexts for the development of shared scientific knowledge and discourse since the benefits are twofold. First, children and teachers gain access to, and engage with, innovative STEAM experiences. Second, preservice teachers learn culturally relevant research-based instructional strategies through university coursework situated in authentic learning experiences; thus, their learning as teacher candidates is enhanced through planning, implementation, evaluation, and critical reflection.

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520   Educational Robotics And Adolescents From Disadvantaged Contexts. A Research Path On Communicative Mediation

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Keywords: educational robotics, mediation, socio-linguistic deprivation, popular education, adolescents.

The paper analyses 7 educational robotics workshops carried out by the University of Milano-Bicocca from February to April 2021 at the "Antonia Vita" Popular School in Monza, as part of the Horizon C4S Project. These activities have been conducted with Coderbot with a maximum of 7 students aged between 13 and 16 from socio-culturally disadvantaged environments, some with learning disorders and difficulties.

This research fits into the theoretical framework of Educational Robotic Applications (ERA), mainly focusing on five principles that have been identified as significant within our context: embodiment, engagement, sustainable learning, personalisation, and equity (Catlin, Blamires, 2010). Specifically, the aim is to analyse in-depth didactic mediation strategies (Rossi, 2016) in school environments that are characterised by socio-linguistic deprivation (Lumbelli, 1992), especially regarding the direction assumed by one or more expert adults (Bozzi, Zecca, 2021; Lumbelli, 1974). This is a field still little explored with respect to this specific age group, and in particular to those adolescents using the so-called "restricted code" (Bernstein, 1971).

The workshops have been conducted according to 5 phases: 1) engagement, with the aim of gathering students' representations on the concepts of "science" and "robots"; 2) Game of Science (GoS) with a robo-ethological approach (Datteri, Zecca, 2016), to let students express free scientific observations and explanations and investigate interactions between adults, students and robots; 3) algomotricity or body simulation, i.e. the unplugged phase which precedes coding (Lonati et al., 2015); 4) training of 2 student-tutors on some functionalities of the robot; and 5) peer tutoring with a PBL approach.

All activities have been video-recorded and partially transcribed; the research team is achieving and discussing the first results by leading the analysis in a mixed way, both grounded and using SOFC - Instrument for the Observation of Communicative Functions in the Classroom.

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117   Teacher Attitudes Towards The Representation Of Homosexuality In Film And Television: A New Evaluation Tool

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Keywords: Homosexuality, prejudice, teachers, self-report questionnaire, moral disengagement.

The aims of the present research were to evaluate the preliminary psychometric properties of a new measure for evaluating teachers' attitudes towards the representation of homosexuality in film and television, and to explore the association between moral disengagement and teachers' negative attitudes towards homosexual representations. Participants were 241 Italian primary and secondary school teachers. The new self-report measure comprises 14 items or 8 items (brief version) scored on a 5-point Likert scale. Teachers completed three instruments: the new measure created to capture participants' social and emotional evaluations of homosexuality in film and television, the latent and manifest prejudice scale, and the Italian moral disengagement scale. Exploratory factor analysis of the new measure suggested a single factor. The results demonstrated how the measure had satisfactory construct and convergent validity and reliability. We also identified how teachers' dehumanization of victims and euphemistic labelling were positively associated with their negative attitudes towards representations of homosexuality.

419   Children And The Livings. Inclusive Experiences In Ecec

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Keywords: ECEC, Inclusive science education, Sustainability education

Very young children are deeply interested in the livings and ready to establish a relationship with them. This issue is still relatively scarcely addressed in ECEC if compared with other scientific themes. Research on older children indicate that individuals who have been exposed to experiences with the livings are more sensitive and show greater responsibility towards the environment (Ghafouri, 2012; Taylor et al., 2006).

Significant experiences in early years exploring the world around are an important basis to build a positive, research attitude Regular contact and systematic exploration of the living things outdoor and indoor are a very special path to promote in every young child the habit to observe, explore, identify with and feel responsibility of the natural environment. Indeed, children's scientific skills, attitudes, understandings and language are promoted through investigations, observations, values socio-cultural aspects of learning, integrates students' prior experiences, and focuses on place-based experiences with natural phenomena (Eshach, Fried,2005).

The contact with the livings can generate intensive emotions and is a powerful drive for all young children including children with special needs and disabilities to develop a research/scientific attitude (Trundle, K. C., 2015). Sensorial experience through sight, smell, touch, taste, hearing, is a way to develop curiosity, inquiry, reflexivity, to formulate hypotheses, discuss with others and solve problems. Outdoor and indoor, in a "scientific atelier" equipped with technologies that can help children to observe and study in greater detail what had been first observed in the natural outdoor environment (Maynard, Waters, 2007). The livings can be explored at first spontaneously, then systematically if an experienced adult – a scientific mentor - steers children through specific and open projects, based on an accurate observation of their potentialities and of the opportunities offered by the school context and by appropriate technological instruments.

The presentation will discuss and illustrate, through documentation, the sense and value of this approach in ECEC in general and especially when children with disabilities or special needs are included in the group, by illustrating projects and cases in the Scuola dell'Infanzia Bambini Bicocca.

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354 Science Disciplines And School For All, A Challenge

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Keywords: inclusive science education, special needs, pedagogical approach

Projects for science education for students with disabilities began to develop more fully in the early 1990s. An initial literature review identifies some lines of development already underway and developed since the 1970s: science education is considered useful in developing knowledge for some types of disabilities.

With new conceptual operators coding [Classification of Functioning and Disabilities and the UN Convention on the Rights of Persons with Disabilities], the concept of an inclusive educational dimension is further developed. The literature itself brings up the idea of inclusive science in ordinary classrooms. Inclusive science has become an established and legitimate academic field: thanks to a few academic reviews - Journal of Science Education for Students with Disabilities -, research centers in Europe, East Asia, and the United States, and some volumes (Mackic, Abels 2016; Koomen, Khan, 2018).

Beginning with a literature review, our contribution intends to focus on an inclusive pedagogical perspective. In order to go beyond the theoretical idea of an inclusive science, specific training of curricular and specialized teachers, collaboration among them and with the whole school context is necessary.

We also believe it is necessary to overcome the conflict between the behaviorist and constructivist perspectives that runs through all the literature in order to build educational practices that can concretely make science a tool for inclusion and emancipation of students with disabilities within the ordinary school context.

The notion of inclusive science education suggests that all students-regardless of achievement or ability-should engage in opportunities to understand the practice and discourse of science. Current teaching practices risk not effectively supporting all students, particularly those with more complex disabilities.

The best results are obtained for high functioning disabilities. Using a single-subject reversal design, for students with autism spectrum disorder, results say that there is an improvement in the ability to comprehend scientific text. A comprehensive review of the literature on teaching science to students with intellectual disabilities and/or autism spectrum disorder reports interesting findings but raises the question of further research to explore the effectiveness of interventions capable of building science skills in students with more complex disabilities (Apanasionok, 2019).

The challenge is precisely this. To build, in practice (at school, in living labs) scientific experiments capable of providing tools of knowledge and a wealth of experience and participation even to young students with more complex disabilities. In order to do this, an inclusive pedagogical approach is needed that brings together different figures, professions and approaches (Braun, Abels, 2020).

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D.8. Reading and reading aloud as a means of promoting equity within education processes

713 Learning To Read (Aloud) Thanks To Prison Theatre. A Case Study At The 'C. Beccaria' Youth Detention Centre In Milan

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Keywords: Reading and reading aloud, literacy, prison theatre, social inclusion

The paper outlines and discusses selected outcomes of pedagogical research assessing the impact of a theatre laboratory conducted by the association Puntozero inside the "C. Beccaria" Youth Detention Centre in Milan. This case study served to explore the effects of a permanent theatre laboratory on young detainees, and the educational dispositive (Massa, 1987) that generates these impacts, by means of qualitative research instruments including interviews, focus group discussions, and participant observation. The data were subjected to Interpretative Phenomenological Analysis (Smith, Flowers, Larkin, 2009), which showed that participating in the theatre project had fostered significant gains in detainees' literacy, reading development, and language competence, particularly in the case of non-Italian youths, who represent the majority of the centre's inmates (Belotti, Maurizio, Moro, 2006). These outcomes are presented in detail, along with the processes underpinning them. In particular, pedagogical analysis is brought to bear on the educational dispositive at work in theatre practice, including the interaction among heterogeneous elements (Ferrante, 2016) that generates the observed learning effects. Indeed, the theatre laboratory was found to offer a "powerful" learning environment due to its capacity to foster participants' desire, motivation, and will to learn, which in turn appears to depend on a combination of factors, including the fact that the Italian language is approached in relation to attaining practical goals associated with an authentic, challenging, and shared task (Marchesi, 2018), such as the staging of a performance, and that the project is implemented in the relational context of a group that includes youths from "outside" the YDC as well as detainees. For example, participant observation suggested that reading the script out loud, with youths from the outside community providing peer-to-peer support (Di Cesare, Giammetta, 2011), in a social and material setting that is affectively dense, with a view to "going on stage" in the future for a performance, is a combination that has a key impact for some youths, even those who may be struggling with or failing at the "traditional" secondary school studies or vocational training courses offered by the YDC. The paper concludes by focusing on the practice of reading and reading aloud during the theatre lab conducted at Beccaria YDC, showing that it plays a crucial role in enhancing literacy, which in turn improves the young detainees' real opportunities for integration and social inclusion.

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422 Teaching Reading Comprehension In Preschool And Primary School: Strategies, Tools And Research Results

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Keywords: text comprehension, reading, teaching methodology, preschool, primary school

Reading comprehension is an important skill that enables citizens to participate actively in a democratic society. The Council of Europe invites schools to develop linguistic competence which also involves the reading comprehensionability. However, the Italian school system shows difficulties in this task. National and international researches (Invalsi, Ocse-Pisa) highlight the presence of a large number of Italian students who obtain insufficient scores in readingcomprehension tests.

The research we conducted inquires into how teachers can support the development of the ability to comprehend texts.

Existing literature describes a variety of approaches and strategies. The area of studies that we present deepened is aimed at teaching students to recognize and solve the typical difficulties of the text connected to the inferential process (Cardarello, Bertolini 2020).

The "Question the Author" method (Mckewon et al., 2009) and Lumbelli's intervention (2006; 2009) can both be defined as "text-centered" comprehension teaching approaches. Lumbelli's approach is successfully applied to different age groups and is centered on the task of thinking aloud during the reading process. This type of intervention was found to be capable of making the reader active, especially the disadvantaged ones from a socio-cultural perspective (Lumbelli, 2006). Lumbelli's intervention provides for an individual relationship with the student, and a "one-to-one" communication, to allow the teacher to effectively adapt to the individual's thought processes; however, this last aspect is considered difficult to manage in eduction.

Our reading comprehension approach is inspired by these two models, which adapts to the school context and provides for working methods that are not "one to one".

The UNIMORE proposal for preschool and primary school is characterized by the use of visual and written texts, both narrative and informative.

An important teaching choice was to ask readers for comprehension questions while reading the text with the "inserted questions" (McKeown et al., 2009, p. 219).

The purpose of "following the reader's thinking as much as possible" (Lumbelli, 2009) is implemented through further precise actions: the identification of more complex passages of the text from the point of view of textual integration, the elaboration of questions centered on such obstacles, and the insertion of these questions to the readers during the reading of the passage, and not at the end (Lumbelli, 2009). In addition to these questions, metacognitive questions and prompts are also inserted to promote the control of understanding (Berthold, Nuckles & Renkl, 2007).

From the point of view of the students, the single activity (in a training of about 10 meetings) takes place according to a simple architecture divided into three main moments: 1) exploration / reading of a text; 2) comparison between peers to answer inferential questions; 3) collective discussion led by the teacher.

Some recent research (Cardarello Pintus, 2018, Bertolini Cadoppi 2018) clearly show the effectiveness of this approach in promoting text comprehension. In particular, they show a stronger effect of the treatment in the subgroup of the "weaker" pupils in reading comprehension compared to the more "competent" ones.

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491 Reading Narrative Fiction Shapes Social Cognition

Castano, Emanuele (University of Trento, Italy)

Keywords: Fiction, Narrative, Literature, Social Cognition, Reading

The importance of reading for the socio-cognitive development of human beings has long been discussed and it has been supported by theory and research in the humanities, social science and increasingly cognitive science. This scholarly literature has mostly concerned itself with childhood and adolescence, and at times with at-risk populations, such as inmates and people suffering from mental health issues. In recent years, however, there has been a renewed interest in the effects of reading in adulthood, with

a specific emphasis on reading of narrative fiction in normo-typical adults. In this presentation I will summarize the main findings emerging from this literature, focusing in particular on the research program I have been pursuing over the last 10 years on the impact that different forms of fiction (literary and genre, or popular) have on social cognition processes and, in turn, to the development of civic identity, ideology, and life in a democratic society.

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649   Reading In Biographies: Reinventing Life Through Literature

Garritano, Daniele (Università della Calabria, Italy)

Keywords: reading, biographies, everyday life, constructionism, uses of literature

In this paper I want to investigate from a sociological and cultural point of view the role of reading practices in a range of biographical processes involving childhood and adolescence. I will analyze selected parts from a body of narrative interviews I realized in my postdoctoral research "Leggere, scrivere, orientarsi: percorsi letterari nel territorio calabrese" (Dec. 2019 – in progress), in which readers of different ages talk about their relations to literature and reading practices as means of orientation, empowerment and emancipation through life. On the one hand, the main focus of the analysis will be on their individual capability to find or invent a way to become a reader during childhood and adolescence. On the other hand, I will develop the analysis of this narrative material in order to evaluate the influence of educational effects, cultural exchanges and social relations in the making of reader's life-course. Briefly, the general focus will be on how reading came into readers' lives as a biographical conquest involving the sense of selfness/otherness and the sense of reality/possibility, i.e. as a lifelong resource in the construction of individual biographies.

From a theoretical point of view, I will discuss the main theme of the Conference ("Reinventing Education") in relation to the pivotal role of everyday reading practices, including reading aloud, as means to stimulate both cognitive and affective resources, along with relational and cooperational skills, creative and critical thinking. If taking care of reading is a form of investment in the future of citizenship, this task must involve a work of rethinking educative relations in terms of democratic didactics and cultural exchanges, looking forward to the formation of communities of new readers.

In contrast to the competitive pushes of neoliberal values penetrated in the institutional imaginary of education as forms of «market stalinism» (cf. Mark Fisher, Capitalist Realism), my research hypothesis is that the experiences of reading, learning to read and reading together are more than crucial stages in the construction of individual biographies. These practices represents a concrete battleground for a democratization of school in terms of equity and inclusiveness, but also an important key point with regard to cultural transmission and transformational challenges for the future of human societies.

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295   Reading Aloud As A Tool For Inclusion

Luperini, Valerio (Università degli Studi di Perugia, Dipartimento di Filosofia, Scienze umane, sociali e della formazione, Italia) · D'Autilia, Benedetta (Università degli Studi di Perugia, Dipartimento di Filosofia, Scienze umane, sociali e della formazione, Italia)

Keywords: reading aloud, cognitive democracy, literacy, foreign children, inclusion

In Italy, family's socioeconomic status is still a predictor of the academic skills acquired by students: those from culturally and economically disadvantaged backgrounds are less likely to achieve educational success (Batini & Bartolucci, 2016), with inequality of resources and opportunities emerging from early childhood (Logan et al., 2019).

These effects are especially found in migrant pupils, who often, compared to non-migrant peers, fail to achieve the expected minimum skill level. Moreover, they are more likely to experience early school leaving. These data are not surprising giving that migrant families are exposed to a higher incidence of precarious unprotected work and material poverty (MIUR, 2019; PISA, 2018).

Thus, the educational system represents the main context in which to stem the exacerbation of inequality. Several studies show how the introduction of reading practices can restore equity in educational opportunities (Batini et al., 2017).

The purpose of our analysis, which is part of a broader educational research, is to evaluate the impact of reading aloud in fostering the inclusion of foreign children in preschool (0-6) services, promoting democratic education from early childhood.

METHOD AND TOOLS:

Our research arises from the qualitative data collected during the project "Leggere:Forte!", in the school year 2019-2020, through two main instruments: logbooks and semi-structured interviews.

Logbooks were designed to monitor the progress of an intensive reading aloud training in the 0-6-year educational services of the Tuscany Region, while the semistructured interviews investigated the reading aloud modalities carried out by educators and teachers.

We analyzed 13,162 logbooks (8593 for the 0-3 range and 4569 for the 3-6 range) received from 871 nurseries and 395 kindergartens and 57 interviews administered to 36 nursery educators and 21 preschool teachers.

Our analysis looked for any evidence that reading aloud may have fostered migrant children's inclusion and promoted their development. Qualitative analyses were conducted to assess the frequency and the trend over time of this kind of evidence.

RESULTS AND CONCLUSIONS

Analyses conducted on logbooks and interviews brought qualitative evidence supporting the potential of reading aloud as a tool for cognitive empowerment and inclusion. The reading activity, indeed, has made it possible to level out individual differences, impacting on the school group climate, promoting the integration of foreign or non-native-speaking children, with consequent enhancement of their linguistic and relational skills.

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315 Reading Aloud And Its Effects On The Classroom Climate And Inclusivity

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Keywords: Reading aloud, Classroom climate, Inclusivity, Dropout

The present abstract aims to present the benefits of the reading aloud practice in the classroom in relationship with the classroom climate, inclusivity, and students' dropout. The classroom climate can be defined as a socio-affective context in which the relationship between the group is built, and it has the impact on the students' cognitive and social participation and wellbeing (Di Masi & Zanon, 2017). Furthermore, the classroom climate has the significant effect on the students' learning, achievement, and engagement in studying (Englund, Egeland & Collins, 2008; Vellos & Vadeboncoeur, 2015). The inclusive school is defined as a school that accepts all the diversities, it adapts to different school methodologies and organisational choices stimulating students' cooperation and collaboration (Ianes, 2001). Several studies have uncovered numerous correlates of school dropout such as demographic variables,

individual characteristics, psychological and behavioural measures, as well as family factors (Rumberger, 1987, 1995; Rumberger et al., 1990). In particular, demographic factors such as low socioeconomic status, neighbourhood-level variables, gender, ethnic minority status, and low parental education are consistently found to be related to school dropout (Oakland, 1992; Weis, Farrar, & Petrie, 1989). The advantage in terms of comprehension and vocabulary obtained through reading or reading aloud, it translates into an advantage over the educational success because it improves comprehension (Matthiessen, 2013) and reasoning (Batini & Bartolucci, 2016b). Reading aloud integrated with other educational activities can be a powerful antidote of early school leaving, especially if used continuously. This practice reduces apathy and demotivation which are related to school dropout (Scierri, Bartolucci, & Salvato, 2018). Furthermore, the intensive exposure to reading aloud improves the classroom climate and encourages students' participation (Batini, 2019). Reading aloud practice triggers emotional sharing not just with the characters of the story, but also with peers and the person who is reading aloud (Goleman, 2005, 2006). Moreover, this practice stimulates both emotional and social competence that generate prosocial behaviour (Aringolo & Albrizio, 2016; Levorato, 2000). The school dropout, although always linked to many causes, is firmly associated with school failure (Dalton, Gennie, & Ingels, 2009). The level of wellbeing perceived during the reading aloud practice was able to solicit students' motivation and participation in the classroom (Batini & Bartolucci, 2019). In conclusion, it is crucial to reduce the students' dropout because several studies have found that it has a significant impact on the higher rates of unemployment, lower income, dependence on public assistance, as well as poorer health. (Belfield & Levin, 2007; Colombo, 2015). Above all, reading aloud can be a relevant educational practice for reducing school dropout and improving classroom climate and inclusivity (Scierri, Bartolucci, & Salvato, 2018).

Key words: Reading aloud, Classroom climate, Inclusivity, Dropout

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600 Early Reading Promotion: Difficulties And Chances

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Keywords: early reading promotion, education poverty, health

Many studies show how the reading aloud practice in families, from the early childhood, adds benefits (Duursma, Augustyn & Zuckerman, 2008), most at all in low-income backgrounds (Bracken& Fischel, 2008).

Therefore, one of the main goal of reading promotion projects is to reach contexts marked by material and/or educational poverty, a goal not easy to achieve.

This contribution aims to think about this issue, starting from the outcomes of three researches carried out in Lombardy and in Milan Metropolitan City from 2017 to date, by a team from University of Milan-Bicocca.

Methodologically based on Mix Methods Design (Creswell & Clark, 2017), the researchers investigated the effects of three different projects about the early reading promotion: in 2017, the NpL activities of Lombard libraries; in 2018, the project "Lettura e Salute" (Reading and Health), born from the synergy between libraries and family counselling in Milan and neighbouring municipalities; in 2020, the initiative "Una stanza per crescere" (A room to grow), which experimented the gift of books to families with children from zero to three year old in the municipality of Milan.

By comparing the results of these studies, we wish to discuss strategies that allow to reach families who usually don't read to children or, more generally, who live in educational poverty contexts.

With the idea to support parents in promoting reading (Batini, Tobia, Puccetti, & Marsano, 2020), we want to think about two issues: first, the role of health services (High, LaGasse, Becker, Ahlgren & Gardner, 2000) and territorial network in order to spread reading aloud practice. Then, the material and cultural difficulties that prevent this practice from becoming established in many families.

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D.10. Producing and Using Evaluation Evidence to Improve Equity in Education

871 "Two Gusts Is Megl Che One". Inaccurate Rcts' Replication As A Leverage To Gain External Validity

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Keywords: Replication, Randomized controlled trials, Teachers' effectiveness

In two previous national RCTs, we tested whether delivering tips to teachers – aimed at better managing on job relationships – translates for them in higher self-efficacy and in better performances of their students.

We developed a light touch training program, using an innovative methodological approach that combined the potential benefits of a bottom-up developmental framework with those deriving from the reduced training intensity and implementation costs. The intervention took the form of a brief booklet and six short online videos dealing with several relational issues characterizing daily school routine.

The intervention delivery took place in three forms: individual, with only Italian and Maths teachers engaged in the professional development and met one by one (RCT1 – first arm); collegial, with all teachers collectively engaged in the intervention in a school meeting (RCT1 – second arm); individual but through mail boxes sent to school, called to deliver the booklets autonomously (RCT2).

RCT1 proved that the intervention was effective in producing a statistically significant impact on teachers' self-efficacy, at the end of the first year and, that it had a positive impact also on pupils achievement, in the year following the booklet delivery.

RCT2 showed instead a null effect, suggesting that the intervention required to be properly delivered and promoted in schools, because otherwise self-selection into the treatment may undermine its effectiveness. This result raises questions about the possibility to extend the use of the booklet and these doubts sum up to the ones due to the limited external validity limits of RCT1, in example the fact that it was focused only on middle school teachers and that it did not cover all Italian regions.

In school year 2018/19, thanks to IPRASE, we had the opportunity to replicate the intervention in the province of Trento and to assess again its impact on teachers' self-efficacy through a new RCT (RCT3). The intervention was targeted to beginning teachers in all school grades (204 randomized cases) and the delivery took the form of very brief collegial meetings. In this RCT, our impact estimate is only on teachers' self-efficacy, measured through pre-post CAWI interviews. Results show that also in RCT3 the booklet was effective in raising teachers' self-efficacy.

The replication of previous RCTs, despite inaccurate due to several differences between RCT1, 2 and 3, allowed us not only to confirm the intervention's effectiveness, but also to extend its external validity. More precisely, RCT3 showed that the intervention's positive effect may took place: a. in a pretty different school context; b. for teachers from all school grades; c. for beginning teachers; d. through a quite light and cheap form of delivery.

We argue that RCTs' replication, even if inaccurate due to changing context/targets, in the lucky presence of converging results, may be a powerful leverage to gain external validity and to re-design implementation details of promising interventions.

325 Professional Development On Formative Assessment: A Quasi-Experimental Study In A Middle School

Guasconi, Elisa (University of Bologna, Italy)

Keywords: Formative assessment, in-service training program, learning outcomes, quasi-experimental research.

Learning data from international and national surveys reveals an urgent need to find strategies to reduce educational attainment disparities. Evidence-based education studies have pointed out the efficacy of formative assessment strategies in raising higher learning results (Hattie, 2009; Black & Wiliam, 1998). The very question, exploring this topic, involves finding ways to change teachers' practices and beliefs. KLT studies (ETS, 2010) have stressed the relevance of working together with schools and educators to find ways of implementing formative assessment strategies. The present research was aimed to verify a professional development program's effects on students' learning outcomes and teaching perceptions. A selected group of teachers of a middle school participated in an investigation whose central question was: "What is the impact of developing an in-service formative assessment training program in terms of students' learning results and perceptions?".

Method

Adopting a quantitative research methodology, we designed a quasi-experimental research project. We chose which class and teachers would experiment with formative assessment practices for three years in agreement with the school's staff, while the remaining classes constituted the control group. During this period, we planned frequent meetings organized in the following pattern: in the initial stage, the trainer explained the transformative function of assessment and the associated strategies; then, he gave teachers opportunities to make peer observations in classrooms and experience teaching video-analysis; in the last phase, he analyzed specific teachers' classroom experiences. Two learning tests on reading understanding and math abilities were administered every year to control students' outcomes: almost all of the tests' items were consistent with PIRLS, INVALSI, and TIMSS's constructs. To gather data about students' teaching perceptions, a questionnaire was employed and annually delivered; qualitative information was also collected by adding open-ended questions during its last administration. Using SPSS statistic software, tests were run to compare students' learning quantitative data; open-ended questions were categorized to find recurring themes.

Outcomes

Results show that, after controlling for math pre-test scores, the intervention group's class significantly outperformed the control group's classes in the post-test (t 5.99 and p-value 0.02). Text comprehension tests' results display a substantial increase in experimental pupils' T-scores, but it is not statistically significant. Findings also reveal an averages growth of students' teaching perceptions during the study's development, although no significant difference was observed between classes. Considering open-ended questions' responses, we can see that most cited themes concern the utility of formative feedback for students' learning.

Prior studies have demonstrated formative assessment's impact on learning gains, but little research confirms this evidence in the Italian context. National curriculum guidelines emphasize teachers' use of formative assessment: thus, the present work could provide relevant suggestions for designing professional development programs. The project's methodological limits include the COVID-19 emergency that has affected the post-test administration.

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452 The Effect Of Grants On Dropout And Academic Performance In Four Italian Provinces: Evidence From A Matching Approach

Monti, Letizia (University of Trento) · Triventi, Moris (University of Trento) · Vergolini, Loris (FBK-IRVAPP)

Keywords: Financial aid, Academic performance, Working behaviours, Class attendance, Matching

Findings from related studies showed that providing economic support to students from more disadvantaged backgrounds allows them to reduce or stop working while studying and have the time to attend classes and be engaged with the social and academic activities related to university, which can lead to increased motivation, performance and attainment (Cabrera et al., 1992; Nora et al., 2006).

The aim of this work is twofold. The first is the evaluation of the impact of need-based financial aid promoted by the Italian government on first-to-second year dropout and academic performance in terms of credits accumulation and average exam marks. The second consists in understanding to what extent the effect of grant is due to the fact that it enhances class attendance or reduces student employment, two factors that are found to be associated to student success in higher education (Nora et al. 2006; Triventi 2014).

Data and method

Data come from the longitudinal survey of the project "Family background, beliefs about education and participation in higher education", investigating the transition of senior high school students to higher education. The analyses are carried out within a counterfactual approach in order to simulate how grant holders would have performed in the absence of the grant. To identify a proper control group we follow a two-step procedure. First, within a fully non-parametric strategy, we exploit an imperfection in the grant assignment to define the set of eligible but not beneficiary students because of limited funds as the control group (Modena et al., 2018). Second, given possible remaining differences between treated and control groups (partly due to limited sample size), we use inverse probability treatment weighting (IPTW) to further balance the two groups of students on a number of observed characteristics. In the first part, we analyse whether receiving a grant affects credits accumulation and marks (at the mean and different thresholds) in the first year of studies. Second, we inspect whether receiving a grant modifies students' working behaviours and class attendance, two possible mechanisms explaining the impact of grants on students' outcomes.

Preliminary results

Preliminary results indicate that financial aid has a positive and significant effect on credits accumulation, especially at policy-related thresholds, but not on marks. It seems that part of this effect is due an increased lecture attendance by students with a grant. Working behaviours instead seem not affected by receiving or not financial aid.

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258 Equity In School In Europe: Structures, Policies And Student Performance

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Keywords: Equity, school education, education systems, Eurydice, European Commission

In support of evidence-based policy-making, Eurydice (a European network managed by the Executive and Culture Agency of the European Commission) published in October 2021 the report Equity in school education in Europe: Structures, policies and student performance. This report examines a range of key education policies and structures and assesses how they affect the levels of equity in education systems. Equity is examined along two dimensions: inclusion (in terms of achievement gap between high and low achieving pupils/students) and fairness (in terms of the correlation between socio-economic status and student achievement). The report draws on three types of data: original policy information collected from the Eurydice national units, international survey data on student performance and characteristics (PISA, PIRLS and TIMSS), and statistical data collected by Eurostat. Using bivariate and multivariate statistical analysis methods, the report evaluates the impact of these system-level features on educational equity, individually and in combination. It covers 42 education systems across 37 European countries.

The presentation provides an overview of the main findings that emerge from the report. First, it reviews levels of equity and academic segregation in primary and secondary education using data from international student surveys. It then briefly describes

data on a number of system level features (public funding, differentiation and school types, school choice and school admission policies, tracking, grade repetition, school autonomy and accountability, opportunities to learn, support to disadvantaged schools and support to low-achieving students) that could potentially influence equity in education. Finally, the brief discusses three multivariate models that identify the policies and structures associated with higher levels of equity.

The quantitative analysis results show that inclusion in primary education is dependent on the level of public funding and the size of the government-dependent private school sector. Inclusion in secondary education is dependent on the level of grade repetition, the size of the vocational sector and the age of first tracking. Equity in terms of fairness depends on the same factors as inclusion in the secondary level with the addition of differences in school admission and choice policies.

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131   The Effect Of Financial Aid On The Students' University Career: Evidence From A Natural Experiment In Piemonte

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Keywords: scholarship, social inequality, evaluation, students' attainment

The aim of this paper is to assess the causal effect of the Right to Education scholarship on the performances (marks and credits), persistence (i.e., avoiding drop-out) and graduation of students enrolled in the Polytechnic of Turin in the academic year 2011/2012. The aim of this kind of policies is to foster university achievement of students from low-income families and thus reducing inequalities. We choose this particular year, because in Piedmont up to the academic year 2010/2011 all the eligible students received the grant, while in 2011/2012, due to a cut in the funds, the recipients were only the 30.8% of the eligible students. This state of affairs permits the identification of the causal effect of the programme comparing the group of recipients with the group of those eligible but non-recipients, according to the 2011/2012 rankings for the first and subsequent years of any full-time undergraduate course of the Polytechnic of Turin.

For the evaluation purposes, we use administrative data supplied by the Polytechnic thanks to an agreement with EDISU Piemonte. The identification strategy is based on the Regression discontinuity design (RDD). By applying RDD we (reasonably) assume that students just below and students just above the eligibility threshold are equivalent and thus fully comparable. Due to the presence of non-compliance, we rely on a non-parametric fuzzy RDD. More precisely, this problem is solved using instrumental variables leading to LATE estimates.

The analysis provides two main results. No scholarship effect on performances and persistence when the above and below threshold groups are selected based on their family's ISEE. No effect when comparing groups with the same prior academic performances and same money constraints to deal with. These results contradict previous studies on the effectiveness of the Right to Education that pointed out a positive effect of this programme on persistence and graduation and seem to agree with the position of Heckman and Carneiro that consider financial aid at his stage as a waste of money. However, we do not believe that this analysis is a challenge for the liquidity constraints theory. Indeed, we have to take into account that in those years in Piedmont (and in Italy) there was a declining trend in the enrolment rates for the negative consequences of the economic crisis. Moreover, we are considering the Polytechnic that comprises usually very demanding faculty. It is realistic to suppose that in those years the students who chose the Polytechnic were very motivated and probably from not disadvantaged socio-economic backgrounds. This sort of self-selection into demanding course of study could be an explanation for the zero-effect result. This is not the only possible explanation. In another possible scenario the budget cuts led to a situation in which only the students with either very low economic conditions or with relatively high previous performances could receive the scholarship. Those students cannot rely on their families if the scholarship does not cover all the expenses. Consequently, students may have to find a job to bear the additional costs.

D.11. Schools as a potential source of inequalities reproduction: how, where and why?

307 Wait Or Hurry? The Effects Of The Early School Enrolment On The School Outcomes Of Italian Students

Abbiati, Giovanni (University of Milan, Italy)

Keywords: ITALY, STUDENT ACHIEVEMENT, EARLY ENROLMENT, REGRESSION DISCONTINUITY DESIGN

Introduction

In Italy the law allows families to enrol their children in primary schools one year in advance (the so-called "primina"). This possibility is allowed mainly for children who turn six by the 30th of April of the reference school year. This practice sparks a lively debate among psychologists, pedagogists and school staff. However, the literature is currently rather scant on this issue.

Research object

The following contribution aims at sheding light on early schooling by describing its evolution over time and the profile of families who make use of it, highlighting the link between territorial factors, the strategies adopted by families and their impact on their children's learning. In doing so, we will estimate the effect of early enrolment on students both in the short term (on learning and attitudes) and in the medium term, measuring the regularity of the school path from primary to upper secondary school.

Data

In this contribution I will make use of two databases. The first have been constructed by aggregating all INVALSI students from 2009-10 school year to 2018-19 taking the grade 2 and grade 5 tests. The database counts about 10,000,000 observations, similarly distributed between grades 2 and 5. The second, which counts 470,000 observations, examines instead the cohorts that took the INVALSI grade 5 test in the school years 2012-13 and 2013-14. By now, these are the only two cohorts for which it is possible to longitudinally reconstruct the school career at grades 8 and 10.

Method

The evolution of the phenomenon over time and the description of the family profiles will be investigated using multivariate statistical analysis. In particular, I will try to understand in what context and under which conditions families opt for early enrolment.

Impact estimates of early enrolment will be produced by comparing the outcome of early enrollees with their birth cohorts peers born in May, that in vast majority took the test one year later. I will hence exploit the 30th of April threshold to achieve identification by means of fuzzy regression discontinuity design models, comparing the outcomes of the students born in April and those born in May; in order to study the effects far from the threshold (e.g. for those born in January) I will instead make use of local randomization models, under the that the assumption that the position of the individuals on the running variable (i.e. date of birth) can be conceived as a quasi-random event.

Results

Preliminary results show that early enrolment is a phenomenon that characterizes the experience of Southern schools, while it is marginal in the rest of the country. Early enrolment is particularly pronounced among those born in January, (80% in the South) especially if they come from high status families (97%). Impact estimates of early enrolment show that it negatively affects students' learning in both second and fifth grade by about 0.3/0.5 standard deviations; early enrolment, furthermore, is also more likely to be associated with grade repetitions and enrolment in non-academic secondary schools.

862 Not The Same Teacher, Not The Same Effect. Teachers' Turnover In Italian Schools As A Factor Exacerbating Social Inequalities In Education

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Keywords: student learning, teachers, teacher turnover, student achievement, educational inequality

The Italian school system is characterized by a wide turnover of teachers among schools and classes and there is abundant evidence of the fact that there are more attractive schools and more repulsive schools (Barbieri et al. 2007; 2011), as there are more attractive and more repulsive classes (Sestito, 2014; Kalorigdes et al. 2013). It seems important to test how this phenomenon is distributed across schools and areas of the country and whether a consequential change of teachers during the course of studies is an harmful factor for students' achievement, especially for less advantaged students. In other words, is teachers' turnover a factor exacerbating social inequalities in Italian education?

To answer our research question, we use INVALSI data collected on 8th graders in the 2017/18 school year. We consider the national main sample, for which teachers of Italian and mathematics completed a questionnaire (about 20,000 students and their 1,900 mathematics and language teachers). We classify teachers into three groups: a. the ones rooted in the class for the entire three-year period of lower secondary school; b. the ones rooted in the school, but not in the classroom (therefore teachers belonging for some time to the school community, but unstable in the class); c. the ones unrooted both in the classroom and in the school community. We begin our investigation by assessing if there is a systematic association between stability of teachers and social background of students. Then, we estimate multivariate regression model in which we regress achievement on stability controlling for a wide set of variables (students background, previous achievement and teacher and school characteristics), separately for language and mathematics. Finally, we exploit the possibility of making a more robust causal inference using models based on within student variance component, possible thanks to the presence of an Italian test and a math test.

Results show that instability is widespread all over the country and hits similarly pupils from different social background, with only a slight concentration among worse-off students. Multivariate analysis shows that having a teacher unrooted both in the school and in the class has a negative association with achievement of about 0.7/0.12 standard deviations (statistically significant at 0.01 level), in both language and math; the impact of having a teacher rooted in the school but not in the classroom is less intense. Moreover the negative impact of having a teacher unrooted both in the school and in the class is higher for students coming from a lower socio-economic background, confirming that teachers' turnover exacerbates social inequalities in Italian education.

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164 Societal Commitment To Develop People'S Potential: The Italian Case

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Keywords: school drop-out, school autonomy, equal opportunities, societal community, App In Progress.

In this essay, schooling drop-out understood as the dispersion of human potential is seen from a historical-political-economic perspective, taking the Italian national case as an example. This experience will be followed by the international one. Respect to educational policies the analysis will start from the economic and consequently social disparities (Volante et all, 2018) between Italian natives starting from first post-war period. This case could be related to the situation of immigrant students especially for those of the first generation. History teaches in Italy that the low level of education of native parents tends to repeat the same pattern in their

children as it does for immigrant parents. Due to the migratory process, they often do not finish their studies and arrive in the country of destination with children to raise. Invalsi 2018 report points out how tests carried out by second generation students are more efficient than those carried out by first generation ones (Colombo, 2018). From the first legal achievements that allowed all children to go to school and therefore support policies for families in the growth and development of potential, a school model will be outlined in a welcoming and motivating social context. A legislative Italian framework from the 1960s to the latest EU regulations characterized the issue of equal opportunities and school autonomy in contrast to dispersion not only to support the most disadvantaged classes (poor people, immigrant, etc) but in general to emphasize the uniqueness of the individual (Montessori, 2007). The dynamics between the humanist and technocratic tendencies since the 1990s has been unbalanced on the latter (Postman, 1993). All of this has underlined by contrast the relevance of the school to the fore, conveying an education based on social commitment and attention to needs and phases of development. The best practice App in progress (Cavarra, 2016) applied in the classrooms of the multiethnic Roman suburbs (european, asiatic, south american, russian and rumenian student, etc), will be an example of how the use of various technological aids together with the commitment of the educating society can support an inclusive path capable of unlocking human potential.

506   Debate As A Qualitative Method To Investigate Reading Motivation Among Adolescents. Results From An Experimental Survey In Suburban Roman Schools

Eleuteri, Beatrice (University of Roma Tre, Italy)

Keywords: reading, reading motivation, debate, adolescents, experimental survey

Motivation has risen as a crucial variable when investigating reading behavior, especially among children and adolescents. In the past few years studies have multiplied trying to find a shared definition of what appears to be a multidimensional construct which has been proved to correlate with reading comprehension and literacy skills and appears to be very context influenced.

Using debate as a qualitative methodology to stimulate the emersion of spontaneous self-reporting thrusts gives the chance to better adapt quantitative instruments to the cultural context and give educators a way to better understand what inequalities lie underneath the classroom as a whole.

In 2018, an experimental qualitative study has been conducted in seven classrooms of Rome's outskirts, with a sample of 100 students aged from 11 to 20. The researcher was formally introduced as a debate expert, expected to conduct a Rhetoric workshop with the students. "Reading" was presented theme to argument on.

The study came out to produce significant results concerning students beliefs on books, reading and readers, their awareness and attitudes towards reading, especially among the older kids, which family context really influenced in choosing reading as an activity to embrace or avoid. New motivations emerged, next to the ones that were already included in larger quantitative studies conducted by ISTAT, and that proved the methodology to be an important instrument to deeper analyze and understand reading motivation.

The study, which will be taken as a base for further investigations, aims to introduce the methodology as a instrument both for researcher and educators, which allows to enhance communication awareness, investigate feelings of frustration, anxiety or embarrassment, understand young readers perception of reading and stimulate local agencies to act against what the technique can underlie to be the main causes of reading avoidance and often school dropout in the specific context.

Introducing this practice in a wide range of classrooms would also allow to collect a large number of data that could be used to build valid instruments to measure and monitor the phenomenon or adapting existing ones to the Italian context.

412 Reading Practices And "Institutional Habitus". A Pilot Research Among 19-20-Year-Old Graduates From Liceo

Gremigni, Elena (University of Pisa, Italy)

The OECD-PISA 2018 survey, which had reading as its main focus, highlights that Italian 15-year-old students' scores are overall below the OECD average in tests aimed at assessing this competence. However, considerable differences remain between the good points obtained by students attending liceo, compared to those who study in technical and, above all, vocational schools, where low SES teenagers are more frequent. Research shows that school systems can implement forms of equalization of educational opportunities when they promote the access of disadvantaged students to the best tracks. As a matter of fact, it is much more likely that blue-collar workers' children who attend schools together with white-collar workers' children will be able to get a degree than those who study in education paths where peers have the same social background.

This pilot research – conducted on a limited number of cases with the CAWI technique among 19-20-year-old liceo graduates from Livorno and Pisa areas – seems to confirm the role played by the "institutional habitus" in reducing the influence determined by ascriptive variables, such as parents' educational qualifications, on regarding reading practices. Although the data that emerge from this small survey does not assess the real competences achieved by graduates, the habit of reading detected is still an essential condition for the acquisition of adequate language skills. In this sense, this pilot research confirms the positive effects produced by general education and therefore the need to overcome an early tracking that risks channeling students to different schools mainly on the basis of their social origin, reproducing already existing social inequalities.

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581 Helping My Romani Pupils Also When They Do Not Need It. A Research On Teachers' Benevolent Overhelping

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Keywords: Overhelping, teacher-pupil helping relations, inequalities reproduction, socially stigmatized groups, Romani pupils

This paper aims at observing how social inequalities among primary school pupils may be either reproduced or challenged by teachers' helping. A recently renewed tradition of observational studies convincingly showed how school routines may risk confirming the existing power inequalities among students. It overtly conflicts with declarations of the Italian Constitution, that school's responsibility is to remove all impairments opposing a full development of students' capabilities. Among the many facets of teacher-pupil relation, our research focuses on the primary school teachers' helping, assuming that, if teachers help pupils belonging to socially stigmatized groups even beyond their actual needs, their benevolent overhelping will implicitly signal to these children that they hold poor expectations from them. Theoretically, this idea is rooted in two research traditions. First, in his classic works Vygotsky described how children' development originates from their social interactions, when capable others help children to solve those problems that they cannot cope with autonomously, yet can successfully face when cooperating. Second, since the end of Seventies social psychologists have showed how helping strategies may either reinforce receivers' autonomy or lead them to become dependent from donors. More in particular, dependency-oriented help was proved to be used for those who are socially disadvantaged, to help them "to stay where they are" (Nadler & Cheryak-Hai, 2014), i.e. at the bottom of the social ladder. Merging these two influential research traditions, we tested the hypothesis that in primary school children of socially stigmatized groups could be helped by their teachers also for problems they can easily solve by themselves. To provide empirical evidence of this phenomenon's occurrence, and to enable teachers to perceive it, an original methodology was set in place. In a game simulation setting, dyads composed by one teacher and his/her pupil (aged 8-10 years, either belonging to the ethnic majority or to a Romani group) were invited to play a two steps game, where the child was asked to face a task of growing complexity and the teacher had to side with their pupil. Data show that when the task is complex, siding strategies chosen by teachers are the same for children belonging both to the ethnic majority and to Romani families. On the contrary, when the task is easy enough to be autonomously solved by the child, children issued from Romani families were more frequently helped beyond their actual need by their teachers. Finally, teachers received a video-feedback of their helping behaviour, designed to increase their self-awareness about this bias towards disadvantaged children and to discuss with researchers on detrimental effects of benevolent overhelping. Observations during the video-feedback allowed to understand that oftentimes teachers were unaware of their overhelping towards Romani children, and more in general were not familiar with the concept of negative effects of overhelping.

675 Class Of Origin, Institutional Habitus And Reproduction Of Inequalities: The Confirmative Effect Of School Guidance On Student Choices

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Keywords: inequalities, students, teacher, choice, guidance

This study analyzes the phenomenon of guidance and school choices of students in their third year of lower secondary schools in Rome, linking them to the reproduction of inequalities in schooling.The theme of inequalities and differences in educational processes became central when the 1960s witnessed the expansion of schooling and participation in second and third grade education in industrialized countries.In fact, with new categories of students belonging to the poorest and most disadvantaged groups accessing the educational system, the conditions were created for the experience of social inequality (Cavalli & de Lillo

1988).In this study we adopt the Bourdieusian perspective (Bourdieu & Passeron 1970) which, through the concepts of habitus, symbolic violence and field, emphasizes the influence of class of origin on academic achievement and career duration.The Bourdieusian theoretical apparatus, however, also takes into account the distinction of linguistic codes elaborated by Bernestein (1977) and the economic conditioning and cost-benefit calculus of Boudon (1974), up to the point of using the concept of governmental device of Foucauldian memory (Mac &Ghaill 1994; Romito 2017).Most of the relevant literature emphasizes the influence of extra-curricular factors (economic, cultural and social) in school choice. Few studies focus on the role of teachers and guidance activities.The study proposed here aims to understand both the influence of extracurricular factors, mostly those related to social class, and school factors, (such as guidance advice that teachers give to students).The research work started from the hypothesis that alongside the primary effects (link between family background and outcomes) and secondary effects (the influence of background on choice) resulting from class, the existence of a tertiary effect of school is also affirmed (Schneider, 2014; Esser, 2016; Argentin & Pavolini 2020).The latter in particular is studied through the more general consequences of school practices related to the institutional habitus of each school (Ingram 2011) and the symbolic violence exercised by teachers that is expressed in the guidance council, when biases aimed at lowering students' aspirations are applied unconsciously (Boone & Van Houtte 2013; Romito 2016).A mixed-method research design was used that included both quantitative (semi-structured questionnaires) and qualitative (interviews) data collection tools. Five secondary schools belonging to different areas of the city of Rome participated in the study, from which some third classes were randomly drawn.Two questionnaires on school choice and orientation were administered to the students in these classes and, finally, some non-directive interviews were conducted with their teachers. In summary, the results of this work state that: 1) social background conditions students' school choice, 2) institutional elements of the school context shape teachers' assessment and guidance practices, and 3) the latter in turn reinforce the classroom conditioning on which students' choice intentions are based. In the various school contexts, therefore, diversified chances to continue studies are activated and school careers are promoted that strengthen inequalities in terms of social composition, thus encouraging scholastic and territorial segregation.All this, in a broader perspective, tends to reproduce the class dynamics already existing in society and, therefore, social immobility for certain categories of students.

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623 Layers Of Inequality Reproduction: Special Needs Education In Austria

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Keywords: special needs education, inequality, transition, Austria

Educational pathways of students with special needs can be considered an exceptional case of potential inequality reproduction. I will not elaborate on disabilities as social practice related to social inequality (Fasching 2017) but focus on the transition from lower to upper secondary education. This transition turns out to be particularly problematic for students with special needs, as their careers often come to an end at this point. The question how and which inequalities arise in the course of this transitional process has been analysed using administrative data (school and employment statistics) of student cohorts from 2008 to 2013 in Austria (Pessl 2018). Thus, inequalities occur due to factors at system level as well as to social practices.

Inequality related to the recognition of certificates. Upper secondary schools are virtually inaccessible for those who have been assigned special needs in lower secondary education. This can partly be explained by the legal framework: Although not prohibited, any entitlement to continue formal school education for graduates is absent. This is not the case with apprenticeship training, as the legal setup differs from full time schools. Around one third of the cohorts have taken up an apprenticeship post 18 months after graduation. The major share though (44%) does not take part in any formal education.

Inequality related to gender, language and region can be grasped as a matter of reproduction via social practice. The prevalence of special needs differs markedly between Austrian regions, girls and boys and students with and without German as a first language. Among the graduates from lower secondary education, the smaller groups in special education, namely girls, German speakers and students from southern Austria, face more difficulties in further educational careers.

Finally the practice of enrolment, either in regular schools or in dedicated special schools, reflects inequality as a matter of inclusion vs. segregation. It is again related to gender, region and language. According to my analysis, the chance to continue

education is 1.4 for graduates from an inclusive setting. This result is in line with several studies from the German speaking countries (e.g. Haeberlin et al 2011, Pfahl/Powell 2010, Sahli Lozano 2012).

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324   Dropping Out, Getting Poor? Early-School Leavers And Economical Entrapments

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Keywords: early school leavers, unemployment, occupational instability, poverty, Italy

In line with the 2030 Agenda for Sustainable Development Goals (SDGs), adopted by all United Nations Member States in 2015 and providing a shared blueprint for peace and prosperity for the people and the planet, the European Commission is promoting a series of initiatives to help the most vulnerable segments of the population in an effort to close the gap to the less disadvantaged segments. With reference to young people, reducing the rate of early school leavers (ESLs) from education and training (young people who have dropped out of education with only lower secondary education or less) represent a key goal (European Commission 2010). Reducing the amount of ESLs to less than 10% of the relevant population by 2020 was also a headline target in the Europe 2020 strategy and one of the five benchmarks of the strategic framework for European cooperation in education and training. The phenomenon of dropout or early school leaving is anyway actually worrisome, not only for its high economic costs in terms of wasted skills but also because it can exacerbate social inequalities. Students from low social strata run a greater risk of dropping out of school because their families are less equipped with economic, social, and cultural resources that can counteract school disengagement processes (Chen & Gregory, 2009). Students who drop out of school and therefore enter the labor market without an upper-secondary qualification tend to experience difficulties in transitioning to their first job (Solga, 2002), in later labor market integration (Gesthuizen and Scheepers, 2010), and in other life-course domains, such as health and civic citizenship. Hence, early school leaving constitutes an additional penalty for students who are already disadvantaged by their socio-economic background.

Focusing on recent school leavers studies in Italy, we compare various indicators for youth labour market exclusion and insecurity which are based on the PLUS (Participation, Labour, Unemployment, Survey) 2018 wave, a survey carried on by INAPP on a large sample of individuals and allowing a joint analysis of individuals' education and family background, their past trajectories into school and labour market.

The analysis highlights the situation on the labour market around three main key topics - labour market exclusion, insecure employment and low profile jobs - affecting multiple generations of early-school leavers aged from 25 to 50. The main outcomes are in summary: recent school leavers experience more disadvantage on the labour market than prime age ones: they are more likely to be unemployed or insecure employed; the labour market situation of recent school leavers was damaged by the current economic crisis, especially in the south of Italy; the labour market exclusion of recent school leavers, as depicted by high unemployment rates, overlaps high employment insecurity. Finally, outcomes show a great early-school leave influence on NEET rates, especially for men.

870 Boundaryless, Unlimited And Contactless: School-Family Interactions Producing Inequalities During Covid-19 Time

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Keywords: School-family interaction, educational inequalities, compulsory education, Covid-19, distance education

Italy is one of the first Western countries that, at the end of February 2020, decided to close all the educational institutions during Covid-19 time. After few weeks, following the recommendations of the Ministry of Education, schools implemented a sort of "forced" Distance Learning (DAD), proposing various activities to be carried out through ICT (INDIRE, 2020). During this emergency, school-family relationship appears essential in compulsory education. However, working with parents remains a complex challenge for schools (Dusi, Addi-Raccah, 2020) and DAD create unusual situations of cooperation and conflicts, with negative implications on disadvantaged children (Bordalba, Llevot, 2019).

This contribution aims at investigating the school-family interactions in Italian primary and lower secondary schools during Covid-19 time: these interactions are considered crucial mechanisms to manage emergency, but they could assume many other functions in the educational process. I suppose that families' and teachers' role in reproducing social inequalities at a micro-level in educational outcomes and paths (cf. Argentin, Pavolini, 2020) is strictly intertwined. And it becomes evident in different and unexpected ways of interacting, yet to be explored in depth.

Therefore, how family-school interactions reproduce, produce or amplify inequalities in the educational pathways of pupils? To answer to this question, I will present a qualitative research still in progress (Santagati, Barabanti, 2020). Parents, teachers, pupils have answered to a brief grid of interview through vocal messages via Whatsapp and to a questionnaire on Qualtrics, giving socio-demographic data and general information about home schooling. Nearly 300 vocal messages have been collected from April 2020 to April 2021, mainly coming from some Northern areas.

In the analysis I focus on three critical issues concerning family-school interactions. 1) Focusing on online interactive lessons, parents and teachers describe the disappearence of boundaries between classroom and home, with the consequent possibility of observing inside these two spaces. Boundaryless interactions between school and family allow to know more each other, exacerbating tensions and critical attitudes towards noninvolved parents and unprepared teachers. 2) The possibility of staying constantly connected online also lead to a condition of unlimited interactions, with an intense and frequent interlocution between teachers and parents. Boundaries between school and extra school time, work and family time, disappear, generating distress, workload, role shifts. 3) Finally, in some cases teachers or pupils and families have no contact and disappear from the educational scene during lockdown. These contactless situations – without any kind of audio-visual contacts –amplify the distance created by forced home-schooling. Many pupils disappear from the screen, due to temporary or prolonged suspension of contacts. Some teachers do not look for direct contacts, immediate communication, systematic feedback from families. Disadvantaged families, families with many children, children with disability or special needs, children with an immigrant background, etc. get lost in this period, and schools are not able to preserve a yet fragile educational link and to protect the most vulnerable pupils from this irreversible school detachment. In-depth analysis of these three critical dynamics producing educational inequalities will be developed.

879 Upper Secondary Schools And Transnational Families. Educational Trajectories Of Second Generation Graduates In Italy

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Keywords: Second generations, Educational inequalities, Italy, Secondary schools, Transnational families

Students with immigration backgrounds have become a structural presence in Italian schools. Qualitative and quantitative studies have shown immigrants educational disadvantages compared to natives [Miur 2020; Barban & White 2011; Borgna & Contini 2014; Azzolini 2016; Bonizzoni Romito & Cavallo 2016; Triventi 2020]. Despite the relevance of this topic for equality and social cohesion, the experiences of transnational families [Bryceon & Vuorela 2002; Merla, Kilkey & Baldassar 2020; Santero 2021] with children in upper secondary school and their transitions from secondary to tertiary education and to the labor market are still little explored issues in Italy [Mantovani Albertini & Gasperoni 2014].

The paper investigates from an intersectional and life course perspective the school experiences and the educational trajectories of 56 families with immigration backgrounds with children who graduated in Italy in 2011 and 2012, 11 of which were re-contacted in 2019 and 2020 during the Covid-19 pandemic crisis. The qualitative analysis focused on representations, discourses and everyday practices of students, parents and teachers for the inclusion of foreign students at school. It was based on 104 semi-structured interviews with 56 migrant students, 17 parents and 22 key informants (secondary school teachers, principals and educators) in Piedmont, where the percentage of foreign students on the total population at secondary school is higher than the Italian average.

The paper highlights the coexistence of divergent institutional discourses [Wahlström & Sundberg 2018], between schools and within the same school, regarding measures to support the inclusion of migrant students as well as the "appropriate" assessment, orientation and didactics with foreign students.

The upper secondary school migrants attended in Italy have influenced their propensity to continue studying at the university. Students' expectations regarding the transitions to adulthood, information from the peer groups, the transnational families' economic resources and intergenerational obligations effect the migrant graduates' perspectives on tertiary education, as well as their expectations and experiences in the labor market. Migrants previous educational paths, and in particular the upper secondary school choice and reorientation they experienced, tend to influence the post-graduation trajectories, trapping migrants who have graduated from vocational institutes in secondary level qualifications.

Results indicate also the advantages of using the transnational family as a lens through which to understand education and mobility paths and the role of schools in inequalities reproduction processes, at the intersection between gender, generation, social class and citizenship.

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382 Achievement, Giftedness And Inclusion

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Keywords: Giftedness, achievement, inclusion, inequality, discourse analysis

An inclusive education system is considered a central structural prerequisite for sustainable, high-quality education and the reduction of inequality (UNESCO 2015). In educational practice, this implies meeting all students with high expectations in inclusive classrooms (Booth & Ainscow 2011). At once, the international discourse increasingly focuses on performance enhancement and (self-)optimisation in education (OECD 2019). It is, therefore, necessary to ask more precisely how an orientation towards achievement and performance relates to inclusion and educational equity (Seitz et al. 2016).

Many current studies address the connection between the promotion of achievement and giftedness and a reflective approach to diversity (cf. Mazzoli Smith & Campbell, 2016; Veas et al., 2018). However, an overarching analysis of the scientific discourse on the connection between inclusion, giftedness, and achievement is still lacking.

We have taken up this desideratum and used sociological discourse analysis (Keller, 2013) to work out how giftedness and achievement are negotiated in relation to inclusion and diversity in educational discourse. The data corpus comprises contributions from the last decade (2009-2020) and thus the period of intensive debates around the results of the Programme of International Students Assessment (PISA) and the ratification of the UN CRPD (United Nations 2006), as these set important impulses regarding diversity, inequality, and achievement. From a corpus of 93 reference texts, 21 comparable key texts were selected through theoretical sampling.

Our analyses first show a striking polarisation of high-achieving and low-achieving students and specific risk constructions of giftedness promotion linked to this. Furthermore, three dispositifs were identified: elite formation, economic usability, and educational equity.

By analysing the narrative structure, we uncover the tensions between institutionalised practices of promoting giftedness and the simultaneously proclaimed reduction of social inequalities. We specifically show how differences are produced and hierarchised by the construction of risk groups in the discourse on giftedness and achievement, thereby effectively perpetuating inequality. Based on these findings and their critical evaluation, we present for discussion upcoming ambivalences and future-orientated considerations under the idea of a sustainable education system and its relationship to achievement, performance, and inclusion.

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189   Challenges Of The Brazilian Educational System: Between School Inclusion And Social Inequality

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Keywords: Challenges of the Brazilian educational system, school inclusion, social inequality

Our research seeks to understand the Brazilian educational system, between school inclusion and social inequality. Many of the challenges faced have an educational dimension that includes, the radicalization of some sectors of society, economic transformations, democracy under threat by white supremacy. These issues require all powers, executive, legislative and judicial to find a solution that involves schools, because everyone regardless of their origin and social condition needs an educational system and educational policies at the service of the citizens. Furthermore, schools must be able to teach how to learn in changing circumstances. The federal, state and municipal governments have a central role in the promotion, development and encouragement of education within the constitutional guarantees,. So all governments should focus on the common concern, that is the development of a quality education system given the cultural diversity for the improvement of the conditions of the citizens. The great challenge that will be faced, will consist promoting, coordinating and supporting policies of the quality of education, creating conditions of access to communities that are in the rural areas/ outskirts of towns and have few resources to the best schools and the best education system in order to compete on an equal footing in the job market with those who have grown up in the big cities. One of the challenges has to do with the creation of racial quotas for access to universities and employment through the reservation of places in university entrance examinations, tests and public competitions for people of black, brown or indigenous origin, while the same places are disputed by people of the white race on the pretext that there was a black, brown or indigenous person in the family. In this case, education focuses on an instrumental vision that guarantees economic growth, productivity and allows greater access to formal employment. Thinking about the challenges of education we will use the approach Gregory Dupas who discusses issues of global economy and social exclusion reflecting on poverty, unemployment, the State and the future of capitalism within an educational context. For this analysis, the work of Carlos Roberto Jamil Cury will be equally indispensable, dealing with the public and

private debate in the history of Brazilian education, paying attention to educational conceptions and practices. We will also take for the development approach of our research from the texts of Asa Cristina Laurell that deals with welfare state in Latin America. We will also use the legislation. The research aims to discuss the Brazilian educational system in relation to social inclusion and inequality. We will use the qualitative, bibliographical method. With this research, it is expected that, there is a stimulus in the elaboration of educational policies that minimize the differences that exist between the white supremacy class and the black and indigenous people.

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627 Incentivizing Family Savings As A Tool To Fight The Intergenerational Transmission Of Educational Poverty

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Keywords: Children's savings accounts, RCT, educational poverty, anti-poverty measures

Starting from the experience of Individual Development Accounts (IDA), it has gradually emerged the idea that policies aimed at providing incentives to enhance the accumulation of family assets can be an effective solution for wealth building and for fighting the intergenerational transmission of poverty. IDAs are programs that offer to low-income families incentives to save small amounts of money for the purchase of long-term assets, such as starting a small business, buying their first home and participating in post-secondary education.

A particular type of IDAs are the so-called Children Savings' Accounts (CSAs). CSAs are typically activated at birth or in the early years of life and families are expected to regularly deposit a small amount of money in a dedicated bank account. These savings are then multiplied on condition that they are spent on children's education. The advantage of this type of intervention is twofold: first, it encourages the accumulation of financial resources for education, and second, it reinforces family aspirations and expectations about their children's education.

Our paper deals with the programme WILL "Educare al Futuro", a policy experimentation aimed at implementing a CSA and at evaluating its effects on the school performances of pupils.

This project was launched in 2019 and is co-financed by Fondazione Con i Bambini and a broad partnership composed of banking foundations and third sector organizations in four Italian cities (Cagliari, Florence, Teramo and Turin). The program is targeted to primary school pupils in their fifth grade from low-income families. The program offers the opportunity to regularly save small amounts of money (6 euros per week up to a maximum of 1,000 euros over a 4-year period) on a dedicated digital wallet linked to a bank account that provides a generous multiplier: each euro saved is multiplied by 4 if the money is spent on proven school expenses. In addition to the savings account, the beneficiaries are entitled to access to: financial education courses, to educational support and to a guidance programme.

The impacts of the program on families' savings, their aspirations and expectations, and students' school careers (e.g., learning, dropping out of school, school completion, choice of education) will be assessed using a randomized controlled trial by 2023. However, important preliminary results for the debate on anti-poverty policies during the pandemic can already be drawn from the observation of the saving and spending behaviors of the beneficiaries. This analysis permits to analyze the determinants of family savings in the sample under study (about 600 families). In particular, the data available allow us to find a substantial stability of savings made by families and a strong reorientation of spending towards those goods or services that are essential in a phase of distance learning (e.g., purchase of a computer, a tablet or an internet connection). Incentivized savings could therefore be a potential social policy tool for combating (educational) poverty not only in "normal times", but also during crisis situations such as that caused by the Covid-19 pandemic.

STREAM E. Reinventing University: How the University Equips for the Post-Pandemic Scenarios?

E.3. Covid-19 and the Institutional Fabric of Higher Education: Accelerating Old Patterns, Imposing New Dynamics, and Changing Rules?

207 The Redressing Of Docent Function In Universities As Change In Institutional Models

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Keywords: Higher Education, Pandemic Policies, Institutional Differentiation, Docent Function, Institutional Models

This study proposes a comparative analysis of reactions to the pandemic among different sectors and types of institutions in Brazilian higher education system (HES). As in many countries, enrollment expansion in HE was associated with differentiation and diversification in Brazil. About three quarters of students are enrolled in private institutions which offer mostly market-oriented courses. The public sector of HE is composed of elite institutions that are responsible for a major part of research and strongly marked by academic bias. Faced with the pandemic different institutions showed very distinct reactions. In common, their first movement was to emphasize the teaching function of universities. All institutions focused on keeping classes working. Even so, they differed in forms and timing and in the decision processes. It took two days for some private institutions to go entirely online. Many public institutions just began to offer 'remote classes' four months after the pandemic was installed. There is no uniformity: one fifth of private institutions had to interrupt classes; schools of Medicine did not close, nor did some Engineering schools. Humanities and social sciences courses were closed in public institutions but not in private ones. Award ceremonies were cancelled, but many graduates managed to get their certificates. Teachers in the private sector were fired or had important wage reductions while their colleagues in public sector kept their contracts. Students in public institutions were allowed bonus for internet connection and computers. Many institutions lack basic computational structure and both students and teachers are not so familiarized with online working. Some universities were restrained from acting on ideological grounds against distance education. As the Ministry of Education chose to ignore the pandemic, there is no legal or policy guidance on how to cope with it. Even less money.

The disparities arose questions on efficiency and equity in higher education in the public debate. We propose to analyze how different types of institutions faced the pandemic: which policies or institutional actions were proposed? By which institutions/institutional type? What rationales justify these proposals? Are there similarities among actions? Is it already possible to identify impacts of these actions?

Neo-Institutionalism, identity theories, and strategic choice are the theoretical approaches employed to investigate institutional positioning in the context of the pandemic. We will focus on the nature and goals of HEI as organizations and the association between environmental pressures and HEI responses to them.

We propose to characterize the significant dimensions of institutional diversification in the Brazilian system of higher education and how they impact the reaction to the pandemic: type of institutional control/sector (public or private), size, programs or curricular structure, degree levels or types, profiles of students' body, and indicators of performance. Those are the classical dimensions used in the institutional analysis of HE and data from the ministry of education allow for the typification of institutions.

The institutional documents, interviews and reports collected by students and researchers at LAPES, as well the extensive news coverage will provide the empirical elements for the analysis of policies and institutional actions.

807 Policy Implications Of Covid-19 Responses For The Future Development Of Irish Higher Education.

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Keywords: COVID-19, Higher Education, Policy, Ireland

In January 2021 Ireland was rated worst in the world in terms of new Covid cases per capita and since the first outbreak in February 2020 the pandemic continues to have a profound impact on Ireland's economy and the stability of the public finances. The Department of Further and Higher Education, Research, Innovation and Science in Ireland was created as part of the reorganisation of governmental departments and was formally established in August 2020, six months after the outbreak of the pandemic. The establishment of a new department proved challenging as many of the existing administrative functions had to be transferred from the previous government Department of Education and Skills which had responsibility for these areas. This is turn put pressure on the existing system of higher education in the context of dealing with the challenges posed by the pandemic.

This paper will explore the government and stakeholders responses to the challenges posed by the pandemic with reference to key drivers such as the transition to remote learning and maintaining the quality of programmes, the emergent needs of students, funding, restrictions on international travel and the continuing programme of system reform in the sector. It will consider the emergent issues arising from this context with reference to the impact of COVID-19 on the Irish higher education system at a macro level taking into account the perspectives of the different policy actors. It will also reflect on the responses and proposed recovery approaches from the ongoing crisis.

A qualitative approach will be adopted to analyse the data drawing from documentary sources. These sources will include publicly available documents from the Department of Further and Higher Education, Research, Innovation and Science, the Irish Universities Association, the Irish Federation of University Teachers (trade union), Quality and Qualifications Ireland, the National Forum for Teaching and Learning, Union of Students Ireland, parliamentary debates, each university's websites and announcements with reference to COVID-19, speeches and other communications by the minister, institutional leaders and new items/press releases. This documentary analysis will assess the degrees of convergence and divergence between the various policy actors at the macro level in responding to the impact of the pandemic.

A social realist approach using Archer's morphogenetic framework will be employed to facilitate an exploration of the variegated responses that COVID-19 has produced at the macro level. Archer (2010) suggests that a realist asks what needs to be in place in order for things to operate in a particular way. Through analytical dualism, Archer (1995) separates structure (the external world) into the spheres of structure and culture. According to Archer (1995), structure represents material goods (which are distributed unequally across society) and social positions, while culture represents ideas and beliefs. Agency encompasses human action and interaction. Archer views the social world through these separate components and their combined interactions to analyse structure, culture and agency (Case, 2015). Archer's theoretical framework facilitates an in-depth analysis of the situational logics that the structural and cultural conditioning of the pandemic has created within universities.

212 Highlighting Systemic Inequalities? The Impact Of The Covid-19 Pandemic On The French Higher Education

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Keywords: COVID-19, pandemic, Higher Education, France, inequalities

My contribution tackles the impact of the pandemic on French Higher Education with a focus on the growing differentiation between Higher Education Institutions (HEI). It deals with the macro-level of decisions taken by ministers and the highest executives and the meso-level of the institutional answers to the crisis provided by different HEI. The individual level will also be taken into account (such as the decisions taken by the rectors of particular HEI or heads of departments). I will apply the lens of public policy analysis (process tracing) combined with an organizational analysis.I draw on over fifteen interviews that are currently being conducted by the team I coordinate within the international research group on "The Effects of the Pandemic on European Higher Education". I also analyze the legal and official documents related to the framework in which HEI have had to operate (lockdowns, online teaching, 50% room occupation rates, etc.). I refer to the current debates on higher education that have been evoked in both the general and the specialized press. Additionally, to the interview guidelines that we have developed collectively, I currently prepare a questionnaire to gather data from a larger number of HEI in France.The paper will help refining the approach usually applied to the French HE system, highlighting distinctions between Universities / Grandes Écoles or research-oriented / teaching oriented HEI). Pointing out these distinctions is not sufficient to understand French responses to the pandemic. The refined qualitative and quantitative data show differences in the ability to anticipate and to adapt to changing health conditions.The paper will start with a contextual part recalling the pre-existing conditions of the French HE system and analyzing how the central political level (ministry of HE), but also the President himself, through his official declarations, have framed policy orientations. France has a centralized and highly fluctuating decision-making process: no less than five consecutive adaptations of the teaching process have so far been required during the academic year 2020-2021. In the second part, responses on the meso-level (of HEI) will be analyzed. I will consider variables such as size and level of funding to analyze the reactivity and room for maneuver of different institutions. I will discuss the case of private HEI. Also, I will analyze the case of a few elitist niches situated at the margins of the system, who could be considered as privileged as they did not necessarily comply with the required health measures and continued business as usual. Finally, the chapter will reflect on how contextual parameters (historical trajectories, systemic inequalities in funding, the division between selective and less selective undergraduate programs) has made some HEI more vulnerable to the crisis. I will conclude on the potentially lasting impact of the pandemic crisis on the French HE system.

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221   Strategic Academic Adaptation: A Qualitative Examination Of How Academics In Mainland And Hong Kong Cope With The Covid-19 Pandemic

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Keywords: Academic adaptation, academics, academic performance, institutional environment

The pandemic turmoil brought on by the pervasive COVID-19 outbreak started in January 2020. The unforeseeable public health emergency has impacted the academic routine of the higher education sector, institutions, and academics. Academics in Mainland China and Hong Kong were the first to be confronted with unparalleled challenges and unknowns brought by the pandemic. Yet, studies relevant to these academics under COVID-19 are mostly based on observations and reflective writings.

This study is designed to mitigate this knowledge gap, by inquiring academics in different fields of knowledge and located in different places and universities, the ways in which they thought and opted to deal with the challenge of uncertainty. This thinking and choices are part of a strategic academic adaptation to scholarly work under the dramatic upsurges of the epidemic. This strategic adaption will likely result into typologies of strategic action (eventually inaction as well) that relate to individual innovativeness, resilience, power and legitimacy, and on how these individual characteristics interacted with environmental factors, and ultimately shaped the academic work developed by these academics. Therefore, two levels of exploration combine the thinking and agency of individual academics on the micro level in adapting to a new scholarly environment on the meso level (i.e, the university), and in navigating through imposed social norms to prevent the propagation of the pandemic that constrained individual agency at both the micro and meso levels.

The study is developed revolving around two major research questions: 1. What are the major influences affecting the routine research of academics in Mainland and Hong Kong during the COVID-19 outbreak? 2. How do academics in the regions strategically

cope with the unsettled epidemic situations and proceed with their academic work? The analysis is based on 35 semi-structured interviews conducted subsequent to the possible "normalization" of academic work in the two regions. Moreover, relevant documentation on the institutional arrangements and policies placed in practice at national and institutional levels are reviewed. Considering the largely exploratory nature of qualitative methodologies, and the research aim of this study, a Grounded Theory approach is implemented as an appropriate methodological instrument to guide the collection of information. When doing the analysis of the data, the findings will be assessed for their conceptual and practical relevance, and whenever possible combined with possible predictive theories of agentic behavior.

In sum, this research aims to probe into the strategic adaptations of academics in Mainland and Hong Kong, together with a thorough comprehension of the academic setting under COVID-19. The study is to discern strategies facing both uncertainty, adaptation to fast imposed environmental constraints, and imagination when promoting resilience in academic work. It is expected that some of the agentic adaptation will be informed not only by the imposed social norms but also by cultural and social traits of individuals of and working in the region. It is expected that practical implications will also be extracted to inspire individual academics, higher education institutions, or even policymakers, to pool experience in response to unexpected emergencies and events.

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261 "This Could Be A Turning Point": Perceptions Of Academics On University Pandemic Practices

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Keywords: pandemic practices, academic work, university, academic psychological contract

The research problem:

This paper explores how academics construe their relationship with their work and their university. Moreover, it illuminates how those relationships changed during the first year of the pandemic. We specifically highlight how academics' relationships with their universities were, on the one hand, marked by disillusionment, frustration, and conflict, and on the other hand seen as "caring for people". Our wider aim is to reassess the nature of academic work and the long-term relationship between academics and their organisations.

The study design:

The data consist of four rounds of semi-structured group interviews with three groups of academics based in Europe or North America. The first group consisted of four early-career academics, the second group of three senior academics, and the final group was a mixture of both early-career and senior researchers. The members of the two first groups did not know each other before the interviews, whereas the members of the third group did. We, the three authors of this study, also participated in the group discussions.

We conducted the first round of interviews in April 2020, the second in May 2020, and the third in June 2020. Once it became obvious the pandemic was not subsiding by autumn 2020, we conducted another interview round in the turn of 2020/2021, strengthening the longitudinal nature of our data. In addition to the four interview rounds, we, the authors of this study, met 11 times before, in between, and after the interview rounds to reflect on the interviews, thus combining elements of reflexive team ethnography (Creese, Taur & Blackledge 2016) in the study. All the interviews and planning meetings took place via Zoom, and they were recorded and transcribed. We are currently employing qualitative content analysis (Mayring 2000) to deductively analyse the data for our key theoretical concepts.

The conceptual approach:

The proposed paper analyses micro-level (individual) responses to meso-level (institutional) practices. While our original approach was data driven, in this chapter we draw from the concepts of immediate, responsive, and adaptive pandemic practices (Werron & Ringel, 2020) to investigate the immediate and potential long-term changes taking place in universities. Additionally, we utilise the notion of academic psychological contract (Shen, 2010) to analyse the micro-level constituents of academics' relationships with their work and their university. The chosen conceptual framework enables us to analyse the temporal fluctuation of the academics' perceptions over the pandemic year, taking into account their career stage and physical location.

Covered levels of analysis:

The primary focus of the paper is on the micro-level developments during the first year of the pandemic, taking into account the structural conditions of different higher education systems and the ways in which their human resources policies are perceived by individuals during the pandemic (c.f. Blackmore, 2020; Marginson, 2020). The unique, longitudinal qualitative interview data allows us to problematize different receptions of pandemic measures in different academic contexts and career stages.

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122   Public Service Resilience In A Post-Covid19 World: Digital Transformation In Higher Education

Pinheiro, Romulo (University of Agder, Norway) · Assante, Michael (University of Agder, Norway) · Liyanapathiranage, Sudeepika (University of Agder, Norway)

Keywords: Resilience, Nordic countries, Higher Education, Digital Transformation

The COVID-19 crisis has had an extensive impact on higher education institutions (HEIs) across the globe, resulting in the disruption of academic progress and institutional operations. According to recent European surveys the pandemic affected lectures, communication channels between universities and its community, infrastructure changes, international student mobility, public policy development and engagement as well as teaching and learning (Crawford et al. 2020, UNESCO. 2020). Preliminary evidence suggests that COVID19 has yielded a public value response from private and community sectors (Hudecheck et al. 2020) alike, including the HE sector. The ongoing crisis seemingly highlights vagaries in sustaining academic excellence and continuity, and brings to the fore discussions about digitalization and the future of teaching, learning, research and organizational management (UNESCO, 2020). HEIs development agenda is fraught in various aspects, including the shift from the traditional face-to-face teaching to online teaching and learning, the switch from the traditional face-to-face classroom examination to online and oral forms, the cancellation of physical events and activities, alongside the formation of a "new normality" (Tesar 2020, UNESCO. 2020). Moreover, the crisis has exposed critical loopholes in the administrative management structures of HEIs, and the negative side effects of fiscal policy, particularly insofar austerity. The shortage of vital institutional resources in the public sector (equipment, staff, finances, time) and a general lack of bureaucratic slack (Trincherro et al., 2020).

Studies indicate that HEIs' responses to the COVID-19 pandemic have been multifaceted, ranging from no response to social isolation strategies to rapid online curriculum redevelopment (Crawford et al., 2020; UNESCO, 2020). While some HEIs have adopted emergency remote teaching as an essential first step on the road to academic continuity, others have shut down and extended their semester break (Crawford et al., 2020). This has been associated with poorly resourced institutions and inadequate preparation for proactive and strategic responses (Crawford et al., 2020). Some HEIs were underprepared for an overnight shift to high-quality online teaching and learning, and this has pushed some scholars to question the resilience of HEIs in terms of digital infrastructure and digital inclusion for crises management (Crawford et al., 2020). To this end, a deeper understanding of HEIs' resilience framework, through digital infrastructure and digital inclusion, is explored with a focus on administrative and strategic responses to the disruptions caused by COVID-19. Against this backdrop, this paper addressed two research questions, focusing on Norway and Sweden as cases:

How did HEIs in Norway and Sweden respond to the challenges brought by COVID 19?

To what extent does digital transformation foster the resilient capacity of HEIs?

Drawing upon recent contributions on crisis management and resilience (Duit 2016, Linnenluecke 2017, Duchek 2020, Pinheiro et al., forthcoming), our investigation unpacks developments prior to and during the crisis, and sheds light on key endogeneous and exogenous factors likely to determine resilence outcomes. The data derives from recent qualitative and quantitative inquiries (primary and secondary datasets) in Norway and Sweden, providing important insights for both research in the field and policy/practice.

236   Internationalization Of Higher Education In Argentina Upon The Arrival Of Covid-19: Reactions And Lessons From A Micro-Organizational Perspective

Rabossi, Marcelo Alberto (Universidad Torcuato di Tella, Argentine Republic) · Guaglianone, Ariadna Laura (Universidad Abierta Interamericana, Argentine Republic) · Markman, Alex (Universidad Torcuato di Tella, Argentine Republic)

Keywords: Higher Education, Argentina, COVID-19, Internationalization, Public and private sectors

The arrival of COVID-19 in early 2020 imposed a series of unprecedented challenges to higher education institutions around the world. Teaching and research had to be adapted to the new reality of social distancing and lockdowns. Although the adaptation was mostly successful and managed professionally, the administrative challenges caused by closed borders and semi-frozen economies posed innumerable demands to those systems highly dependent on international students. The interruption of face-to-face classes and flight cancellations paralyzed mobilities and stranded students, researchers, and professors away from home, often in situations of financial and emotional distress.

The university system in Argentina has slightly over 2 million students (21% in the private sector) and 132 universities and university institutes (61 state-run, 65 privately-owned, and 6 provincial ones). In relative terms, the non-public sector is small in comparison to others in the region such as those of Brazil, Chile and Colombia, where more than 50% of students attend private institutions. Under the logic of a model of higher education where the public sector shows its supremacy, at least when it comes to the demand of post-secondary education, the level of internationalization of the University in Argentina over recent years has witnessed a considerable increase. This inbound mobility has made the country a net exporter of higher education services. However, it is worth noting that in relation to the USA, UK and Australia, which are among the largest players in terms of their capacity to attract non-local students, Argentina still has a long way to go. In 2018, almost 90,000 foreign students were enrolled in undergraduate and graduate programs. This number represents 4% of all enrollees, percentage which is more or less aligned with the degree of internationalization found in the main systems of the region and the world. Most of the incoming international students come from the Americas (95%), while a very small portion is from Europe (4%) and there is virtually no incidence from the rest of the world. In this sense, and following a trend common in all of Latin America, the system reproduces itself under an endogamic pattern of development.

The purpose of this research is to analyze how universities in Argentina reacted to the pandemic and how the work done by the International Relations Offices was adapted in response to the novel restrictions in global mobility. To contrast theory and evidence, some of the principles defined by contingency and organizational adaptation theory (Aldrich, 1979; Hrebiniak & Joyce, 1985; Hannan & Friedman, 1989; Kaplan, 2008) will be used as the formal framework. Special focus will be placed on an intersectoral perspective on the behaviors taken on by public and private universities. In order to do this, a series of interviews with key actors at different public and private universities will be conducted. The objective will be to evaluate the institutional capacity and reactions of these entities to adapt to a new reality, both in organizational and financial terms. A representative sample will include small and large universities with different levels of internationalization.

243   Renegotiating Student Affairs And Services' Role And Function: Sustainable Education, Resilient Provision And Continued Engagement In The Face Of Crisis

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Keywords: Covid-19, Student Affairs, Africa, access and success, theory development

The covid-19 pandemic has shed a different light on the diversity of challenges that present obstacles to equitable learning and student development in higher education across the globe. Higher education and Student Affairs and Services (SAS) are faced with a set of challenges that are in parts related to the characteristics of their student bodies, the resourcing of the institutions themselves, and the socio-cultural context in which the institutions are embedded.

The covid-19 pandemic has fundamentally changed the way SAS is responding to these challenges, which in turn has changed SAS fundamentally, albeit differently in different world regions. Through the impact of covid-19 on higher education institutions, on students, and on teaching practices and learning processes, the scope of SAS has been firmly expanded to include what Bronfenbrenner refers to as the exosystem and the macrosystem (Bronfenbrenner, 2009). It is with this ecological systems theory lens that four researchers from four different regions across the globe conducted an international study of the impact of covid-19 on higher education SAS practices.

The study focussed on the impact of covid-19 on SAS in seven regions of the world and was conducted online during May 2020. To analyze the responses, the researchers used SPSS and NVivo. The 781 responses of SAS practitioners from across the globe generated rich perspectives on the variety of SAS responses and approaches to the pandemic across the globe.

Overall, the data show SAS' critical role in mediating the various challenges within and beyond the higher education institution that impact student success. There emerged four domains that impact on student success in the context of the pandemic. They include the students' personal situation, the socio-cultural context and familial milieu into which the student is embedded and from which the student emerges, the institutional and academic domain, and the public-macro domain, which includes larger structural and political-economic issues. The chapter shows that these four domains have different significance in different world regions and in various national systems of higher education, depending on political, economic, and socio-cultural contexts into which the institutions and students are embedded.

Based on the data, a heuristic model is therefore developed that aids in understanding SAS's engagement with students' ability to learn and develop in higher education. The data suggests that while SAS and universities do a great deal to support students in their learning, factors in the macro-public domain and factors in the socio-cultural community and familial milieu, need to be conducive to learning to enable more student success across the globe.

Finally, the study shows that covid-19 has not only changed the scope of SAS, but also its role in lobbying and advocating for living and learning contexts that are more conducive to student success. The presentation concludes with a recommendation to further develop this heuristic model to contribute to the development of a global SAS profession that plays a significant role in advancing higher education practices that promote equitable success for all students.

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519   Opposition To Digital Learning In The Marche Region: A New Activism For Democratic Education Is Born Between Polarization And Fear

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Keywords: democracy, covid-19, digital, movements, change

The paper is based on a first hand partecipatory research led by my position of both secondary school teacher and researcher in the city of Ancona, the capital of the Marche region. The methodology is based on etnographic participant observation, qualitative interviews with key informants and quantitative data analysis about the impact of distance learning of significant indicators of education outcomes.

From the very beginning of the Covid-19 pandemic across Italy an active minority parents, teachers and students started organizing against the negative consecuences of the distance learning, the so called "didattica a distanza" - DAD in the Italian acronym. This movement increased and improved the involvement of different social actors of the schooling system on a territorial base and became catalyst of debate, protest and social learning. The main focus of the movement was on the growing evidences of educational inequalities increased by the digital learning, the scarce correlation between covid-19 cases rise and the risk of

transmission of virus in schools, the psycological damages on young people and education workers created by the long use of digital devices and by social isolation.

At the same time the mobilization of a minority faced increasing polarization whithin the school system as fear and suffering because of Covid-19 high impact on local communities grew. The mobilization against distance learning has turned into a global "re-signification" tool that challenges social representations of youth but also of the teaching job and teachers identities.

At the same time a complex interwinement of ethical, medical and pedagogical issues was faced by a completely new group of activists that had to develop a new practice with the phisical limitation imposed by the pandemic but also with the new opportunities offered paradoxicaly by the digital social network and video conferencing platforms.

What will school in that territory be after this strong turmoil? which will be the new balance of forces between reality school and the digital avatar that has come to stay?

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881 Moving Beyond Policy On Digital Transformation – Perceptions Of Digital Transformation Of Teaching By Academic Staff And Students

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Keywords: digital transformation, teaching, emergency remote teaching

The Norwegian government has played an active role in promoting digital transformation of higher education institutions (HEI. HEIs, on their side, have launched institutional digitalisation strategies or added IT / ICT perspectives in their overall strategies and plans. Despite this strategic awareness, studies have demonstrated that there might be a mismatch between national ambitions and the take-up of digital technology in teaching and learning practices (Fossland & Tømte, 2020).

However, the COVID-19 pandemic has been a "game-changer" for the uptake of digital teaching practices in Norwegian higher education. Our survey data shows that the share of staff with no experience in digital teaching went from 64 per cent before in March 2020 to 6 per cent in fall 2020. A similar shift is reported in students' response to the same question.

Technology use in higher education implies several modes and tempus of teaching and learning. During the last year, emergency remote teaching has emerged, and which differs from traditional online and campus-based classroom teaching, but with some characteristics from both strands (Hodges et al, 2020; Morales et al, 2021).

We will explore the nature of the digital transformation of teaching and learning in Norwegian HEIs during the COVID-19 pandemic. More specifically, we will focus on i) the efforts undertaken by academic staff when switching to online teaching, ii) the learning sources and strategies used to acquire new technical and pedagogical skills and iii) the perceived quality of online teaching reported by academic staff and students during the same period.

The analysis will be based on data stemming from two recent and concurrent surveys on the consequences of the Covid 19 pandemic for Norwegian HEIs. The student survey included 22 000 students (43% response rate) and the academic staff survey included 4000 answers (51% response rate). Both encompass all HEI institutions in Norway and include a large set of parallel questions to students and academic staff.

The theoretical framing will draw on two strands: The analyses of learning sources and strategies will relate to recent theories of workplace learning (Lorenz and Lundvall et al, 2016), while instruments to understand higher education institutions' capabilities and readiness to undergo digital transformation will draw on Digital maturity models and frameworks.

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642 Transformation Of International University Education Through Digitalization Under/Post-Covid-19 Pandemic: Challenges In Online-Based International Co-Learning At Universities In Japan

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Keywords: International University Education, Digitalization, COIL, Japan

In light of the limitations imposed on students' physical mobility under the coronavirus disease 2019 (COVID-19) pandemic, the status of higher education that is based on the interactions of students originating from different countries is facing tremendous fundamental challenges. The digitalization of university education has been accelerated. Moreover, various interactions and co-learning that go beyond national borders and geographical distance are rapidly expanding in cyber space.

The contexts of international university education are highly diverse with respect to different higher education systems and institutions. In Anglophone countries, the degree of damage from the pandemic and the financial capacity of international students are becoming crucial factors in international student marketing. In addition, various types of transnational education services, including MOOCs, are becoming active and inseparable components of mainstream university education.

In East Asia, while the impact of the COVID-19 pandemic itself is on a relatively smaller scale, the mobility of international students was strictly controlled. Moreover, the ongoing rapid digitalization of society is posing a fundamental question as to whether they could continue to attract international students through their current university education, which is deeply embedded in national and local society, culture, and languages. In Japan, for example, online-based international education are mostly pursued as non-commercial, intercultural co-learning. Meanwhile, the outsourcing of language education (for example) to overseas providers through online-based learning is becoming widespread.

This article discusses the following question from the perspectives of Japan's and East Asia's higher education systems, which have a strong national identity in academic tradition and languages.

What transformations are the COVID-19 pandemic and its countermeasures bringing about with regard to the internationalization of university education?

This research combines a case analysis of institutional responses with the conceptual/theoretical discussions on the internationalization of the curriculum in international education.

First, in order to identify the trends and major patterns of the responses and transformations of international education (e.g., student exchange and international co-learning), the authors examine the responses of different types of universities that are active in international education in Japan. In addition to the analysis of publicly available documents on the national policy and surveys, the author conducted semi-structured interviews involving leaders and experts in international education who are affiliated with different types of universities.

Then, the author especially focuses on two cases exemplifying the practices of developing online international collaborative learning with partner universities overseas. One case involves a leading member of the worldwide consortium of Collaborative Online International Learning (COIL) whose practices that were developed before the pandemic drew attention as a model of online-based international learning under/post-pandemic. The other case constitutes a leading model of campus-based intercultural co-learning between international students and home students.

Based on the results of the analysis of the institutional responses and the practices in international education under the suspension of student mobility, the authors present a discussion on the core values of international education, namely, understanding and respect of others, as a future perspective of international university education.

E.4. Training Educational Professionals During the Pandemic: Impact, Learning, Strategies and New Didactic Challenges Faced by the University Traineeship

679   Online Traineeship: Which Educational Chances? Changes From Live To Online Model In Tfo Experience

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Keywords: traineeship, online learning, students' perspective, pandemic, educational challenges

For several years, the Master's Degree Course in Pedagogical Sciences at the University of Milan-Bicocca has been offering students an apprenticeship course (TFO, "Tirocinio Formativo di Orientamento"; Orientation Training Apprenticeship), which includes 60 hours in educational services, and 27 hours in class (with a tutor) throughout the academic year. In this context each student has to realize research about pedagogical functions in educational services (Galimberti, Gambacorti-Passerini, Palmieri, 2016). To do this, the classroom course supports students both to build an overview of pedagogical functions and the Pedagogue (Iori, 2018), and to exchange knowledge and experiences, allowing the construction of a richer epistemological heritage.

This proposal of traineeship has been structured on work in presence, both in classroom and in services . The health emergency brought by Covid-19 suddenly blocked the pathway, which had to be redefined, using the online work and opening the challenge of building experiences in services and group knowledge almost exclusively through technological tools.

Referring to pedagogical epistemological frame which highlight the importance of links between time, space, bodies and rules in learning environment (Barone, 2001), this research has the goal to analyze in which way the passage from presence to online model can influence the learning process.

Therefore, with a qualitative design (Bove, 2009; Kivunja & Kuyny, 2017), we want to know the facilitating and hindering aspects of online training working. The research has two phases: in the first (March-April) we made 42 written structured interviews to collect students' point of view about significant aspects of this experience. In the second one (May), we are conducting a focus group, aimed to deepen some ideas that emerged from the interviews analysis.

The 42 TFO students of the sample are education professionals who are asked to reflect on their own educational path, becoming in some way co-constructors of learning process. The research work itself is participatory, as some aspects of the research were developed together with the students themselves.

The data and reflections will be useful to reformulate the traineeship pathway beyond the health emergency, identifying the elements that can facilitate the online training. The results will offer the students point of view about central aspects of the learning and training experience, relational components and also sustainability of the process in order to reflect on educational challenges which pandemic opened.

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447   Rethinking Training And Supervision During Covid-19: Issues Of Initial And In-Service Training For Educational Professionals

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Keywords: Educational tools / strategies during Covid-19, Traineeship, Training, Supervision, Educational professions

The training and supervision courses during the Covid-19 health emergency represent important elements of analysis and intervention, both in the school and within extra-curricular settings.

On the one hand, pedagogical supervision makes it possible to thematize the relationship between continuity and discontinuity in education: the weakening of face-to-face appointments and of the spatial-temporal planning of meetings made it necessary to rethink the dimension of the équipe and its moments of supervision. In this way, forms of prevention and social distancing can be developed as an integral part of an educational project, not just as a problematic constraint.

On the other hand, the complexity of educational interventions makes it necessary to rethink and strengthen the moments of curricular and extracurricular traineeships. The traineeship, as a formative experience of orientation and reflection on educational practices, but also as a bridge between initial and in-service training, represents a decisive moment not only to guarantee students to experience what they have learned in their curricular path, but also to do experience of specific service dispositions not necessarily influenced by academic pedagogical cultures; this process also allows the educational service to approach the critical-reflective contribution provided by the trainee.

In the case of traineeships organized in the Unimore Department of Education and Humanities during the health emergency, the training of educators was understood as a synthesis between cultural, professional and existential factors, according to the response to needs and resources of gender, generation, psycho-physical profile, social class and ethnic-linguistic-religious groups.

In this sense, it was intended to provide materials and propose activities with an active-interactive and critical-reflective character (with individual and group tasks, characterized by discussions with the teacher). In particular: the mapping and analysis of educational services in the chosen region; the examination of strategies usable in several areas of intervention; the analysis of videos of pedagogical relevance; the investigation of tools related to the acquisition of personal and social autonomy; the elaboration of conceptual maps to support students with Specific Learning Disorders; the planning of interventions in different educational contexts; the production of a paper related to the critical-reflective work of the educator.

In this regard, the contribution addresses the relationship between initial and in-service curriculum of the educational professions, highlighting how the experiences of training and supervision are not only an integral part of the educators' work, but can also become an aspect of analysis and participation by the trainees. At the same time, a reflective and operational training of the trainee improves the cultural and professional growth of the educational service as well.

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113   Which Trajectories To Train "Second Level" Educational Professionals? Reflections About A University Traineeship Facing Covid Pandemic

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Keywords: University traineeship, Master Degree in Advanced Educational Sciences, second level educational professionals, didactic changes in Covid pandemic, research as training gaze.

The paper aims to propose a specific reflection about the "second level" educational 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 a strong connections between thinking and acting (Schön, 1993), instrumental dimension and meaning making, theoretical and practical knowledge (Riva, 2011). In relation to this, the university traineeeship 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 a 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 second level educational professionals will be presented, highlighting its pedagogical assumptions. Particularly, a specific focus will be dedicated to activities of research (Fook, 2002; Koustoulas et al., 2019) in an educational service setting with the aim to explore the educational second level professional functions being implemented there (Gambacorti-Passerini, 2019).

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.

Important changes in the traineeship have been caused by the Covid pandemic: a peculiar focus of the presentation will be also oriented to expose them and the educational reflections that justified them.

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657 "Smart-Working 0-3" Traineeship: The Outcomes In Terms Of Acquired Competence

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Keywords: COVID-19, early childhood education, traineeship, LEAD

This paper presents the outcomes attained by redesigning the traineeship of undergraduate students of Educational Sciences (L-19) and Design and Coordination of Education Services (LM-50) at the University of Parma, which had been interrupted in March 2020 due to the COVID-19 emergency.

Early years education services have been engaged, since the initial lockdown in March 2020, in an intense process of re-signifying and re-transforming educational experience and the everyday educational action of practitioners (Antonietti, Guerra, Luciano, 2020). This change process, which is informed by the principles of education in emergencies (Vaccarelli, 2017) and transformative learning (Mezirow, 2016), bears key implications for both research and professional development.

In order to overcome the difficulties associated with implementing student traineeships given the physical distancing imposed as part of the public health response to the COVID-19 emergency, an educational dispositive was developed that engaged students in an empirical research project focused on early years (0-3) education centres, in a way that was salient to their course of studies and the objectives of their traineeships.

In the light of EU guidelines on the competences of the early childhood educators and service coordinators (European Commission, 2016) and national guidelines on LEAD - remote educational interaction between early years education centres and children/families (Ministry of Education, 2020), the goal of the SW0-3 SmartWorking (03) traineeship was to promote learning in the following areas: knowledge concerning the reorganization of early years education services during the public health emergency, research skills, and the ability to reflect on the phenomena under analysis.

The traineeship was completed by 18 undergraduate students with the support of a multi-professional research team. The students contributed to the implementation of a research project informed by participatory and professional development research perspectives (Bondioli, Savio 2018; Asquini 2018) which involved: reviewing the relevant literature and defining the research questions and research design; devising an ad hoc research instrument and administering it; applying content analysis to the resulting data and interpreting/discussing the outcomes.

The early years education services that participated in the research were 16 infant-toddler centres spread across different regions of Italy, which were selected to form a representative sample of the different types of service and categories of service provider. For each centre, the students interviewed a parent, an educator, and a coordinator.

The paper analyses the perspectives of the undergraduate students who participated in the SW0-3 project, based both on feedback obtained using quantitative and qualitative survey methods and on their final traineeship reports, with a view to monitoring the competences they had acquired by the end of the traineeship process.

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428 The Trans-Formative Power Of Traineeship Post Covid-19

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Keywords: training, educational professionals, trans-formative practices, covid-19

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.

The pandemic has brought with it new forms of teaching, especially for internships. Many of these will not be dismessed but may become permanent modalities to corresponding every "personal" way to become educators.

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198   The Curricular Traineeship In A Work Setting During The Pandemic. The Experience Of Pedagogical Courses Of The University Of Bergamo

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Keywords: Traineeship, work-related learning, on-the-job training, Covid-19 pandemic, education

The national and international pedagogical literature considers the traineeship an important and privileged tool for the transition of young people into the world of work and for the development of lifelong learning processes (Bertagna, 2012).

For this reason, it is necessary to consider traineeship not only as a guidance strategy to improve employability to be used in the last years of high school or university but as an authentic pedagogical and didactic methodology based on the training paradigm of work-related learning (Lave, Wenger, 2006; Palmieri e altri, 2009; Potestio, 2020).

During the last year, the Covid-19 pandemic has generated numerous difficulties in conducting curricular in-person traineeships. The following article aims to investigate the pedagogical reasons that underlie a specific form of curricular traineeship, perhaps still little researched and tested in Italian university courses: traineeships in work settings.

Starting from the experimentation of this peculiar form of traineeship activated for several years within the pedagogical courses (Bachelor of Educational Sciences L-19 and Master degree of Pedagogical Sciences LM-85) of the Department of Human and Social Sciences of the University of Bergamo, the article wants to analyze the forms of implementation and development of curricular traineeship in work settings during this last year of Covid-19 pandemic.

The curricular traineeship in work settings allows to attribute meaning and value to the professional experiences of students-workers, allowing them to carry out a reflexive activity on job contexts, on the organization and on the actions they perform daily. This reflective activity can also be carried out with regard to professional activities performed remotely (educational and pedagogical teams, telematic meetings) or in relation with work carried out before the Covid-19 pandemic (or before the lockdown period with temporary closure of the service).

For this reasons, the curricular traineeship in work settings is proving to be a flexible process and able, even during the Covid-19 pandemic, to allow a good educational and training relationship between tutor and student, highlighting the importance of the pedagogical principle of work-related learning, which is based on the awareness that every work activity, if carried out in a responsible way, without distinctions and hierarchies between intellectual and manual dimensions, theory and practice, reflection and action, can be a relevant training field for the promotion of personal skills (Sandrone, 2018; Cegolon, 2020).

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541 Raising Awareness Of Students' Professional Identity. An Online Internship Path For Future Educators At The University Of Catania

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Keywords: on-line learning, self-directed learning, professional identity

The Covid-19 pandemic has drastically changed the educational systems at all levels, demanding rapid adaptation to emergency remote learning. The closure of many educational centres and the restrictions resulting from the spread of the virus have therefore required the need to rethink internship activities. The universities are forced to switch from their pre-planned "face-to-face" model to alternative models, mainly on-line, to allow the students to experience their future work settings and to encourage reflective thinking about the internship experience.

The abstract presents an online trainership proposal designed and tested by the Degree Course in Educational Sciences (L-19) of the University of Catania. The design of the activities was mainly guided by the idea of self-directed learning, aimed at raising awareness of professional identity of students, through reflective and self-guided practices.

More specifically, three courses have been designed: for early childhood educators, for community educators and for prison educators. Although the professional profiles are different, each path is divided into 4 modules that aim to promote analysis, planning and reflective skills. Activities are related to knowledge of the national and regional legislation, to analysis of case studies related to educational planning, to video analysis of educational contexts. The last module is aimed at producing graphic or video material regarding their professional identity as educators. Through the use of the Eduflow platform, 170 students were initiated on the online path from January to March 2021.

The contribution presents the results of the final survey of the participants' perception of the effectiveness and functionality of the on line module. The data allow us to detect critical issues, but also the potential of a possible self-directed path device that allows students to learn how to manage themselves in their professional development.

682 Learning By Doing In The Experience Of The Online University Internship. Integrated Paths To Support Future Pedagogues

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Keywords: Traineeship Educational Professionals, Pandemic, Formation for teachers, Pedagogical consulting

In the period of the Covid-19 pandemic, in which it is difficult to find companies to carry out curricular internships; the internship commission of the pedagogical area courses has designed a simulated internship online for the training needs of future pedagogical

students. Here we present the experience of the master's degree courses in Pedagogical Sciences of Educational Services (LM50 and LM 85) of the University of Cagliari.

The specific training objectives: knowledge of the pedagogical-methodological aspects of pedagogical counseling (minors, adults, elderly, disabled, migrants, drug addicts, prisoners, etc.); knowledge of teacher training methods in school pedagogy; understanding and re-reading of the main contributions of the psycho-pedagogical, philosophical, communicative and socio-relational disciplines and their contribution in the training processes activated in pedagogical counseling and in teacher training.

The course involved a total of 22 students in the period between June 2020 and February 2021. In the synchronous online communication mode, the topics were:

Reflective questions on pedagogical counseling: what is it? Why does this happen? How does it happen? The role of the educator and the context of the online counseling process have been defined. After the presentation of some cases, the students participated in an online consultation with a client of the pedagogist university teacher, who since the beginning of the pandemic period has supported his clients online. Students were involved in listening and viewing counseling and co-conducting. It highlights the central role of the customer who felt part of the listening group by seizing the opportunity offered by the listening group; he has revisited his narratives, posed reflective questions, building a narrative dialogue with the group by acting on himself with meta-reflection.

Training with teachers: the importance of continuous training and experimentation to promote effective educational and didactic activities. The students met two significant professionals: a kindergarten teacher who stressed that there are many ways of "doing / being school"; teachers must have: strong flexibility, get involved, adapt the way of teaching to keep up with the different needs of pupils. Promote their well-being and not just their learning. A young pedagogist then concluded the online training underlining the importance of the figure of the pedagogist in schools, in particular on the strategies that the pedagogist can find in his encounter with the difficult world of teachers.

During the course, the students wrote a logbook in which to record the central passages of both the synchronous experience and their personal path - emotional and cognitive - during the course itself.

In conclusion, the trainees wrote a report on the methodologies and emotions experienced in an argumentative and narrative form.

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143 The Internship Of The Bachelor'S Degree Course In Education Of The University Of Milano-Bicocca In Time Of Pandemic

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Keywords: internship, Didactical Coordination, supervision, educational services, pandemic

In March 2020, the lockdown for the diffusion of the virus Covid-19 obligated to redefine the university teaching and consequently the internship activities of the Bachelor's Degree course in Education.

The professional educator is called to restore a balance where a crisis occurs «in a system of educational experiences, that interests the individual and collective subjects» [1]. Similarly, the Didactical Coordination, responsible for student's internships, had

to face the crisis arising from emergency though two supportive strategies: ensuring the continuity of the training course and helping students in crossing and pedagogically rereading what was happening.

It has been possible to achieve these two goals thanks to the specificities of internship of the Bachelor's Degree course in Education, that regard: the presence of a Didactical Coordination; the collaboration with some educational experts (pedagogical supervisors) and the constant involvement of local educational services. The Didactical Coordination defines the operative planning assumptions of this model and its implementation. The pedagogical supervisors carry out or have carried out a profession that «students in training have chosen to carry out in future; they know and are able to master skills, contradictions and specificity of this job» [2]. Finally, the educational services host the trainees and form them by sharing some project hypotheses that underpin the model, bearing synergy and reciprocity of educational intent.

Despite the pandemic brought the impossibility to live the University and forced isolation and social-formative distance, this triple level of dialogue offered students continuity in terms of relationships, activities and learning.

The constant dialogue of the Didactical Coordination with educational services was important to understand the possibility to ensure the implementation of the internship in the complexity of the emergence. At the same time, it was useful to detect difficulties, needs and transformations within services and consequently of educational practices.

The relationship with pedagogical supervisors made possible constant monitoring of students' needs to guarantee them support to face training, problems and toils. It made possible the mediation between training, organizational and health needs, trying to preserve the sense of all formative path, discovering its educational potential, yet accepting the critical issues and the inevitable "losses" due to the pandemic. The supervisors' competence has enforced the adoption of new ways of managing distance activities, that were functional to the objectives of the internship.

Finally, the dialogue with the university-level institution, through administrative machinery and punctual indications of the rectory decrees, enabled to have a clear framework within which to move and thus ensure the acquisition of the achievement of the training objectives.

[1] Tramma S. (2018), L'educatore imperfetto. Senso e complessità del lavoro educativo, Carocci, Roma, p. 63.

[2] Palmieri C. et al. (2009), Pensare e fare tirocinio. Manuale di Tirocinio per l'educatore professionale, Franco Angeli, Milano, p. 108.

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569 Distance Internship Modalities In Advanced Educational Sciences In Bicocca University Of Milan During Covid Global Pandemic

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Keywords: Traineeship, Educational Professionals, University Teaching, Pandemic, Quality research

Suddenly on 24 February 2020, the global pandemic situation caused the stop of the University's lessons. At the beginning of March 2020, the academic internship was in halfway teaching of Advanced Educational Sciences in Bicocca University of Milan. Few weeks later the academic tutors were able to continue to coach their own group of students by distance teaching modalities. On the other hand, the interns couldn't visit the world of work anymore. How did the academic tutors improve the relationship with their interns to catch the same objectives than before? What new meaning grew up in the ri-model of internship?

Relating to our proposed research experience in educational contexts, in order to orientate students in constructing a personal, critical, curious, liquid and multi-faceted professional profile (Palmieri, Barioglio, Gambacorti-Passerini, & Tania, 2017) we can say that the traineeship and interns have had on their skin an opportunity to deal with a world of work more and more precarious and unpredicatble.

The present paper tries to be a useful tool for the exploration of the experiential and emotional aspects of academic tutors and students while the re-creation of a functional internship model with the pandemic situation.

Method: a phenomenological review IPA (Smith & Osborn, 2009) (Mortari & Zannini, 2010) of the documents of the 2019-2020 academic internship: minutes, final internship paper of students, ex-post evaluation by students.

Result awaited: a learning about the pedagogic role by doing. First of all, the pandemic situation was an opportunity to experiment the second level of pedagogic reflection. The first level of pedagogical reflection is about the practice but the second one is about what happens here, how is the educational scene now? In fact, student's reflections in action (Schon, 1999) were focused on the pedagogic effects of the special period of pandemic. The reflection on action (Schon, 1999) was focused on how the pedagogic point of view could be used to examine the situation and to plan the educational service here and now.

Furthermore, the students and the world of work at the same time were able to improve unknown methods and tools for example the technology and the digitals skills. That is the internet platform to call each other, the internet tools to join with other people or colleagues or write on the same documents. In addition, It was possible to work together, to speak about its own emotional and thinking and to connect with its own intern group, too.

Indeed, the internship was however in contact with the world work thanks to the re-create and the re-meaning job by academic tutors and to the affinity with the interns' feelings.

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459   Inspiring And Preparing A Comprehensive View Of The Professional Role Of Educator: A Simulated Traineeship Experience

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Keywords: simulated traineeship, nursery, comprehensive professionalization

The simulated traineeship experience that inspires this text has involved second and third year-students of the Sciences of Education Course in the field of the nursery and childcare services during the first COVID-19 lockdown.

It has followed a "Simulated Educational Enterprise" model that has been successful in high schools in the first years of 2000. In this case, a training space has been set up, that was preparatory to the opening of the service (legislation, regulations, planning); as well as a dialogue with pedagogically trained educational professionals, that are already engaged in early childhood education, concerning activities in which University trainees are involved. A theoretical/practical education has been developed concerning aspects that the trainee, in reality, seldom or only on an executive level confronts, since he/she more often uses, in real traineeships, theoretical and physical materials that are already fitted by structured educators.

Therefore, the simulated traineeship experience has been shaped as a sort of incubator for developing a solid connection between science (outdoor education: Farné, Bortolotti, Terrusi, Outdoor education, 2018; musical education: E. Gordon; Montessori methods: M. Montessori; Elinor Goldschmied and sensorial and psychomotor development theories: Hughes, Developing play for the under 3s: the treasure basket and heuristic play, 2015), practice and legislation.

The simulated traineeship has, hence, carried out following steps:
- Knowing the early childhood services legislation
- Knowing the nursery organization – spaces and daily activities
- Analysing the young guests' educational needs
- Analysing and evaluating the regulations and the education provided by the childcare services
- Planning and realizing early childhood education
- Developing reflective and cooperative work capabilities

The strong points of the realized experience have concerned the chance provided to the educators to-be, to look at their professional role in its foundations: deepening the theoretical perspective from which it descends; taking part in the planning of the simulated activities, by shaping the specific materials for these (an important manual construction that leads to the understanding

of the object's pedagogical meaning); examining the normative perspectives and offered possibilities; developing an entrepreneurial look on their activity.

The weak points of the experience lay intrinsically in its status of simulation: the impossibility of a real interaction with young children and their families and with colleagues represents an objective limitation in obtaining an approach's validation. Moreover, the absence of real work circumstances hinders the "reflective professional" in developing the implicit and internalized knowledges (Palmieri, Pozzoli, Rossetti, Tognetti, Pensare e fare tirocinio, 2009; Mortari, Apprendere dall'esperienza, 2003) that are part of their education.

Nonetheless, since it is often pointed out how University traineeships that aren't embedded in a comprehensive perspective of the professional role of educator lack to be effective in terms of an authentic professional and general education (Oggionni, Palmieri (eds), Il tirocinio per le professioni educative come esperienza formativa, 2019; Cornacchia, Formare le competenze trasversali degli educatori socio-pedagogici: il ruolo dell'università, 2020), it is possible to suppose that the described simulated traineeship approach could be valued as a preparatory eductional step to the real traineeship.

E.6. Challenges and Weaknesses. Differentiation, Digital Transformation, Professionalism, Autonomy

369   The Remote Learning Transition At The University Of Bologna: Student Experiences And Expectations For A Post-Pandemic Future

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Keywords: Covid-19 Pandemic, Higher Education, Remote Learning, University Students

The outbreak of the Covid-19 emergency has deeply affected the university institution, contributing to significantly change the living conditions and experiences of students (Aristovnik et al. 2020). Starting from the first week of March, a few days after the suspension of lectures, the University of Bologna has transferred online - in synchronous mode - most of its teachings, to then pass within two weeks to distance teaching in almost all the courses. This passage, therefore, was not channeled into a path already structured and oriented to online teaching: it was quite a necessity to implement, in an emergency situation, tools and practices for remote teaching, only sometimes accelerating processes in their embryonic phase (Hodges et al. 2020). The paper focuses on students experience of online teaching: this sudden change in the way teaching is organised has given rise to very different reactions and expectations. The different coping methods are analyzed starting from data deriving from the survey "Living and studying at the time of Covid-19", carried out within the Permanent Laboratory on Student Housing in Bologna - HousINgBO, which made it possible to collect over 16,000 questionnaires (equal to about 20% of students enrolled at the University of Bologna). The large area of attraction of the University of Bologna (an extremely attractive university in terms of its educational offer and, at the same time, a strategic center from a geographical point of view) allows to take into consideration many aspects: the goal is to highlight the heterogeneity of the population under investigation, paying particular attention to non-resident students, bearers of peculiar experiences in living the relationship with the city and the university, and for whom the University of Bologna represents a privileged observatory (non-resident students headquarters constitute 57.0% of the over 63,000 students enrolled in courses based in Bologna). Focusing the attention on the experience of online teaching, investigated under different dimensions (frequency, modality, difficulty, satisfaction, orientation towards future online classes), allows to deepen the different orientations shown by students characterized by different status (residents, off-site, commuters) and backgrounds. Some aspects of this new type of teaching, in fact, (such as easier access to lessons, optimization of time, methods of acquiring materials) were particularly appreciated by a specific target of students and to a much lesser extent by others. Investigating these aspects is certainly useful in view of the questions that the post-pandemic future will reserve for the whole field of education and in particular for higher education (Peters et al. 2020): how this experience, once the emergency phase is over, can it be effectively enhanced?

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777   Past And Future Of Italian State Funding For Universities

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Keywords: university, budgetary autonomy, state funding

The 1994 Italian Budget Law, proposed almost thirty years ago by the Government chaired by M. Ciampi, established a new way of funding for state universities, with the aim of developing their autonomy and, in particular, budgetary autonomy. A new balance sheet item was inserted in the annual state budget, named "Fondo di Finanziamento Ordinario" (FFO), i.e. general funding for all institutional activities of state universities. This single item still represents one of the most conspicuous in the whole state budget, because it contains, besides the allocation of money for ordinary functioning of all universities, even that one for salaries of all personnel, differently of almost all other Italian public administrations.

In this paper we firstly want to retrace the long history of FFO, by identifying two main paradigms of interpretation. The former is related to a gradual weakening of the initial setting of very pronounced autonomy of universities, which was even anticipating many other European countries, in favor of an increasing centralism of state in steering the universities' expenses, then the policies of each institution. Initially, indeed, each university was envisaged to receive by the state a unique functioning budget to be allocated by academic authorities according to the purposes of each institution. The only exceptions were state funding for buildings, big scientific infrastructures, and development programs of university system. Instead, in the following years, FFO was gradually branched out into many entries, each one allocated to different commitments of universities indicated by law or ministry.

The latter paradigm concerns with the increasing lawmakers' intention of dictating FFO's allocation criteria which allow to award those universities that achieve the best results in research and, albeit to a lesser degree, in teaching/learning activities on the basis of external and independent assessment. As a matter of fact, the FFO institutive law considered, besides the so called "quota base", i.e. the part of FFO to be allocated in proportion of earlier funding for each university, the remaining and proportionally increasing part of FFO to be allocated so that possible imbalances in previous allocations could be rebalanced. (Note that, before the introduction of FFO, all salaries and research grants were paid directly by state). However, year after year, the FFO rebalance part gradually became a reward funding, with the paradoxical consequence that in the allocation of public money addressed to ordinary functioning of universities a prize gained by a university corresponds – when the total FFO amount is constant or diminishing – to a penalty for other universities.

Finally, we try to draw some conclusions in order to suggest possible aspects of an overall and consistent reconsideration of the theme of state funding for universities in the frame of a more general reflection about new roles and tasks of universities and higher education institutions in next years.

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135 University In The Cage Of Bureaucracy

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Keywords: bureaucracy, rules, power

Rationalization of human and economic resources and transparency of administrative processes have been the main objectives of the progressive transformations that italian university has undergone since the "Gelmini Reform" (2009). In this way, we were told, academy had been finally free from the dark age of "medieval" arbitrariness, power struggles among professors' lobbies, exploited "servants", waste of public money.

After 10 years, it must be recognized that the recruitment/evaluation procedures have certainly become more transparent. But at what price? Weber already showed how the instrument to move from the "Middle Ages" to "Modernity" is the progressive enlargement of the domain of bureaucracy in its function of classifying and regulating. Something that has also occurred in Italian University: datafication of each part of the system (teaching, research, recruitment, projects), digitization of procedures, development of gold standards, multiplication of rules and guidelines to achieve those standards, creation of new offices in charge of managing the whole process.

The result is that the old "anarchic", horizontal, and arbitrary system -typical of the "medieval" university-, characterized by oligarchic power struggles, has been replaced by a "monarchical"-bureaucratic-vertical system, characterized by the domination of impersonal ministerial agencies and groups of local powers headed by the rector. Both power centers, the rector and the local groups,

are legitimized exclusively because they are in charge of issuing rules. It is not a coincidence that the bureaucracy is precisely what is renewed most in the university. As a consequence, the traditional democratic and deliberative spaces such as the Departments are reduced to a mere executive bodies. But how the optimization of a process can be possible if, on the one hand, the university spends - in terms of time and resources - more than it gets as an advantage, and, on the other hand, this top-down bureaucracy blocks the change that quality procedures require instead?

The final effect is not a direct comparison between performance and results (the true goal of any quality assurance policy), but only a representation of those performances and results, quantified in some way. The majority of academic work is now directed exclusively to the production and manipulation of those representations, rather than to its "real" objectives (Fisher 2009). In practice, professors, researchers and entities they belong to (Degree Courses, Departments, Faculties) are obliged by the bureaucracy to do self-management (Van Dijk et al. 2018) and brand curation, not towards their target audience (students or other researchers), but in favor of the upper administration authorities (Didactic Department, Quality Department, Anvur, etc.) which produce gold standards and guidelines. It is a self-referential vicious cycle that disregards the true mission of a public university and from which it is difficult to get out (Graeber 2015).

In the final part of the speech, we will propose some solutions based on the horizontal logic of the network and on an alternative use of digital environments, hopefully no longer hostage to the hierarchical/vertical bureaucracy, but places for sharing and negotiating rules.

153   University 2030: Thinking About A Structural Change

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Keywords: Network society, University, Differentiation, Reform

A structural divergence has opened up between Universities (as other educational and heritage institutions) orientation, forms and cultures and the mature dynamics of the Network Society (Castells 1996 - 2002). In summary: the dominant model of knowledge construction is based on dematerialization and decentralization in millions of networks, producing and reusing billions of "content" every day, mainly concentrated on large global platforms (Van Dijk et al. 2019). We are facing gigantic processes of globalization, virtualization, media convergence, based on connectivity / relationship on the web; consequently substantial breaks in continuity must be previsioned (and governed) also for the traditional twentieth-century forms of education and research institutions. Great changes are under way: towards permeability - opening up to the flows of digital life; towards creativity - the investment necessary to make online subjects active and not passive; and towards the most difficult, the network reorganization, implying a strong change in the structure and mentality (Ragone et al. 2011 - 2020).

On the one hand, the change is driven bottom up by the generational turnover of the actors, as evidenced by empirical research and innovative initiatives undertaken in some Universities; the current paradigm of learning, for example, is no longer the linear one of a knowledge already constructed and to be transmitted, but that of a knowledge to be re-constructed, re-discussed, re-mediated, re-created. On the other hand, there is a tendency to "resist" around traditional anchors (disciplinary research to be formalized and transferred into texts and "lessons", a teacher who "trains" the student, classrooms, schedules, strictly separated and regulated functions and systems, ...).

Can we still discuss an answer to this divergence and suffering in terms of reform? Ruberti (1990) and Berlinguer (1998) overturned the old organizational forms by playing on a European dimension, and putting Italy back in an advanced position in addressing the transition to the knowledge economy. While today the processes are global, all institutional forms are in crisis, confidence in a reform policy is low. In this contribution, taking into account the discussion in recent years on some crucial issues, it is proposed to design a new model, counteracting bureaucratization / corporatization, vertical teaching transmission, uncertainty about missions, excessive isolation and self-referentiality of structures and individuals.

The hypothesis envisages processes of a) polarization (in large universities and aggregations reaching a defined critical mass) between advanced research, teaching and third mission activities aimed at the territory and at external demands, with consequent polarization processes of individuals roles for defined periods; b) specific articulation and differentiation for large, medium and small entities, on vocations and missions (advanced research, service to the territories); c) didactic conversion towards a blended learning

based on co-design; d) professional and organizational reconversion towards a model where activities, participation in decisions, forms of governance are based on the team (open, interdisciplinary, international, during defined time periods) and not on the individual role; e) de-bureaucratization and digital infrastructure; f) all supported by a coherent policy of government and regional investment in research and the third mission.

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874   The Hurd Path Of Academic Stabilisation Into A Neoliberal European Academic Framework

Villani, Marialuisa (Università Federico II di Napoli, Italy) · Giancola, Orazio (Sapienza Università di Roma, Italy) · Djerasimovic, Sanja (University of Exeter, United Kingdom)

Keywords: Academic research, European higher education space, Academic careers, Work-life balance in academia, New academic identity

In the past two decades, the early career academics have faced increasingly difficulties to stabilise their position in the European academic systems. Currently we can identify similarities in the academic recruitment as results of neoliberal policies (Deem & Brehony, 2005, Ball 2012; Bozzon et al. 2018) adopted by the European governments that contribute to the academics precarity.

The process of entering and stabilizing the academic career has always been long and complex. Spending reduction policies have also exacerbated the difficulties and competition among aspiring academics. In the Italian case, for example, the abolition of the figure of the permanent researcher and the introduction of the juridical figures of type "A" (fixed-term without tenure) and type "B" (fixed-term but with the possibility of tenure) has further complicated the stabilization process in academic positions. In the other European countries the "new academic regime" (Normand 2016) produces a new stage of academic capitalism. This situation has produced various effects. From the scientific production point of view, the way of publishing has changed, with an emphasis on articles in journals equipped with an impact factor or (in the Italian case) classified as qualitatively superior. The push to "publish or perish'' has strongly raised average productivity, placing aspiring academics under tremendous pressure (Colarusso & Giancola 2020). Furthermore, it is possible to identify several effects at the individual level: the fragmentation of the career path has reflected on life paths, on forced mobility, on parenting choices, on psycho-physical well-being.

Starting from a set of semi-structured interviews carried out in the fields of education sciences, sociology, physics, biology and medicine, this paper shows the effects of the changes listed above, also taking into account the differences between the various research sectors. The interviewees live and work in several European countries and the United Kingdom.

We investigate the figure of "new european researcher" who build is academic and private identity (Djerasimovic & Villani 2019; Colarusso & Giancola 2020) following the ideas of mobility, new mode of knowledge production (Gibbons et al., 1994), performativity, accountability. The early career researcher (ECR) has to face several trials such as: the balance of private and professional life, instability, penury of fundings and jobs vacancy, the managerialization of academic profession (Normand & Villani 2019). In addition ECR needs to combine individual strategies for academic survival in a context that impose the oxymoron of competitive partnership.

In this work we compare the new European young researcher ideal-type (Djerasimovic & Villani 2019) with the researchers enacting in the real contexts. On the one hand, we have the ECR ideal-type represented by the figure of a multi-skilled, flexible and entrepreneurial innovator (Vittorio 2015), who is responsible for the development of their own career, capable of confidently navigating the funding landscape and taking opportunities for professional development and research collaboration. On the other hand, we analyse the path of the real researcher that struggles constantly with all difficulties imposed by the new academic regime.

E.7. University Third Mission and the Local Environment

860 Public Engagement And Gender Differences In Italy: Exploring The Gap By Activity And Discipline

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Keywords: public engagement, gender differences, science in society

The extent of some changes that have occurred over the last years, as well as the social and political consequences of these changes, has led to the emergence of new needs related to expert knowledge, scientific culture and public trust, calling for new attention regarding the implications of the ties between science and society. The concern of the diffusion of scientific culture within society calls into question the role of university and, in particular, the commitment of academics in science communication activities towards different audiences. Scientists are called upon in first person to engage with society, interact and facilitate the relationship between the scientific world and the world of non-experts. In this context, the importance of the university's third mission has developed as a critical dimension in university activities, and particularly the relevance of public engagement (PE) of academics. Indeed, among the third mission's dimensions (Schoen and Theves, 2006), PE has perhaps been the one to produce the most reflection, evolving over time and varying its definitions and activities included (Burchell, 2015).

This study focuses on the PE activities of Italian academics, specifically on the participation of women scientists in these activities, since the relationship between gender and PE in the literature is unclear. What is the involvement of women in these activities? Is it different in terms of quantity and quality from that of men? In which disciplines the gender gap, if any, is stronger? How do attitudes towards the university's role in society impact on PE of men and women? These issues are relevant for at least two reasons. Given the importance of engagement with society, participation in these activities could be, in the near future, evaluated as one of the criteria for academic career prospects, thus representing an issue that may reduce or intensify existing inequalities for women, still relevant as substantiated by European Commission (2019). Furthermore, greater involvement of women in PE activities could contribute to feminize the image of science and to bring different role models for girls and increase over time the likelihood of choosing a scientific course of study, decreasing gender segregation in these fields.

Using survey data from a national sample of Italian academics from all disciplines (N=5123), we find that men and women are equally engaged in community-based activities, but women are less engaged in communication activities through mass media. Moreover, the gender gap in the last group of activities is stronger in those disciplines where academics are more frequently engaged, Health Sciences among STEM disciplines and Social Sciences among SSH. These results suggest a different analytical approach for investigating gender differences in PE and indicate which disciplinary fields need more incisive policies for promoting women as experts.

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758 Quality Assurance And Higher Education: The Role Of Stakeholders In Addressing Researchers' Agenda

Carazzolo, Valentina (Sapienza University- National Research Council- IRCRES, Italy)

Keywords: Research agenda, stakeholders, research agenda setting, Mode 2, academic quality

European higher education system has been experiencing a renewal process due to the increasing importance attributed to universities in fostering social cohesion and economic growth (Martin, 2011) in order to make European universities more competitive (Enders et al, 2011) and to gradually meet Bologna principles (Hicks, 2012). Moreover, according to some authors, since the last two decades the academia is experiencing also a rearrangement in the relationships with external stakeholders and the central government (Gibbons et al, 1994), thus leading towards a more socially distributed knowledge production system (the so-called "Mode 2", or New Knowledge Production) and a research agenda more oriented towards societal needs. Hence, even though the empirical validity of Mode 2 is still debated (Hessels, Van Lente, 2015, Knuuttila, 2013), the New Knowledge Production model sheds light on the new relevance of external stakeholders in drafting and managing researchers' research agenda setting.

Therefore, the aim of the present abstract is to focus on external stakeholders' role in influencing academics' activities and researchers' agenda setting, with a view to reflect on external stakeholders' role in ensuring academic quality.

According to Henkel (2005), academics are experiencing a reshaping process of their autonomy, as they have to deal with a series of multiple relationships both at micro and macro level, as for the increasing role played by research councils.

Moreover, according to the studies conducted by Leysite et al. (2008) and Luukkonen and Thomas (2016), researchers have been experiencing an increasing necessity to negotiate their research agenda setting process with external stakeholders. Interestingly, while Leysite et al. stress the flipside of stakeholders' influence, that is, a relative reduced freedom when it comes to choose the topics to study, Luukkonen and Thomas emphasize the opportunities of a negotiation between researchers and stakeholders, with the former generally being able to find a compromise between their preferences and external actors' inputs.

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366 Third Mission And Territory Enhancement

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Keywords: Third mission, Third sector, Territory, Cultural Heritage, Education

The International University system has been long engaged in indicating the Third Mission's activities and relating them to research and teaching. In Italy, the initial focus was on university-enterprise links, then shifted to continuing education. Recently, attention has further been addressed to the territorial dimension.

The concept of 'territory' has been the subject of an intensive theoretical in recent years. Alberto Magnaghi launched an important international movement ("territorialism") asking UNESCO in 2012 to review the Cultural Heritage definition in the light of territory. Renzo Piano has intervened several times to support the actions of "mending" devastated and degraded urban territories towards new coexistence forms. Richard Sennett has dedicated his latest reflections to the connection between the built territory and the "dwelling" ("ville" and "cité"), a fundamental relationship on a social but also on an ethical level. This turning point coincides with the full network society affirmation, which has significantly been transforming territories over the last twenty years. The reasons for this transformation lie in the production methods' change, the virtualisation of culture, and the identities' restructuring: while physical places become 'translocations' and network nodes, the inhabitants are exposed to often violent glocal dynamics in work and daily life.

On the other hand, the increasing interest in the territorial dimension (development trends, transformation processes, decay) has been encouraged by a policy in the territorial network's creation, promoting the efficient use of development levers (public and private investment, citizen participation, skills improvement etc.). These initiatives should concern the most backward areas, for connecting them to the infrastructures and dynamics of the network society; but, also, the more advanced urban areas subject to degradation, to ensure governability, care and involvement of stakeholders and citizens.

Universities are potentially decisive players in the innovation transfer, the training of skills, but also in the definition of policies themselves. In this frame, the development of Third mission initiatives can be better oriented. In particular, three sectors of activities should be considered, in which promising opportunities and experiences are identifiable: 1) the enhancement of territories as networks (Tangible and Intangible Heritage); 2) the continuous training of human resources in stable and organised territorial networks involving educational institutions, enterprises and other stakeholders (from ITS to ContaminationLabs), with which to co-

design the offer; 3) the development of the Third sector, as an interlocutor, recipient and at the same time partner of initiatives aimed at social welfare. But to what extent may these dynamics be favoured by the current ANVUR evaluation system?

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761 Rethinking Quality Assurance In Higher Education During The Covid-19 Times

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Keywords: Quality assurance, Standards, Guidelines, Evaluation, Higher education.

Evaluation and Quality Assurance (QA) are currently receiving a lot of attention due to their potential to boost and support the development and implementation of new policies by decision and policy makers (Rome Ministerial Communiqué, 2020). Several quality assurance mechanisms have been implemented and already exist in different sectors and fields, like in the European Higher Education Area (EHEA). But, after the Covid-19 outbreak and a widespread use of distance learning and teaching, despite a general familiarity and confidentiality with the use of quality assurance systems and procedures, the higher education sector started to rethink tertiary education and its quality from different points of view. Besides, the digital revolution will produce a powerful impact in countless areas and quality assurance cannot exempt itself from this evolutionary process. Therefore, the European standards and frameworks for quality assurance, as well as the external and internal quality assurance processes in place, need to be applied with attention to a new context. Looking into the state of the art among European QA frameworks, in an era of considerable change in the status, significance and management of higher education, the authors present a critical refection about the current trends in quality assurance mechanisms in Europe, including national evaluation systems and procedures. The methodological approach used combined a comparative analysis of international policies and strategies related to quality assurance in higher education and other educational sectors, with a critical review of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area", the so-called ESG, drafted by the European Association for Quality Assurance in Higher Education (ENQA) and adopted in 2015. The results of the review and analysis allowed to identify comparable criteria and methodologies, providing a reference point for further adaptations and implementations by different actors of the EHEA and for stakeholders active in formulating policy inputs to other European initiatives in the area of QA. Moreover, since international and national activities and outcomes related to quality assurance in higher education will have a significant impact on lifelong learning and on other sectors, such as economy, labour marked, public administration and active digital citizenship, and provided that quality in tertiary education - together with other key areas such as university autonomy - is one of the most important and strategic issues for the enhancement of the EHEA, the final outcomes of the critical refection will allow the development of an effective "quality culture" in the pandemic and post-pandemic period, too.

806   Raffle Tickets To Public Educational Institutions: The Case Of The Federal Institute Of Paraná, In Astorga, In The Interior Brazil

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Keywords: public drawing, education, IFPR, public school

Faced with a Brazilian national education system immersed in the meritocratic paradigm, in which institutions, teachers and students are mostly concerned with exams and approvals than with the effective apprehension of knowledge and how the construction of knowledge is enchanting. The question is: how to encourage the public debate about the entrance by lot in educational institutions? Questions about developmentalism and educational neoliberalism emerge and open up how much political culture and democracy need to be on the agenda of all and all actors in education systems.

Thus, the text that we present here, reports an experience of admission by public draw for a technical course, integrated to high school, at the Federal Institute, between 2015 and 2019 on the Astorga campus, a town in the interior of the state of Paraná. Like Ganuza (2021), we understand that via a lottery the institutional mechanism of power is given to citizens, which does not eliminate ideological struggles and conflicts, but it is a political alternative that differs in terms of collective decision-making. The report aims to discuss the experiences lived taking into account the opposition with other forms of entry, which are exclusive and less democratic.

Pacheco (2011) recalls that neoliberalism based on individualism and competitiveness submits the education systems to the norms of financial organizations, which causes a continuous vulnerability of the Brazilian economy and, consequently, investment in educational institutions. However, in 2008 with the creation of Federal Institutes nationwide by the Law 1.,892/08 there is a subversion of the neoliberal logic with a view to opposing commercialization in the educational field, with the promotion and opening up of possibilities for working class students to have access and manage to remain in a public, free and quality system.When implementing the campus in a town of 24,698 inhabitants, according to data from the Brazilian Institute of Geography and Statistics (IBGE - original acronym), with a public draw for students to enter technical courses integrated into high school, political agents are committed to a democratic and popular policy that aims to expand the scope of educational actions.

In this way and with these arrangements, it was sought with the realization of public draws, to build autonomy of the unit, subsidized by the democratic participation of the whole community. This breaks the meritocratic logic that is the rule in Brazil and it is not fair to put people coming from the peripheries with a little or no opportunity and rich children from bourgeoisie with all the incentives and possibilities at their disposal, on the same starting line. In addition to this rupture, the public draw is inclusive, making the chances of each participant in the vacancy process statistically equitable. The case of the Federal Institute of Paraná (IFPR), in Astorga, in the interior of Brazil, reveals how much the subversion of meritocratic logic encourages discussions and highlights the emergence of more initiatives like this.

E.8. Rethinking Higher Education at the time of Covid: Challenges, new perspectives, critical issues

237   The Impact Of The Pandemic On Higher Education Organizational Field: Layering New Dynamics, And Changing Rules

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Keywords: UNIVERSITY'S ORGANIZATIONAL FIELD, COVID-INDUCED CHANGES, RESHAPING RESEARCH

In the last few months, many articles published in journals and magazines shed light on the intense challenges faced by higher education amid the current pandemic. The health crisis worldwide posed critical challenges for the entire organizational field by accelerating some dynamics already in place and imposing new pressures that ended reconfiguring it.

The crisis imposes strong pressures on research and outreach activities. The unknown consequences of the pandemic, as it unfolds and hit different areas of society, pushing for a new inter and transdisciplinary research agenda everywhere. In order to respond to critical issues faced by governments and local communities, new teams including specialists from different fields were quickly assembled. They started to work amid the debris produced by the crisis as it hit different aspects of society. Also, while the dynamics supporting the old model of internationalisation went into complete disarray, a new powerful mode started, mobilising the connections already in place inside the global web of knowledge. Everywhere webinars, webconferences, workshops, and other initiatives connected specialists from different parts of the world, exposing local knowledge to global scrutiny and creating relevant opportunities for exchange and cross-learning. It is also worth to mention the impact of these changes for opening the university to new previously unsuspected audiences.

II is possible that the dynamics set in motion by these moves have lasting consequences on the organisational field of the universities. The general direction of the change the general sense of the change points to greater embeddedness of the university in the social fabric, both at the local and global level. To a certain point, one could say that the crisis pushed universities to play a more central role in the new knowledge economy. Thus, inquiring about the lasting effects of the crisis on the university institutional design is a core issue for the field of higher education studies.

This paper proposes to approach the impact of the crisis using the tools from historical institutionalism, in particular considering the contemporary debate on the dynamics supporting endogenous institutional change that shapes its response to external pressures. The institutional model of the university has been under pressure since the end of the last century. If some of the forces engendering these pressures come from outside, mostly from the several waves of reform enacted at the policy system, other forces have endogenous origins. Changes in the institutional fabric of science. Rule displacement, layering, drift, conversion and even exhaustion describe some of the processes of institutional change that are at work inside universities. This theoretical perspective seems tailor-made for the task of accessing how the crisis reinforced and/or accelerated some inner dynamics for change, and how it engendered new dynamics inside the underlying institutional fabric of the university. The paper will explore the experience of one university – the University of São Paulo, reputed one of the most research-oriented in Latin America – and follow how research and international engagement have been reshaped by the COVID experience.

465   University Teachers' Professional Development And Growth During The Covid-19 Pandemic

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Keywords: Covid-19 pandemic, university teachers, professional development and growth, competencies.

The Covid-19 pandemic brought about changes in the processes of teaching and learning in higher education institutions and affected all possible areas of the higher education process. The main challenges faced by teachers are how to further ensure a sustainable learning process by using digital resources and analysing peculiarities of the transition from the traditional to e-learning, aspects of communication with other teachers and students at a distance, etc. The following research focuses on the opinion of teachers, which reveals their experiences in the following process of changes; it is sought to reveal how the pandemic affected teachers' professional growth, how it changed their competencies, which of the competencies were lost and which became a sign of professional growth and will be further developed. The opinion of teachers of the Klaipėda University Faculty of Social Sciences and Humanities on the changes of their professional competencies during the Covid-19 pandemic was chosen as the research object. The aim of the research is to reveal peculiarities of professional development and growth of teachers of higher education institutions during the Covid-19 pandemic. According to qualitative content analysis of university teachers' answers, the concept of their role, the nature of teaching/learning methods and organization have changed, subject knowledge had to be adapted to suit online studies. A striking feature is that though there was no time to prepare for these conditions, teachers were forced to find a creative and an innovative commitment to act, learn, improve and demonstrate adaptability and flexibility by strengthening teacher-student communication in a virtual environment, using new online platforms, and ensuring appropriate follow-up study activities. It has also become clear that the constantly changing role of teachers, especially during a pandemic, requires more creative thinking and time for creating new teaching/learning methods, modules, and this implies extensive online/digital trainings. A variety of digital and technical tools have been used for distance learning. The research showed that distance learning in a higher education institution caused difficulties for teachers during the pandemic, but teachers were able to quickly master digital programs, manage information flows, collaborate with colleagues and students, engage in self-education, help students address the concerns raised that have really increased during the quarantine period, and at the same time maintain the continuity of the study process.

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511 A Competency Model For Obesity Prevention And Healthy Lifestyles Education Through The Interdisciplinary And Sustainable Paradigm Of Telemedicine

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Keywords: citizenship education, health education, telemedicine, digital health, quality of life

Over last years citizenship education has been emerging in its task related to health education, according to WHO definition of 'health' as complete well-being (1948) and with consideration of reformulations emphasizing individual's resources to cope and self-manage (Huber et al., 2011) stressing citizen's capacity to participate in his own health with skills of inquiry, critical thinking, problem solving and evaluation, cultivating personal and social responsibility (Massaro, 2013; Caron, 2016; Perla, 2020). The covid-19 pandemic has shown need to support community building, social cohesion and resilience, placing local well-being and participation at the forefront of dealing with perspective health and environmental crisis (Lauriola P. et al., 2021).

Referring to health as a 'complex problem' urging transdisciplinary research perspectives at present, hereby we present a research-based project addressing obesity prevention through the interdisciplinary paradigm of telemedicine including medicine, education, biomedicine and computer science, with the aim to develop

scientific knowledge and evidence-based practices to be translated into an educational competency model for obesity prevention and health promotion.

Through an AI-based and patient-centered e-health framework, the project provides a holistic and sustainable approach to health literacy involving children and families in best practices on obesity and engaging in empowerment processes of psychosocial development, meant to support an independent and positive attitude through experiential learning within the salutogenic perspective. Objective is the development of life-long capacities of informed decision and self-care in primary and secondary prevention settings, qualifying health education as education to an active citizenship promoting knowledge and participation of the person in the context according to a community-based approach with aim of well-being and quality of life.

The present study constitutes a first working basis for experimenting telemedicine in healthcare and school settings. We present an exploratory research conducted with 250 students of Educational Sciences and Psychology aimed at investigating preliminarily

social impact of weight-bias and eating disorders and students' involvement in an educational competency models to promote healthy lifestyles and wellbeing. The first results highlighted strong connections between educational and clinical knowledge as urgent need to build more inclusive school and social systems and the emergence of new need of digital citizenship addressing the person's active participation in new digital health systems, made by health apps and medical devices, going from everyday wearables to telemedicine sensors.

461 Digital Transformation In Higher Education: The Challenge Of A New Governance

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Keywords: Digital transformation, Digital competence, Higher Education Governance, Higher Education IT, IT governance

The scenario we are living – due to the pandemic – is representing an opportunity to rethink Higher Education (HE) system. Challenges do not concern only pedagogical aspects. Additional element needs to be addressed: IT governance and decision-making. Increased use of information technology changes in the role of the IT organisation and, consequently, the related decision-making model should reflect this change.

The objective of the abstract is to present the theoretical framework of the Erasmus+ Project ECOLHE Empower Competences for On life Learning in HE. It aims at highlighting experiences, practices and competencies of teachers, researches and university staff members active in the digital field, in order to foster the dissemination of best practices in training and skills development for "online" learning in HE, according to the new experience of a hyperconnected reality (Floridi, 2014).

Organizations are increasingly characterized as learning organizations, subject to solicitations that transform their distinctive traits in relation to structures, processes, but also to their culture, towards new logics, more open, less hierarchical, flat, networked and adhocratic (Cocozza, 2014).

Key competences for lifelong learning and the learning to learn competence - as strategic resources for working and living - redefine the educational, political and social dimension that qualifies the relationship between state and citizen, in a new, more inclusive and democratic form. So, lifelong learning becomes an entitlement. ECOLHE aims to analyse the role of the University.

The transformation of organisational, professional and educational models that radically alter rules, boundaries and autonomy of those who work daily in educational contexts, should suggest a global rethink of the education model and the idea of digital innovation to be pursued (Capogna, Cianfriglia, Cocozza, 2020; Proietti, 2020).

HE institutions can be observed as complexes organizations, carefully considering structural and cultural dimensions, the governance and the leadership of these innovation processes.

Universities should complete their transformation from "exclusive owners" of knowledge to organisers, enhancers and promoters of widespread knowledge in society and the world of economy. While not forgetting, of course, the creation of new knowledge, which remains a distinctive element of Universities, through research. This aspect has been analysed especially in terms of new teaching methodologies, which put the learner at the centre, without realising that the centrality of the learner also changes the role of the university (Palumbo & Proietti, 2019).

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105 Hybridity And Educational Virtuality. What Did 2020 Leave Us?

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Keywords: education, virtuality, educational emergency, pedagogical continuity

This presentation recounts the experience of a chair of the Argentine Cultural Institute of Higher Education (ICAES) in its surprising turn towards virtual teaching motivated by the appearance of the Covid 19 Pandemic and the Argentine quarantine, one of the most extensive in the world. The Argentine higher education system is called a binary system because it participates in Argentine universities and teacher training institutes.

The ICAES is a non-governmental organization founded in the 40s in the city of Villa Mercedes, San Luis, without state subsidy, with educational levels from the initial cycle, secondary, night secondary, English academy and teachers with fees for students very Accessible. Every year, the ICAES takes the corresponding steps to obtain the state subsidy, which facilitates teaching work and institutional activities, without obtaining satisfactory responses from the educational authorities of the province of San Luis in Argentina.

In the Argentine context, on March 20, the government issued a decree that ordered "Preventive and compulsory social isolation" suspending all non-essential activities, and the closure of schools and educational organizations. Violently and without preparation, a virtual emergency education began to function progressively in educational establishments, where teachers with their own resources, possibilities and limitations had to organize in a short time and adapt their classes to virtual mode. The digital gaps, educational gaps, technology gaps, and social and educational inequality that already existed, emerged and expanded with more force and speed in this time of uncertainty.

The problems faced by the Argentine face-to-face educational system are not new. Low salaries for teachers, schools with limited buildings and no technology, and student overcrowding in school and university organizations already existed. Before the pandemic, there were traditional schools and hybrid schools. Hybridity combined traditional teaching with little virtual condiments.

In this context, with growing difficulties characterized fundamentally by the lack of obsolete devices or devices, limited or no connectivity, little teacher and student preparation in teaching in digital settings, the teacher emerged as a prominent figure in the educational conversation

With historically meager salaries, they had to learn and re-learn the new teaching and learning rhythms, the new rituals, the looks, the silences and the absences caused by the pandemic and quarantine situation in all the subjects. On the other hand, the virtual teaching of classes imposed a greater teaching work in the planning of the classes, the delivery of them and the recognition of new ways of evaluating. In this context, with doubts and uncertainty, a teacher tried to emerge who tried to dominate some areas of the unprecedented, what was probably little unattainable until then: virtuality.

Education will never be the same again. Analysis of the immediate future is in the making. Analysis that should be dealt with in education about the role and training of teachers, the use of ICT, the probability of different future scenarios and the specific weight they have in them, the different and no fewer complex relationships that can be established between educational organizations, society and the state.

156 The Transition To Online Teaching In Times Of Pandemic: An Experience Of Teachers' Training In European Higher Education

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Keywords: HE, Digital Competence, Online teaching, Online training

Considering that the actual context of global pandemic involved an intense integration of Digital Technologies in all of the spheres of human life, education needed to adapt to an urgent remote context. Given that situation, online training became a response for educational institutions from all levels because they had to apply hybrid solutions in order to develop their training activities.

In addition, the need to quickly adapt to these changes made teachers aware of a lack in their own Digital Competence, not from a technical point of view but from a methodological perspective. This fact has been identified in the application of models of online teaching based on the strategies they apply in face-to-face settings, without taking in consideration some elements that highly differ in online settings such as the process of interaction, the possibilities of asynchronous communication, the redefinition of the concept of time and the changes in its management or the need of more continuous, formative and diversified assessment processes.

In order to develop online training processes that take profit of the potential of digital technologies and promote students' learning, there's a need to develop several transitions: from traditional teaching methods to active and collaborative methodologies; from a content-centered learning to an activity-centered approach; and a change of students and teachers' role. This shift of roles implies the consideration of students as an active part of their own learning and of the teacher as a guide of this process. The new role of the online teacher is related to the design of students' learning activities, the promotion of interaction and collaboration among them and the monitoring and assessment of their learning.

In the case of Higher Education, where students present a higher level of maturity, the mentioned changes become more relevant. For this reason, during the presented work a training proposal oriented to University teachers will be presented. This proposal consists of an online seminar in which participants integrate and apply the methodological teachers' digital competence while they make explicit several teaching strategies in all of the phases of online teaching: design, implementation and closing.

The mentioned training proposal is based on a Challenge Based Learning (CBL) methodology. The CBL is understood as a methodology that involves the participants in the definition of a solution to a real and very relevant situation linked to their environment, in this case involves the collaborative design of a learning situation applicable to participants' teaching practice. In addition, this seminar will make participants reflect about what being an online teacher means in the framework of their own HE institutions. Thus, during the seminar a future professional scenario is simulated. This training seminar is created in the context of the European project "Empower Competences for Onlife Learning in HE'' (ECOLHE) thought a consortium of institution from Italy, Greece, Ireland, Cyprus and Catalonia, and can be a training model scalable to other contexts.

107　Student Perceptions Of Distance Learning Strategies During Covid-19 In Italy And Russia

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Keywords: Distance education, Distance learning, Perception about technologies, Higher education, Covid-19 pandemic

Attempts to demonstrate a relationship between students' approaches to studying in higher education and their perceptions of their academic context have been realized before,but nowadays it has a completely different context, because never before have we moved to a certain way of studying or teaching so forcibly and irrevocably as in the times of Covid-19.In the studies already conducted, we can see that many students have adapted to the new learning environment.The overall emerging scenario indicates that a large part of the present generation of university students is ready for novel educational processes, largely grounded on blended learning activities [Giovannella, C.].On the other side there are students reported that overall, their learning has worsened since the move to e-learning.Polling results indicated that since the advent of virtual lectures, burnout increased, student perceptions of attendance stayed the same, and engagement and retention decreased [Chen, Kaczmarek, & Ohyama]

Historically, there have been 2 approaches to distance learning: synchronous and asynchronous.Synchronous learning involves students learning together in live environments like lectures, which allows greater engagement and sense of community at the cost of scheduling and technological issues.Conversely, asynchronous learning allows students to learn material on their own and discuss it together in forums like emails or discussion boards, which provides time for material synthesis at the cost of community engagement [Watts L.].Today, these two approaches are almost mixed in the hands of inexperienced in distance-education teachers

and professors, who have never imagined working in such a way before.Our research is part of a response to a request from teachers to understand how to organize distance education, so that it will bring benefits and satisfaction to all the participants of the educational processes.We tried to evaluate students' perceptions and preferences with asking them about live-lectures, video materials they received and learned and other course formats they have been participated in.We were interested in their impressions when they used online learning technologies using Zoom and WebEx platforms.A survey was organized during the post-course feedback session, which allowed students to anonymously fill out two multiple-choice questionnaires.

We have studied different parts of students learning processes the activities aimed at professional preparation, project work and research activity and perhaps the main thing of educational environment- a well-being in the classroom (or better say - virtual classroom).We were particularly concerned about of the possibility to make interventions during the lessons, level of involvement in activities, customization or individualization of the proposed activities and of the evaluation procedure.This research focused on what interventions are needed to make the modern university interactive environment more effective and to understand basic principles of motivating in a distance learning process.The purpose of the questionnaire was to check which aspects worked best and which ones left students completely dissatisfied.We asked students in Italy and Russia to express their level of satisfaction on a five-interval scale and compared trends and satisfaction levels across the two countries.The paper will present the survey results and provide the questionnaire, we translated and adapted into Italian, Russian and English.

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230 Addressing Complex Real-World Challenges In Software Engineering Education Through The Integration Of Gamification And Crowdsourcing

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Keywords: Crowdsourcing, gamification, problem-solving skills, communication skills, software engineering.

Software engineers need both rich technical skills and the ability to clearly communicate within international projects characterized by cross-cultural communication and collaboration. However, although the development of effective communication skills is critical for modern software engineers, this topic is frequently overlooked in software engineering curricula.

This work describes our approach to integrate the learning of content and communication skills into a software engineering curriculum at a Spanish university supported by the integration of gamification and crowdsourcing within a problem-solving model. Our method stems from the following works:

a) The communication skills needed in the software engineering workplace, including a broad range of formal, interpersonal, professional, and team communication skills (Ruff and Carter, 2009).

b) The 4Cs framework of CLIL, which provides a solid basis for the rigorous integration of content and language learning from the European perspective (Coyle, 2008).

c) The practice of gamification, by including game elements in non-game contexts, to boost student's motivation and engagement (Deterding et al., 2011).

d) The Self-Determination Theory, which is one of the leading theories in human-motivation (Deci and Ryan, 1985).

e) The use of crowdsourcing, an emerging distributed problem-solving model, to foster interaction and the construction of knowledge (Mao et al, 2016).

In this work, we report on the findings of an experience with undergraduate students. We introduce the process followed, provide examples of the activities developed, describe the tools and the technological environment that supported our method, and summarize our findings and the lessons learned. We also provide guidelines about how this approach can be generalized to other non-engineering-related areas.

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232   Surfing A Steep Learning Curve. Emergency Remote Teaching In Iceland

Solimene, Marco (University of Iceland) · Heijstra, Thamar (University of Iceland) · Kemp Haraldsdottír, Ragna (University of Iceland) · Geirsdottír, Guðrún (University of Iceland)

Keywords: Professional development, student-teacher interaction, on-line teaching, critical friend

Technological developments have made it much easier for teachers and students to interact online in real time but glitches, poor Internet connections and dysfunctioning equipment still make online teaching challenging. What is more, under normal circumstances academic teachers use months to carefully develop the pedagogy of distance learning courses in order to ensure its quality. This paper examines how three academics at the School of Social Sciences at the University of Iceland (UI) dealt with a sudden shift in their teaching practices during the first wave of COVID-19. In March 2020 a four weeks assembly-ban was declared in order to protect the Icelandic population from the COVID-19 pandemic. This meant that the academic staff had to replace on-campus teaching with online teaching. The paper examines what Hodges et al. (2020) refer to as Emergency Remote Teaching. Some UI academics had experience with digital teaching already, but for many this meant facing a steep learning curve. Aside from moving teaching online and redesigning assessment and examination practices, academic teachers needed to be sensitive to students' needs and feelings due to the pandemic as much uncertainty was laying ahead.

The research context is a significant network created at the postgraduate diploma Teaching Studies for Higher Education at the UI. There, three academics experienced the unprecedented role of simultaneous teaching and learning during COVID-19. Parallel, a learning process took place where different experiences, stories and reflections were shared which permitted these academic colleagues to act as critical friends. They took notes and applied their learning to their courses while supported by each other and their supervisor.

The data for this study derive from Q&A notes as well as from shadowing logs from teaching observations within the significant network. Secondary data consists of interactions and emails from students, student evaluations of teaching (SET) as well as email correspondence of the UI Rector to academic staff during the pandemic.

The data reveal that despite being pushed outside their comfort zone in many aspects of teaching, interactions and technology, the teachers managed to cope with the new situation and the experience became a drive towards improvement in their teaching. Their experiences show the implications of COVID-19 for future teaching at UI. Finally, the study emphasizes the importance of belonging to a significant network and the importance of peer-learning, peer support and feedback from colleagues in professional development when the learning curve is steep.

E.9. University and Active Citizenship. Didactic Practices and Methodological Trajectories for the Development of Creative and Critical Thinking

479 Transformative Learning And Practical Creativity. An Exploratory Study

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Keywords: creativity, transformative, learning, Higher Education, innovation

Purpose–This research analyses transformative learning in relationship to workplace education, intertwining it with the theoretical frameworks of informal and incidental learning (Watkins, & Marsick, 2020), and practice-based studies (Gherardi, 2019). Our purpose is to examine the contribution that a practice-based view of transformative learning offers to the study of creativity (Bracci, Romano, & Marsick, in press).

Aim - We are interested in detecting how and under what conditions professionals in a wide-range of fields can learn and practice to design and realize innovative creative products. The ability to develop innovative products can be a source of competitive advantage for companies; the generation of ideas for new products or 'creativity' is the first step in this innovation process (Thompson, 2018). In order to expand our understanding about how to cultivate practices of creativity, the strategic aspects we analyzed and valorized are the comprehension, identification, and development of learning and knowledge situated in material work practice.

Design/methodology/approach–Drawing on key literature themes, we adopted an interpretive case study approach involving 20 professionals expert in creativity practices. Those interviewed included human resource senior managers (n=2), career developers (n=2), creative directors (n=5), fashion graphic designers (n=2), social media specialists (n=5), CEOs of innovative enterprises in the media & tech field (n=4), and a photographer.

Findings–The main findings of the study aimed at drawing implications for a practice-based view of transformative learning in workplaces that prioritize creativity and innovation.

Originality/value–We offer insights for practitioners and adult educators as to what types of learning paths they might construct to increase the performative potential of creative material practices.

Keywords: creativity; practice-based approach; transformative learning; performativity; innovation.

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695 Bring It On! Debate Into University. A Methodological Proposal To Foster Creative And Critical Thinking

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Keywords: university debate, Socratic method, choice based learning, inclusive society, active citizenship

This work takes up the big challenge to innovate University education, providing a solution as old as it is still valid: using debate, conceived as a linguistic regulated relation among opposite parties, even at universities.

Debating is like playing chess: every match is a contest played within a strict set of rules and specific boundaries. The checkboard is the place where black and white pieces meet and interact. In the same way, during the debate, opposite thesis clash while every party tries to come up as the winner.

The project to improve higher educational processes via debating contests can draw inspiration from actual formative experiences, already tested in Italian high schools with positive results. Even during this pandemic period debates didn't stop and were held online, showing how flexible and adaptable to the new digital world they are.

Moving from these experiences, new educational pathways can be developed at the University, seeing as debate is one of the "best practices" that should be spread to encourage the creation of stimulating learning environments.

This paper shows the necessity to practice Socratic debate as a methodological model to reach a dimension of truth and thus making rational decisions (choice based learning). The dynamic of dialectics allows a comparison among different and heterogeneous linguistic elements to evaluate which option is the more resistant and therefore preferable in a given context, even much complex as the current social reality.

This way, Socratic debate at universities is the ideal instrument to make students more conscious of their belonging to a community, through reflection and dialogue on various topics so they can take an active role to address citizenship issues, with fairness and wisdom.

Moreover, listening to others, contesting their thesis, defending one's point of view - with all due respect - a common ground and mediation spaces can be found, even among seemingly irreconcilable positions. Hence, debate contributes to develop a more inclusive society in which different points of view can live together.

Those who experiment debate will develop soft skills and competences of active citizenship that are increasingly crucial in public life, such as critical thinking, public speaking, teamwork, ability to argue, creativity, fair play, logic, respect for the rules, cultural awareness.

Methodology:

the dialectical clash through a metaphor: the chess game.

The Socratic method and the fundamental skills achievable with it.

Maieutic strength and Parrhesia: a personal dimension of truth.

The Socratic debate as a key tool to forge an active, honest, and responsible citizenship.

A proposal to disseminate Socratic debate in universities.

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686   Can Community Mapping Strengthen The Relationship Between University And Civil Society? A Case Study In Bari

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Keywords: community mapping, urban regeneration, Third Mission, civil society, mixed method

The paper analyzes the case of a web Geographic Information System, created to facilitate the participation of civil society and third sector organizations at the revitalization plan of the Libertà neighborhood of Bari. The City has set an integrated strategy of renovating its suburbs. The main target area is the Libertà district, close to the city center, a former working-class neighborhood with the characteristics of many European suburbs: unemployment, low schooling, high crime rate, increasing immigrant population. The Municipality is investing in the area European and national resources to establish new services, new squares and parks, and to sustain the creation of new businesses. Civil society is at the center of this intervention, called upon to co-produce and co-manage interventions and spaces, to create the common and relational goods that the neighborhood needs. The project questions the role of community mapping in shortening the distance between the local University and civil society. To do so, the author created a web GIS, Rigenerazione Libertà, in order to encourage participation and to strengthen trust between citizens and institutions. The research used a mixed method approach. The web GIS reprocesses an extensive qualitative analysis, administrative documents, open data, articles from the press and a questionnaire administered to a sample of businesses in the neighborhood. The theory-driven evaluation and the realistic evaluation were used to reconstruct program theories, in order to show users the logic of public policy design. The web GIS intended to support civic participation: the evaluation questionnaire instead shows a high self-selection bias. The quali-quantitative GIS suffers from the same limitations as public assemblies and arenas. According to respondents, the tool is not easily understandable by people with low schooling and it is only partially able to close the distance between public institutions, universities and people.

710   Design Professional Prefigurations In School And University Through Creativity

Giampaolo, Mario (University of Siena, Italy) · Bosco, Nicolina (University of Siena, Italy) · Romano, Alessandra (University of Siena, Italy)

Keywords: guidance, young people, creativity, career development

In this paper we describe the design and the practice of the workshops conducted in the project "Super "Orientation and tutoring to promote university and professional success". The aim of the project is to support the construction of professional prefigurations in school and university students. The project, coordinated by the University of Siena, leader of a network of 14 state universities, involves 116 schools, 55 companies and 46 organizations operating in the national territory. It is addressed to high schools (4th and 5th year) and university students and engages school and university teachers with a tutoring function. One of the actions of the project was to realize workshops that increase the level of mutual knowledge and integration among educational systems and the

labour market. In these workshops, students/teachers of high schools and universities and the representatives of the labour market are considered as a community where practical knowledge is connected with the theoretical and the understanding of professional practices may deconstruct some stereotypes related to the professions.

632 Active Citizenship In A Transformative Perspective

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Keywords: Active Citizenship, Transformative Education, Higher Education

We know that the European Union (EU) is a quite complex and dynamical legal and political system. An important point, however, is that people have the right to know exactly what is going on, ad described in Charter of Fundamental Rights of the European Union (Article 42) and the Treaty on the Functioning of the European Union (Article 15). The EU space allow people to ask for receiving information about basically everything happening within the Union. People also have the legal right of 'access to documents' of all EU institutions. These possibilities that allow people to take part actively in public debate and institution is formally a right, but it has to be educated for becoming a real process (Mortari, 2008), and from EU Commission is clear that we have to choose in which of the five levels we want to promote active citizenship skills: local place, region, country and Europe. Into this scenario, the proposal will use the Brookfiled's classification of "assumptions" to describe three methodological ways for developing active citizenship in Higher Education (Giampaolo, Melacarne, 2017). The Higher Education is not always involved in the debate on active citizenships, directly. How to introduce this task into curricula, as a specific content or an implicit learning outcome of discipline? The idea is to use the category described by Brookfiled for underlining the different area of interest that could be used at University. Brookfield describes assumptions (Brookfield, 1995) and divides them into three categories: paradigmatic assumptions, "structural axioms we use to give order to the world" (p. 2); prescriptive assumptions, "assumptions through which we expect that a certain thing must happen in a particular circumstance" (p. 3); causal assumptions, "assumptions that help us to understand how the different parts of a system work together and the conditions within which to imagine how to change this process" (p. 4). The proposal will show how the critical theory of Brookfield could explore different ways to work in Higher Education with a particular attention to Active Citizenship goals.

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334 Reinventing University Teaching During The Pandemic: Strategies And Methods Proposed During The Reading Education Laboratory

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Keywords: laboratory, University, teaching strategies, distance learning, Covid-19

The pandemic in the past year has disrupted many of our certainties and habits, and the University world has had to adapt to the circumstances in order to continue with teaching. Digital platforms have offered new possibilities for teaching and new ways of engaging students. If Distance Education has disrupted our habits, we must note, however, that it has also opened up new perspectives that should be taken into account even after the health emergency is over.

In May 2020, Prof. Batini led the Reading Education Laboratory, aimed at students of the degree course in Primary Education Sciences at the University of Perugia. In the didactic planning, given the new way of teaching delivery, we preferred not to reproduce the classic frontal lesson, forcing the medium to our purpose. Instead, we used it by modifying the teaching techniques and making the laboratory experience interactive and engaging.

The laboratory, organized into four modules for a total of 15 hours, aims to enable students to understand the importance of reading for primary literacy and emergent literacy, and to provide them with the basis for structuring a path of reading aloud from early childhood to secondary school.

The proposal to alternate between different types of activities (exercises, videos, group works, experts' interventions and participation in conferences) has made it possible to bring into the teaching process experiences other than those of the individual teacher (as happens instead in a frontal lesson). This has allowed us to address the pivotal theme of the laboratory from several points of view, giving students a well-rounded learning experience. As shown by students' final evaluations, the laboratory has been extremely effective in terms of both learning and enjoyment, even changing students' personal relationship with reading.

This experience deserves a closer look, as it demonstrates how through a conscious use of digital tools we can improve teaching techniques, expanding the teacher's possibilities to teach by adding to the more rigid frontal lessons less passive forms of learning for students. Moreover, this digital context facilitates encounters with multiple figures that would be unlikely to occur in a traditional setting.

It is necessary to reflect on the fact that this emergency has forced the University world to seriously deal with Distance Education for the first time on a massive scale. However, the skills acquired will become part of the routine in the future, and we think this is a good thing, precisely because of the completeness of the educational experience that is enriched with tools that are now indispensable.

We are in the early stages, and the possibilities - the spaces that open up - are wide, so that these techniques and practices can be integrated into traditional in-person classes and can continue to play a key role in study accessibility.

This contribution therefore aims to provide new proposals and teaching methodologies, useful even after the emergency is over, to make a laboratory or a lesson engaging and effective in relation to the learning objectives that a university course sets.

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389 How Service Learning Can Be A Way To Promote Civic Responsibility

Mortari, Luigina (University of Verona, Italy) · Silva, Roberta (University of Verona, Italy) · Bevilacqua, Alessia (University of Verona, Italy)

Keywords: Service Learning, transformative assessment, civic responsibility.

The University of Verona is characterized by long-standing experimentation of the service learning approach, which, within the Master's Degree in Primary School Education, has taken on the specific connotation of Community Research Service Learning. The studies carried out to identify the added value and the critical issue of this program stress the presence of several advantages. This paper aims at exploring, in particular, its impact in terms of civic skills. The results of the phenomenological analysis highlight the relevance of the service perspective and the collaborative dimension. These elements are functional both to optimize the program

and design the application of CRSL in the economic field where stakeholders and students can collaborate to critically respond to the contexts' real needs.

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701   Promoting Creativity And Narrative Identity Through Digital Storytelling. An Exploratory Study

Occhini, Laura (University of Siena, Italy) · BOSCO, NICOLINA (University of Siena, Italy) · ROMANO, ALESSANDRA (University of Siena, Italy)

Keywords: image-based methodologies, digital storytelling, narrative identity, learning, creativity

How to support the development of creative skills through the use of iconic artifacts? How to apply image-based methodologies in university teaching practice?

Starting from those questions, the article presents an exploratory study conducted in the academic year 2019-2020 with 138 students enrolled in the first and second year of the Educational Science Bachelor's Degree. The aim is to explore the potential outcomes of the adoption of digital storytelling for the development of professional identity of future educators. The analysis of the digital storytelling produced by students involved in the study showed that those image-based methods, aligning narrativa and imagination, are particularly useful to work on personal emotions and build reflective individual and collective processes.

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798   The Training Of University Professors As Axis For Achie-Ving Participatory Citizenship Work On Relevant Social Problems As A Starting Point

Pérez-Rodríguez, Noelia (University of Seville, Spain) · de-Alba-Fernández, Nicolás (University of Seville, Spain) · Navarro-Medina, Elisa (University of Seville, Spain)

Keywords: Course contents, citizenship education, relevant social problems, teacher training

This study presents an investigation with university teachers in training. It analyzes the training itineraries followed by 44 teachers in terms of the introduction of citizenship education contents. The approach taken in the course seeks to achieve a model of citizenship education that is critical, participatory and committed to social transformation, through the treatment of relevant social problems. To this end, the usual practice of teachers is analyzed through a questionnaire that analyzes questions about their teaching practice (pre instrument) and a final public report (post instrument) that refers to the design, implementation and evaluation of the innovation developed in the training course. The study allows us to affirm that teachers, after participating in the training, advance in their training itinerary towards the introduction of citizenship education contents, although from a more professional than social perspective. Therefore, further research is needed to identify the obstacles that hinder the integration of this model in university teaching practice, in order to implement changes that will have an impact on them.

413   Research And Training Itineraries For Creativity In Higher Education

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Keywords: creativity, reflexivity, Higher Education, pre-professional identity

Higher Education plays an important role in promoting intelligence and skills for the future, among which creativity and critical thinking take a leading position (Gardner, 2006; EU, 2007; WEF, 2016). Creative skills can represent a possible solution to the existential disorder and the forms of flexibility and uncertainty that characterize everyday life, because they express an alternative form of thought that is opposed to convergent and rigid cognitive modalities (Lin, 2011; De Bono, 1969; Wechsler et al., 2018).The issue of creativity and critical thinking in Higher Education first of all concerns the way in which in the university context the educational needs are effectively integrated with the guidance ones and, therefore, falls on the ways in which students are socialized to the professions. On the teaching level, the theoretical discourse can be declined through training path on professional prefiguration processes which can lead students to build integrated and creative professional identities.The process of construction of professional identity in the early stages takes the form of a pre-professional identity (PPI), that is a sort of less mature identity including qualities, behaviors, cultures and ideologies that the student shows in relation to the profession (Jackson, 2016) and which is supported by the ability to creatively connect personal and professional values (Trede, Macklin & Bridges, 2012; Cunti & Priore, 2020). We refer to the link between the cognitive and emotional dimensions that are at the basis of the relationship that the individual builds with the profession, that is beliefs, representations, but also emotions felt and experiences lived. On the training level, the attention to these areas can become a possible connector between Higher Education and future professional practices. Starting from the theoretical framework outlined, we propose a research and training project carried out with 150 students focused on reflective path on the meanings and knowledge needs of students and the search for visions, connections, contradictions, often implicit, which, once revealed, can creatively enrich the forms of knowledge and know-how to be professional and personal.

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852   The Methodology Of Debate For The Development Of Critical Thinking

Russo, Noemi (Università degli Studi del Molise, Italia)

Keywords: Debate, Lifelong learning, Life skills, Active citizenship, Critical thinking

The motivation behind the project starts from the desire to spread the teaching methodology of Debate in the Italian academic context, because this is mainly used in secondary schools. Through the experiences put into practice and the reference literature it is possible to affirm that the Debate methodology allows the acquisition of transversal life skills which are fundamental for lifelong learning. In today's society and in the current university context, critical thinking needs to be developed and increased, representing a necessity and a social emergency that the schools and academic communities have to consider. The Debate is a didactic methodology that involves, through the practice of dialogic comparison between conflicting parties, the analysis of a topic with the aim of analyzing factors in favor and against factors. This allows students who use it to increase a greater open-mindedness towards positions opposite to their own, to place themselves in a critical relationship towards a topic that must be analyzed in all its characteristics and, above all, to improve listening skills. Another important factor that can be promulgated through practice to debate is the ability to search for reliable sources, then search for information both on paper and digital. Through the training, student also come to understand the difference between real news (considered an "evidence") and fake news. The Debate, therefore, allows the formation of competent citizens capable of making choices in everyday life, citizens skilled in discriminating what is good from what is bad, citizens open to dialogue and to confrontation with different cultures and different life experiences. A debate laboratory was carried out during the economic and financial education course for primary education science students at the University of Molise, in the academic year 2019/2020 and in the current 2020/2021. The project aims to use the Debate methodology in university lessons, with the aim of reverse the perspective and promoting this teaching practice with future teachers who will then be able to use it in the classroom with their students. Through action research it was possible to observe and identify Debate as a didactic practice and teaching method that can also be used in university learning contexts; the students who attended the course were able to learn the disciplinary knowledge, but they were also able to acquire all the fundamental skills that can be developed through Debate training.

407 For An Inclusive University: Participation Experiences And Practices

Taddei, Arianna (Università di Macerata, Italy) · Giaconi, Catia (Università di Macerata, Italy)

Keywords: Inclusion, Citizenship, Self-determination, Self-representation, Pandemic

The development of critical thinking has gradually assumed greater Importance over time among the training skills provided by University courses, in particular aimed at the educational professions, increasingly pushed to face new challenges, determined by the consistent changes in society, in the world of information and technologies (Kozikoğlu, 2019). Numerous researches document, from the perspective of critical thinking, the importance of dedicating space and listening to all students, even with disabilities, legitimizing their perspectives (Bellacicco, 2018; Bevilacqua, 2019). What has been stated requires us to consider the capacity of self-determination and self-representation of all students, in such a way that they become co-creators and protagonists of an inclusive University and didactics. This requires a rethinking of teaching and learning processes in University contexts as processes of empowerment and full active citizenship (Giaconi et al., 2018). The achievement of these objectives represents an inclusive challenge for the University which requires from teachers themselves the ability to transform the teaching approach from traditional to learner centred especially during the pandemic we are experiencing. In this educational emergency situation across the entire education system, one of the most relevant challenges continues to be to ensure the right to study and participation of students with disabilities and SLDs. It has been therefore necessary for the Universities to critically rethink and partially reinvent, on the one hand, the educational and didactic practices, and on the other, the types of services provided to support these students. Through the 3.0 Inclusion Project, the University of Macerata has adopted a series of actions, aimed at promoting students' well-being and self-representation, participation in an academic community of equals as well as the right to study in e-learning courses, even in this period of pandemic. In this direction, the authors will present the three main lines of intervention in this paper: the new Wellness Service, the involvement actions through University gaming and radio and the re-adaptation of specialized tutoring and e-learning courses (Del Bianco et al., 2020).The implementation of these specific practices has shown how the university can be the privileged

place to transform the unexpected of the pandemic, the diversity and differences into resources to rethink and redesign spaces for active citizenship.

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E.10. Reinventing University. Public Engagement as Participative and Collective University

598 Shaping Responsive And Inclusive University For Refugees: The Pavia Model

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Keywords: University, Refugees, Inclusion

Since 2015, in many European countries, because of the so-called "European Refugee Crisis", universities have started initiatives intended for asylum seekers and refugees. Such initiatives involve traditional academic activities, namely scientific research and training, but they also have original patterns, becoming an interceptor of specific social needs and advocating inclusive projects.

In this framework, since the academic year 2015-16, the University of Pavia has enrolled students holding international protection and has waived their tuition fees for the entire duration of their courses under the project "Diamo rifugio ai talenti". Besides, the University has granted a range of other services, connecting, and resorting to both the academic community and the local resources. Thus, since its beginning, the project has offered a unique and concrete higher education opportunity to 20 refugee students. Furthermore, it aimed at building a model of inclusion based on two main pillars: the counter-narrative about forced migration, moving beyond stereotyped representations of refugee as victim or profiteer; and the fight against the dispersion of talents.

Many dropouts by beneficiary students characterised the first six years of this initiative. Likewise, those who graduated have encountered and overcome many difficulties. The students themselves, highlighting critical issues, have contributed to making the limits of the project visible. Indeed, initially it was conceived without the direct involvement of refugees nor based on comparison with all the other actors gradually involved and vital during the shaping and implementation of the inclusive process.

Yet, the very emergence of such limits has headed to activate networks and resources to cope with them, promoting problem solving solutions and providing original responses as per the project itself. In our opinion, the capitalisation and systemisation of these practices should be the basis to shape a model in which the University takes an active role, through its Third Mission, in the design and implementation of inclusive policies, just like the case of refugees' inclusion.

Our paper focuses on the pioneering experience of the University of Pavia, namely "Diamo rifugio ai talenti", to understand whether and to what extent higher education institutions, through their own resources and good practices, might contribute to co-design and implement inclusive policies for forced migrants through the active involvement of students (refugees and not), its staff (teaching and not), and of other actors who, at different level, play key roles in granting the process of refugees' inclusion.

646 Ethnography Of A Relationship Between Social Street Workers And Homeless People: The Educational Function Of The Research And The Mediation Role Of The Researcher

Grassi, Maddalena Floriana (University of Bari Aldo Moro, Italy)

Keywords: Exchange, Reciprocity, Change

This contribution wants to focus on two themes:
- the role of the researcher as mediation actor between university and city
- the educational function of the research in the relationship build among participants who belong to the university and city both.

Exploring the relationship between homeless people and street social workers in a city in Southern Italy is the main objective of the doctoral research project (2018-2020) which the contribution refers to.

This relationship can be defined as structural, in terms of a persistent model between social positions (Scott 1991), because it represents an asymmetrical power relationship aimed to promote change. The relative-relational approach to the study of poverty considers its symbolic-interactional element as a determining dimension (Simmel 1908): the definition of poor depends on the social and cultural context of reference and, consequently, changes according to the frames the policies and social workers have. According to the theory of the gift (Mauss 1925), the inequality of positions is a necessary condition to realize the exchange: that makes relationships between people burn and grow. However, what makes up the inequality is the absence of reciprocity.

The main questions that drive research are: how policies are influencing the context and the organisation of the services at a street level (Lipsky 1980); how actors perceive and describe themselves and their relationship (Moscovici 1972); if there is reciprocity and how this affects their life and the construction of knowledge around the theme of social work and homelessness. Thus, the research looks at the organization of the network and at the places where this relationship takes shape (McKenzie et al. 1925), at the stories of the actors who take part in it, at their relationship experience and the meaning they attribute to them (Goffman 1959).

A mixed-methods approach is adopted to combine urban and organizational ethnography and the study of networks. The subjects involved are voluntary and professional street social workers, homeless people, and city dwellers. Ethnography (February 2019 - February 2020) integrates four types of tools: participant observations, ethnographic conversation, in-depth interviews, oral histories.

The main results we found regard: the stratification between homeless that the step model of the service system tends to create; the tension between the role and the self that social workers and homeless people deal with differently; the presence of reciprocity at a micro-level of interaction and the absence of reciprocity at a macro-level of interaction.

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533   Which Is The Role Of Theory In Fostering The Urgency Of Doing? 'Teddy Per Il Quartiere': A Transformative Educational Experience

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Keywords: Transformative educational experience, University's Third Mission, Action learning, pedagogical creativity, active citizenship

The experience of 'Keats' research group takes its origins in the course 'Research Methods in Education' at the Department of Human Sciences for Education 'Riccardo Massa', University of Milan-Bicocca.

The course contributed to turn on «a trembling at the edge of being» (Nancy, 1991: 61), crossing the student-being to push it outside on the field.

Being part of the University's Third Mission means to stay in connection with the vital experience of territory. In that view, as the respiratory cycle nourishes itself, similarly University cannot exist apart from the related social context.

Accordingly, last June, 'Keats' carried out the educational project 'TEDDY per il quartiere', starting from the analysis made by the Council of SanFruttuoso district (Monza, Italy) on families' and children's needs. The project was developed as a transformative educational experience, aiming to face the crisis of scholastic and extra-scholastic experience during the Covid-19 pandemic with a methodological approach based on pedagogical creativity (Massa, 1999).

The pedagogical hypothesis behind 'TEDDY' was that no educational experience can be given without a deep communion between bodies (Gamelli, 2011) into a field of high concentration of creativity and of spatial, temporal, ritual and fictional dimensions articulation (Massa, 1987).

Given these points, educational activities were focused on multiple artistic languages, as a means of reinterpretation of the territory's genius loci into a process of place regeneration and citizens participation.

The effects of this process can be considered as a «situated learning» (Wenger and Nate, 2006): a learning arisen from the weave of the context and its relationships. This is what happened with 'TEDDY' on various levels: firstly for children, developing a new way to express their creativity and their social and territorial belongings; for families and volunteers, living a real experience of participation and active citizenship (Sclavi and Susskind, 2011); lastly, for educators and researchers from 'Keats', going deep into

theory, practicing pedagogical design and taking part to a process of Action Learning (Marquardt and Ceriani, 2009), with meta-reflection on their own professional practices.

The whole experience was able to connect academic studies and pedagogical work into social context as interdependent parts of a unique breathing process, recalling the idea of education as a contamination process (Massa, 2001).

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157 Transformation Of University, Between Residues And Derivations

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Keywords: university, reformism, rationalization, evaluation, social system

Contribution

Thisproposal revolves around the tenet of rationalization inspiring the reformist process that Italian universities are handlingin order to promotemerit, efficiency, transparency and evaluation. The recent functional transformations have reduced the autonomy of universities and increased centralization in order to contrast the array of drawbacks emerging in the last two decades. This renovation process is defined by a normative flood that has not yet stimulated a different cultural mindset within the academic environment. This is why Pareto's dichotomy between residues and derivations can also be referred to the reformist shifts bolstered by the introduction of the self-evaluation, evaluation and accreditation (AVA) system, whose bureaucratic procedures as a whole seem to be inspired by ameta-language founded on an over-explanatory normative flair.

Method

The analysis of the reportsannually released by the Evaluation Committees and Presidia of Quality of universitiesallows us to understand what academic rationalization aims atand to emphasize the importance of quality and rationalization (derivations) in contrast to some out-dated academic habits (residues). Hence follows the focus on the ongoing process of evaluation aimed at detecting any weak points regarding didactics, governance, internationalization, the third mission, student engagement. In this account, the universities' annual reports reflect Anvur's normative and discursive tenets, aimed at replacing the "non-logical" habits of the past with the "logical" policies promoted under the AVA system. Therefore, normative discourses seem to fuel some argumentative derivations aimed at burying the academic residues (sentiments and individualisms) that nowadays still determine university policies.

Outcomes

Pareto's dichotomy between residues and derivations can help understand whether the adherence to facts, recalled in The Transformation of Democracy (1921), may be useful to analyze the current transformation of the university, so as to cope with the countless drawbacks coming to light soon after the introduction of the double degree system. This is a sociological approach highlighting the permanent reformist process supporting rationalization and inclusion, in order to replacethe erratic (and sometimes

illogical) policies featured by universities in the past. To the fore is the juxtaposition between facts and imagination, as Pareto wittily pointed out: "one should avoid the risk of generalizing beyond the boundaries of present experience and roaming in imaginary space".

Keywords

university, reformism, rationalization, evaluation, social system

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689 Faculty Development: European Indications And Italian Experiences

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Keywords: Faculty Development, teaching, University

This paper tries to answer the following questions:

1.   What does Faculty Development mean?
2.   When and where did it start?
3.   Is it better to have a university center or a committee ?
4.   How does faculty training occur?
5.   By what methods ?
6.   On what topics?
7.   Is it mandatory or voluntary in Europe?
8.   Do research and teaching have the same dignity?
9.   How many Italian universities have Faculty Development programs?
10.   What are the steps for introducing Faculty Development in a university?

Starting from Bill McKeachie's definition of Faculty Development, which states that Faculty Development is a broad term covering a wide range of activities planned to improve student learning and to help university teachers improve their skills as teachers, the paper briefly describes the birth of the first centers dedicated to university teaching in North America in the 1950s and their spread all over the world.

The results of systematic reviews of the literature devoted to evaluating the effectiveness of Faculty Development are reported, as well as a presentation of the main approaches used to develop the teaching skills of university teachers according to a classificatory proposal published by Yvonne Steinert in 2010.

In Europe, the European Commission made sixteen recommendations in 2016 aimed at improving the teaching quality of tertiary education, and conferences of education ministers of European countries proposed reference standards in both the Yerevan conference in 2015 and the Paris Communiqué of 2018.

The European Universities Association (EUA) conducted the Effect research from which it emerges that the situation regarding Faculty Development in Europe is very varied, as some countries recognize the value of the teaching skills of university teachers for career advancement purposes and others make a teaching qualification mandatory in order to teach in university facilities. The experiences of the United Kingdom's Higher Education Academy and the Netherlands' UTQ (University Teaching Qualification) seem very interesting.

In Italy, a research conducted on all Italian public and private, traditional and telematic universities revealed that 50% of the universities were carrying out Faculty development activities in the first semester of 2019 (Lampugnani, 2020).

At the moment, there are many initiatives on the national territory.

With reference to the indications that emerged from the work of Silver of the University of Toronto, the result of a systematic review of the literature (Silver, 2014) we analyze the 16 recommendations to start a Faculty Develpoment program in individual universities.

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535   Students Life In Italy. The Changing Scenario In The University During Covid-19 Outbreak

Monteduro, Giuseppe (University of Molise, Italy) · Bertani, Michele (University of Verona) · Nanetti, Sara (Catholic University of Milan) · Ruggieri, Davide (University of Bologna) · Moscatelli, Matteo (Catholic University of Milan) · Petti, Livia (University of Molise, Italy)

Keywords: University, COVID-19, inequalities, participation, social capital

The pandemic event has transversally affected all aspects of university students' lifes, with a primary impact on the educational sphere, mainly as a consequences of the quick switch from traditional to online learning; this new scenario affected other important students life' dimensions (peer relationships, student-faculty relationships, etc).

The effects of these changes were investigated through a national online survey (from April to June 2020), to which over 14,000 students replied. The questionnaire dissemination has been supported by the Italian Council of University Students (Consiglio Nazionale degli Studenti Universitari – CNSU).

The survey investigated several thematic areas: education, inequality social capital, social well-being.

The areas were questioned in relation to the structural elements according to the theoretical approach of relational sociology.

The main results of the survey present a student population significantly differentiated by socio-economic status, digital devices, social capital and social participation.

Several students define the University as a "place of life", in which two important dimensions are interconnected: the instrumental ones (university education) and the individual ones, referring to the opportunity to promote human capital, facilitate employability and improve quality of life and the fulfillment of dreams and aspirations. For other students, the university represents a weak place, almost a transit space: the sense of belonging is weak.

From the findings of the survey, through a synthetic index of social participation, the study's experiences during the pandemic period has been profiled for students who have a high or low social capital. Data highlighted a clear trend: those who are included in large networks and have greater social participation, have perceived more the change imposed by the emergency and have also felt particularly penalized with respect to the online lectures. Starting from the analysis of the content of an open question of the survey asking what students lacked in university life in presence, we highlight the wishes that can serve as a guide for rethinking some methods of teaching by the point of students with different levels of social capital.

The results reveal a complex and diversified picture of the students' life experience that connotes not only academic training but also their personal growth. Lastly, the university appears to be a place where students establish meaningful relationships both with colleagues and professors.

This research cleary describe an unexpected transition phase for Italian Universities and their students, focusing on the different aspects related to pre and post pandemic scenario, which helps to reconfigure the upcoming one, as well as showing how we are probably facing a new era for universities and students life.

667 "Starting From Oneself": Biographical Methods And Social Riflexivity In University

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Keywords: social-reflexivity, autobiographical metods, university

This abstract analyses a research and at the same time didactic experience that insists on a knowledge process that starts from a "collective self-analysis", that is, from the reflection on what is daily and (auto)biographical in order to turn it into a social theory, to better understand the system of power in which we ourselves are immersed. Specifically, a group of women from different cultural and social backgrounds - the Sguardi Incrociati group born in Parma in 2013 from a collaboration between the Intercultural Centre and the University - conduct an autobiographical writing workshop with students as part of a course on the sociology of globalisation. This allows them to learn about complex notions such as 'culture', 'identity', 'migration', by putting them into the mechanisms of everyday life, without oversimplifications, abstractions, 'culturalisation' of immigrants and so on.

The group, made up of around 15 women, proposes a method of self-analysis of social relations which involves taking turns to speak in public, to become a "chorus": at the beginning, each woman writes about herself, then associates herself by similarity or dissonance with the story of another, so as to link the stories in a particular order, which allows us to reason about what we have in common and thus to draw general considerations together. "It is the choral narrative that creates a space to save", says one participant, "safe and reassuring at the same time, which acts as a sounding board for analyses of society". The exchange of images, stories, biographies, cultures and different traditions, their mixing without losing their uniqueness, gives life to a "de facto cross-fertilisation", to quote one of the participants, in which individual subjectivities are placed beyond any easy labelling.

By proposing the same working method to students, they can place their own story within a generational and cultural history through their narratives read out in the classroom. The exchange of autobiographical fragments creates a very special space of mutual attention, which changes learning processes about history and society. In this sense, we are convinced that this case of university research and teaching is emblematic of a different way of developing social reflexivity: the aim of the university here is not to make everyone repeat notions, but to make everyone a researcher starting from the collective self-analysis of what is happening in the world today.

Bringing one's own individual experience to the public and connecting it to that of others serves to place the individual story within the collective one, and in this way the university space is regenerated, making it a space for the 'production' of contemporary knowledge rather than the 'consumption' of notions.

262 Technology For Social Development: A Digital Social Advocacy Lab

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Keywords: digital social work, social work education, anti oppressive practice, digital inequalities, advocacy

In the last two decades, social work practice has been substantially influenced by advancements in digital technologies and media. A well-established body of literature describes the history of technology in social work and the potentially transformative impact of digitisation on professional practice. Digital media can be useful to help deliver and enhance communication with service users and facilitate the access to services. Technologies are being used to engage hard-to-reach and more marginal populations. Moreover, digital media can be effective to foster the active participation and inclusion of community members as equal partners in designing services or action-research projects and interventions.

Teaching social work students to work effectively with digital media is of paramount importance to understand emerging forms of technology, their potentials and challenges, and the ethical use of digital tools in micro and macro practice. Moreover, generally today students are more aware of technology capabilities and skilled in using digital media; valuing their competencies is the main purpose, when education is oriented by a collaborative learning approach, within a process of constant evaluation of results achieved in practice.

Our paper will present the findings from a research project carried out to evaluate the output and the impact of a Digital Social Work Laboratory. The aim of the project was to develop knowledge, competencies and critical reflection on social advocacy interventions mediated by digital technologies, within a participatory approach. A critical pedagogy oriented the overall project, to foster critical thinking and train the participants to challenge mainstream worldviews that can lead to oppressive practice and discrimination. The Laboratory was organized at the University of Trieste and the University of Siena, with both MSW and BA students. The Laboratory involved students and academics in a process of co-construction of knowledge, aimed at developing and evaluating an educational approach to empower more oppressed and marginalized people. The aim was twofold: on the one hand, fostering awareness and critical reflection on social issues that require collective responsibility (e.g. poverty, climate change, gender discrimination); on the other hand, sharing and increasing competencies in the use of social media technologies to promote social development. The participants worked in small heterogeneous groups to conduct an analysis of a targeted issue, draft an intervention and an evaluation plan, and implement the project. Data collection and data analysis on the emerging potentials and issues were related to four areas: a) social work techniques to foster active participation and inclusion of vulnerable groups b) knowledge and skills for the use of digital technologies c) the service users experience d) the impact of the intervention. The final evaluation is based on indicators to assess the increase of competences in digital advocacy, digital communication, practice evaluation, and the participants' level of engagement and motivation in digital social work practice. The laboratory, oriented by a project-based experimental learning approach, was considered as a space for self-learning, reflexivity and learning by doing.

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687   Universe Of Knowledge When Professional And Academic Knowledge Meets

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Keywords: Knowledge, Humanity, Influences, Social Politics

When two worlds meets, those of public and private social services relating to people, it creates a new reality, a new universe, which will involve and will change irrevocably. It is a pleasure to "feeling part" of a large community that shares the same "mission": to contribute to the well-being of needy people.

It is the experience of the last three years of professional and human life that I have gained thanks to the participation in the "Teaching and Research Table" and the "Table of Professional Knowledge", at the Department of Cognitive, Psychological, Pedagogical and of the Cultural Studies of the University of Messina.

The experience of the "Table" has as its frame the resistances to be overcome, such as the prejudice relating to the Territorial Public Services, often bureaucratized and not very attentive to the needs of users; mistrust in institutions and awareness of the failure of social policies; the resignation that at times prevents you from believing in change and that your contribution can be important.

Starting from these considerations, the challenge arises which is also the research question: is it possible to contaminate knowledge to build a participatory and situated university teaching? Is it possible that the experience of the mixed group of social workers who belong to different worlds and services can convey a movement of change that becomes a virtuous circle between universities, didactics, operators and services? This is the challenge.

The methodology was participatory and active: focus-group work, in-depth couple interviews, brainstorming.

I work as a social worker, in a therapeutic community for addicts . By coordinating multidisciplinary teams, I am familiar with conflicts and when I could, I made them an opportunity for growth. I realized that conflicts often originate from the difficulty of looking at things from another perspective and from the false belief that we are better than others.

With amazement, in the "Table of Professional Knowledge", I noticed how the resistance almost immediately gave space to the desire to participate. That table, around which no one was better than the others, offered me the opportunity to compare myself with other professionals, both of the Public and of the Social Private, who got involved, accepting them and being questioned, losing their own point of view, their own beliefs and trying to accept those of others.

Some significant elements in terms of research were:

The the table of Professional Knowledge, consisting of Sociologists, Psychologists, Social Workers, Professional Educators, has provided the basis for understanding how every social category stray from the "mission": cause processes of emancipation. We need a vision that goes beyond the confines of professional figures;

The clarification of the need to try to disturb one's working environment, sometimes oppressive and hostile to changes, by bringing one's own experience;

The Table of Professional Knowledge has put into circulation new words that enclose content within themselves, maturing a new way of transmitting Knowledge that is no longer simple assumptions but, the result of a transformation, of an inevitable process of change.

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300   Professional Training And Methods Beyond The Classroom: The Theater Workshop

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Keywords: Professional Training, Group work, Participation, Collective learning

A crucial question that seems to come to the attention of scholars (but also of organizations) concerns the need to increasingly direct the interest of the training action towards the experiences of the trainees in the awareness that they themselves have a wealth of practical knowledge, gained in the field. They are also aware of their subjective autonomy and ability to find innovative solutions in professional practice which is filled not only with technical, specific knowledge, such as institutional and scientific knowledge, but above all, with an experiential knowledge linked to what concretely they do when they work. For this reason, professional training can be oriented towards the experiences of those who work in organizations. A great variety of training methods are oriented in this direction which Lipari (2008) groups in a single category briefly defined as "methods beyond the classroom" where the beyond does not only indicate the possibility of physically overcoming the walls of the classroom to imagine spaces and alternative training settings, but it indicates an approach to training that goes beyond the traditional practices of transmissive teaching to focus on the subjects and their ability to learn from their professional experience. The methods beyond the classroom are oriented towards the development of reflexivity. This attitude is the founding feature of the subject's ability to learn. Learning, in this frame of reference, is not a mental and individual process, but an experiential, emotional and cognitive process, linked to the sphere of intersubjective relationships that each subject experiences in a given situation, it is an interactive, social and situated process. (Lave and Wenger, 1990; Wenger, 1998). The methods that stimulate these forms of learning can form the reflective practitioner (Schön, 1993), a practitioner capable of reflecting in action and reflecting on his own reflections in action.

The theater workshop fits within the framework of the methods "beyond the classroom" not only because it configures its setting not as a traditional school classroom, but above all because it focuses on the subjects and their ability to learn from their professional experience, elaborating and transforming it with the help of theatrical techniques. The presentation will analyze the training experience in Naples with social workers (Tesauro 2019) showing how the theater workshop, through experiential and engaging learning, has developed reflexivity in action in social workers.

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464 When University Meets The Needs Of The Territory: The Case Of The Edge Project Presentation

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Keywords: University Innovation, Project Network, Interinstitutional Linkages, Territorial Needs, Public Involvement

The participation of Universities in the promotion of territorial development is one of the main paradigms of innovation of university work in the last twenty years (Moscati, Vaira 2008; Charle, Souliè 2008). But, if the design of the innovation model appears to be defined from the beginning, its implementation mechanisms and results appear territorially heterogeneous and, in many cases, contribute to reproducing the well-known territorial inequalities (Regini, Trigilia 2019).

The institutional learning of the innovation in which universities are protagonists could be reconstructed through the contributions offered by the rich literature on local development and, more recently, by innovation studies (Cersosimo, Wolleb 2001; Trigilia 2007; Ramella 2019). But, it could also be reconstructed by trying to reverse the method of analysis, trying to understand how the actors involved in the process of change perceive innovation and observing what happens in informal moments such as those in which the results of research are returned to the territory.

This contribution aims to capture the dynamics of institutional innovation in university work during an informal moment of its manifestation: an online webinar which presented the results of the EDGE project, a European project on employment inclusion of people with intellectual disabilities in which Universities, social cooperatives, and bodies specialised in the training of people with disabilities from different European countries participated.

The contribution aims to bring to light a bottom-up innovation path, identifying the participants of the webinar and the communicative situation that allows the different participants to mutually recognize their institutional roles and to experience an active involvement in the innovation process.

This study is divided into two sections. In the first, the recurring elements in the contributions of the various participants in the webinar and the inter-individual logic that supported the various contributions are highlighted. At this stage particular emphasis will be given to the identification and collective communication of common needs. A second moment is instead dedicated to the institutional pre-conditions and to the interinstitutional linkages that structured the webinar.

The EDGE project presentation is only the final moment of a research project. However, its interinstitutional and intersubjective analysis could highlight the forms of interinstitutional cooperation most suitable for intercepting territorial needs and the possible responses that Universities can contribute to them.

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E.11. Tertiary Education in Italy: The Prism of Differences

456 Foreign Students In Italian Universities: A Statistical Analysis Of The Last Decade

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Keywords: university student performance, foreign students, North-South divide

In recent years university students' mobility has become increasingly important at a national level. It has been the subject of numerous studies on the South-Centre and South-North mobility flows of Italian students who choose university out of their residence region.

The aim is twofold: to provide quantitative information on the university enrollment of the foreign students in the Italian universities (the size of the flows of foreign students enrolled at Italian universities, according to some socio-demographic characteristics); to measure the dropout rates and the time taken to obtain the degree comparing to the Italian students. Foreign students were classified into two groups: students with a high school diploma obtained abroad (i.e., IST international students) and foreign students with a high school diploma obtained in Italy (i.e., SGI second-generation immigrants).

The analysis is based on the database "Anagrafe Nazionale Studenti" (ANS) of the Miur, concerning the careers of the university students enrolled in Italy from 2008/09 to 2017/18 (Mobysu.it)5.

The results show that the IST and SGI enrolled in Italy have increased in the last decade, especially from 2014 to 2017 (+19.4%), but their presence is still very limited: 4.7% in 2011 and 5.4% in 2017 compared to other European countries. Their university performance is poor with dropout rates much higher than the Italian ones, even if the SGI are better. Southern universities enroll a small amount of IST and SGI students. Finally, the results confirm that the dramatic dropout rates at university are in line with their performance in the high school.

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704 Gender Segregation In Higher Education: A Regional Analysis

Cascella, Clelia (INVALSI, Italia)

Keywords: Gender, Segregation, Region, Index, Attitudes

Gender segregation in Higher Education (HE) is large in several countries throughout the world (Organization for Economc Cooperation and Developement, 2019), and it is a serious matter of concern as it affects people's careers, their future employability and wage (European Institute of Gender Equality, 2017).

Several studies have shown that there is a positive, statistically significant association between women's underrepresentation in some academic subjects (especially, in scientific subjects) and traditional attitudes towards gender and gendered roles (for a review, Hendley & Charles, 2015). In addition, recent studies have clearly shown that, in Europe, gender attitudes significantly vary region to region also within the same country, and that in most of the European countries the variability of gender attitudes between regions (within the same country) is larger than that between European countries (Cascella et al., under review). Nonetheless, to date there is little research aimed to explore the possible association between gender attitudes and gender segregation in HE at regional level, within the same country. The current paper aims to fill this gap.

Data collected by the Italian Ministry of Education have been used to develop an index of gender segregation in HE. We focused on Italy because the well-known North/South divide – with a North typically characterized by more modern gender attitudes in contrast with the South where people's attitudes towards and about gender are more traditional (Cascella & Pampaka, 2020) – makes Italy an interesting case study to explore the possible association between gender attitudes and gender segregation in HE, at regional level.

In order to measure gender attitudes, data collected by the European Values Survey (2017) have been used to develop a new gender attitudes scale by using the Rasch model (Rasch, 1960).

Results confirmed that gender attitudes largely vary by region and, in addition to previous studies, showed that very traditional regions can be disclosed both in northern and in southern Italy. Moreover, results showed that gender segregation in HE is still large in Italy but it is in favor of girls both in sciences and humanities, in southern more than in northern Italy. Results showed a weak association between gender attitudes and gender segregation. Such as association is slightly larger in relation to some subjects, and in social sciences and humanities more than in sciences, thus suggesting that gender segregation may be no longer (primarily) attributable to stereotype threat, but to other personal and contextual factors and/or to their intersectionality. Implications for future research have been discussed.

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398   Does Income Matter? The Role Of Economic Conditions And Family Background On University Dropout

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Keywords: dropout, university, inequalities, missing data

A large strand of research in the economics and sociology of education has highlighted the existence of deeply rooted inequalities in educational choices along socioeconomic lines, even net of prior performance. These disparities may take different forms at different stages of schooling and across institutional systems. Yet, due to the lack of data, it is often difficult to disentangle the role played by the various dimensions of socioeconomic background on students' educational careers. While parental education and occupation may shape aspirations (and thus the wish to undertake ambitious educational programs), the lack of income could represent a material obstacle to the continuation of the studies. In this chapter, we focus on the effect of economic conditions on the probability to drop out from university. Italy is an interesting study case because the education system is mainly public and university tuition fees are relatively low and income-progressive. Since direct costs are low, we could expect income not to be highly relevant in this context. By exploiting a unique data set of the University of Torino linking administrative data of students' university careers and information on parental characteristics collected at matriculation, we analyze how socioeconomic background influences the first-year dropout probability. While extremely relevant in earlier educational outcomes, parental education and occupation no longer exert a sizable effect at this point of student lives. Instead, we find that economic conditions greatly influence the chances to complete university. This result suggests that low tuition fees may be insufficient to foster the participation of low-income high school

graduates, and that additional forms of support might be needed in order to ensure equity and at the same time raise the share of young people with higher education degrees, still too low in Italy.

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454   Gender Effect At The Beginning Of Higher Education Career In Stem Studies. Do Females Recover Better Than Males?

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Keywords: STEM, gender, student mobility, student performance, Higher Education.

In this paper, we explore if gender affects the chances of suffering for the so called "transfer shock", that in Anglo-Saxon literature is defined as a temporary decrease in academic performance by transfer students immediately following the transition to a new institution and the corresponding recovery prevalent for most students in succeeding semesters. Despite the fact that the gender issue is very relevant in Science, Technology, Engineering and Mathematics (STEM) studies because there is currently a low proportion of women studying and graduating in STEM subjects, no gender analysis has been conducted in this particular framework. Nonetheless, as Italy experiments relevant migration flows of students between Secondary Education (SE) graduation and Higher Education (HE) (almost unidirectional from South to North/Centre), we study the presence/effect of transfer shock in this specific point of the students' career. In particular, the purpose of this paper is to measure whether internal mobility differentiated by gender has an effect on the first-year performance of students enrolled in STEM programmes. In other words, we develop an approach borrowed from intersectional studies, which try to identify multiple factors of advantage and disadvantage.

Using micro-data provided by the Italian Ministry of University and Research (MUR) and collected into the Italian University Student Register (ANS), we find that students moving from the southern to northern regions of the country for their higher education actually suffer for the transfer shock. Interestingly, even if women are under-represented in STEM area, they seem to be more resilient than their male peers and faster in recovering their academic performance.

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481   Student Mobility And Attractiveness: A Focus On Tuscany Universities

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Keywords: students mobility, university attractiveness, socio-economic conditions

Background: The Bologna Process has brought significant changes in the Italian education system, increasing student mobility and expanding available options of education and training. In addition, yearly financial provisions from central government to public universities depend in part on their capabilities to attract students from other territories [2]. In this perspective, understanding students' mobility has become one of the most important aspects for increasing university attractiveness [3,4]. Whereas Italian HEIs compete for students mainly by increasing the number of teaching services and the variety and quantity of educational courses, many studies have reported that student migration patterns are often influenced by the socio-economic conditions of the territory of destination (better job opportunities, higher salaries, etc.) [1,2]. In fact, as underlined by many studies, between-region mobility is often characterized by a unidirectional flow from the South to the Center and North of the country [1,2].In this theoretical framework,

this contribution tries to give some preliminary information about the attractiveness of bachelor's and single-cycle degrees offered by the three most important Tuscany universities, i.e. Firenze (UNIFI), Pisa (UNIPI) and Siena (UNISI).

Data and methods: Incoming flows from external regions to the three Tuscany universities was analysed by considering the National Register of Students (ANS), an administrative database that tracks the careers of the individuals who enrolled the Italian HE system. Our database contains information on the cohorts of students enrolled from 2008 to 2017. The aim of this preliminary study is to analyse intraregional migratory movements of Tuscany universities.

Preliminary results: University of Florence is characterized by a strong intra-regional flow, attracting more than 80% of Tuscany residents per year. Interregional movers are mainly coming from South (Sicily, Calabria, Puglia, Campania), Center (Lazio, Umbria) and North (Emilia-Romagna, Veneto), with a percentage that goes from 2% to 4% of the total enrolled and that changes over years. The within regional mobility of Tuscany residents to Pisa and Siena Universities is not as much bigger as the one observed for UNIFI. In fact, Pisa attracts around the 60-70% of neighboring residents whereas the percentage for UNISI falls within the 60% and the 50%. For UNIPI, incoming students mostly come from Sicily (5%-9% of total enrolled), Liguria, Puglia, Calabria, Lazio e Sardinia. UNISI most frequent regions of origin are Sicily (6%-15% of total enrolled), Puglia and Campania, Lazio, Basilicata and Umbria. The percentage of new matriculates coming from North regions seems to increase over the last years for all the regional universities.

Preliminary conclusions: According to our preliminary results UNIFI, UNIPI and UNISI seemed to attract high percentage of students from other territories. Further analysis are needed to consistently evaluate incoming-outgoing flows of bachelor, single-cycle and master degrees.

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158   Gender Differences In Stem Courses: Analysis Of Italian Students' Performance

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Keywords: Gender differences, Higher education, Segmented regression, STEM, Students' performance

Gender gap in Science, Technology, Engineering and Mathematics (STEM) courses is a prevalent topic in the recent literature, and quantitative studies on this relationship are essential to understand better the discussion and issues claimed by the arguments and the theories on this topic.

In Italy, since 1989, the overall share of females enrolling at university is larger than the males' one, but females are still underrepresented in almost all the STEM fields, while overrepresented in nursing, humanities, and law schools.

Our paper aims to investigate the gender differences in terms of university performance in STEM courses in Italy.

Data are provided by the Italian Ministry of University and Research (MIUR). The analysis concerns freshmen enrolled at a 3-year STEM degree course in the Italian universities in the last decade. We focus on the relationship between the number of university credits (CUs) earned during the first year (a good predictor of the regularity of the career) and the probability of getting the Bachelor degree within four years. Furthermore, we account for other relevant covariates regarding students' high school career and some of their demographic characteristics.

The novelty of our work consists of a representation of the relationship between CUs and the completion of the degree course. Segmented regression models are applied to identify the number of CUs that discriminate between two groups: the first one with a high probability of getting a BA and the second one with a low probability.

Our analysis confirms the first-year performance is strongly related to obtaining the Bachelor degree within four years. This relation often varies between males and females and is in line with the divide between the (female) care-oriented and the (male) technical-oriented courses. That relationship varies also among the STEM courses: the probability of getting the degree is higher for males in computer science, mathematics, and slightly higher in natural sciences and biotechnology.

The results show that the care/technical divide is consistent but in mathematics, where males outperform females. Though we initially included mathematics in the (female) care-oriented group, because it was considered a teaching-oriented course in the past, mathematicians' job placement has recently changed being more technical and computer science oriented. Therefore, nowadays, math could be considered both a care and a technical oriented course.

We also highlight an interesting pattern in engineering, which is one of the most "masculinised" courses. It looks like female performance follows the male stream, which is an encouraging result, even if the limited female component is still an issue.

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375 Detecting Gender Bias In Students Mobility Choices In Tertiary Education In Italy: A Comparative Analysis Among Geographical Macro-Areas

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Keywords: gender bias, students' mobility, disciplinary fields, multilevel models

Gender differences in the educational field have been extensively addressed in the literature, along with the differential effects of social class background. Although data for Italy documents in the last decade best female performances in secondary school and a female advantage in terms of tertiary education enrolment rates and qualifications, statistics on employment conditions show a persistent gap in the employment rates of graduates in favour of males. This result is only in part explained by the employment perspectives related to the differences between genders in the choices of the subject of study and the low participation of women in disciplinary fields which present higher employment rates. Nonetheless, it is well known that a high variability in graduates' employment rates is detected between universities and that these differences are mainly related to the location of the universities in geographical areas which offer different employment opportunities and to their connections with the local labour market.

Moving from this framework this study focuses on investigating gender differences in university students' mobility choices, as mobility is considered an indirect indicator of the quality of the university and reflects families information and aspirations on future employment perspectives. Divergences between genders in the choice of attending a no local university and the chosen disciplinary subject are analysed by focusing on students' mobility choices for first-year students who enrol in a bachelor degree (three years or single cycle) in 2017 . We consider in mobility those students who attend their university studies in a region different from the region of residence and in a university at least 90 minutes of travel time from their city of residence. Thus, the main objectives of the analysis are: to analyse university applicants' choice to study away from the region of residence, in particular by looking into gender differences in subject choice; to assess differences in mobility and subject choice across students belonging to different geographical areas, with a specific focus on the comparisons between the two main Islands of Sardinia and Sicily, the Southern Italy and the rest of the country, after assessing the national structure of gender biased mobility. To sum up the main research questions addressed in this study are: Do we observe gender bias in the propensity to be a mover ? If we observe it, does gender bias change conditional on area of origin? Which are the main differences in the behaviour of the sub-populations compared? To answer these questions we adopt a methodological approach based on Multilevel logit models with random slopes for gender which allows us to take into account simultaneously two aspects, the different propensity in students' mobility choice with respect to the choice of university subject, as well as gender differences in the propensity to choose a specific university subject.

281 Gender Differences In Introductory Physics Courses

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Keywords: Gender study, physics, students assessment

Literature has thoroughly shown that a significant gender gap exists in the field of Physics in western countries. As a result, students perceive physics as a male-dominated discipline. For instance, in Italy, only 35% of bachelor graduate are female students. Furthermore, the duration of the course of study is on average longer for woman than for male peers. However, prior studies in Italy have not addressed in detail whether gender differences exist also for performances in physics exams and whether such differences affect the duration of the study course. The present study addresses these issues by investigating the performances of about 900 students in four mandatory introductory physics courses, two theoretical and two laboratory-based, held at the first two year of the bachelor's degree in physics. The involved students were enrolled between 2014 and 2019 at the University of Naples. Results of repeated t-tests on the whole sample show significant differences with a small effect size in the final grades of the two theoretical introductory physics courses, while this is not the case for the experimental courses. When considering the subsample of graduate students (N=230) we found gender differences in the performance of students who graduate within 3 year and a half in the two introductory physics exams at the second year, while for students who graduate after the third year, gender differences appear only in the theoretical introductory course of the first year. When considering the subsample of active students (N=432) and of the students who dropped out (N=244), performances in the introductory exams do not show gender differences. More generally, for active and dropped-out students, a chi-square test shows that to pass the introductory physics exams is not significantly associated with gender. Finally, for female graduate students, a regression analysis shows a significant effect on the duration of the study course of the performance in the theoretical introductory course of the first year, while for male graduate students, the duration is significantly affected by the performances in the introductory courses of the second year. While overall results suggest that the performance on exams do not strongly depend on gender, our study calls for more research to understand possible causes for the detected small differences in introductory courses that may negatively impact on females' future career in physics

449 Short-Term And Long-Term International Scientific Mobility Of Italian Phds: An Analysis By Gender

Tocchioni, Valentina (University of Florence, Italy) · Petrucci, Alessandra (University of Florence, Italy) · Minello, Alessandra (University of Padua, Italy)

Keywords: higher education, PhD, international mobility, gender, field of study

In the last years, there has been a large increase in high-educated and high-skilled people's mobility as a consequence of the internationalization and globalization, the weakening of research and university systems of sending countries (the "brain drain" process), the increase in skilled demand and improvements in higher education of host countries (the "brain gain" process). At the micro-level, academic mobility has positive consequences on occupational prospects and careers of researchers, both in the short- and long- run. Nevertheless, numerous research studies have demonstrated the challenges of engaging in international academic mobility for people with caring responsibilities, particularly women. The conflict might be exacerbated in Italy, since the care responsibilities for women compared to men are higher than elsewhere in Europe. Despite it, the literature on Italy is missing on this topic.

Using Italian data on occupational conditions of PhDs collected in 2018 by Istat and modelling multinomial logistic regression analyses, we intend to verify if female researchers are associated with a lower international mobility irrespective their field of study, and the extent to which gender interacts differently in the various fields of study in affecting the probability of moving abroad after

PhD qualification. Also, the distinction between long-term and short-term mobility, which has been mainly neglected in the literature concentrating on longer stays, has taken into account.

Our analyses show how women with a PhD qualification have a lower propensity to mobility compared with their male counterparts. A lower gender gap in mobility emerges among short-term stays in comparison with long-term stays and potential international relocations. In this respect, short-term mobility is presumably an investment that may be pursued also by those researchers who cannot move for longer periods, such as women with caring responsibilities. Concentrating on the field of study, the highest gender gap in international mobility is among women and men in hard-STEM, whereas the lowest among those researchers in the Humanities. Nevertheless, international mobility of female researchers in hard-STEM seems to be the highest among the three fields of study. Thus, a higher gender gap in international mobility in the hard-STEM could depend - at least partly - from the higher overall mobility of those researchers, and in particular that of men.

In the literature, it is acknowledged that an experience abroad during early career may have positive effects on future occupational prospects. With our work, we intend to shed light on potential disparities on moving abroad that may exist among researchers in their early career by gender, and which could contribute to leave behind women in academia.

E.13. Faculty Development, Scholarship and Professionalism in Teaching: Challenges and Perspectives for Higher Education

561   Designing Technology To Support Online Faculty Development Through Teaching Observation, Peer Feedback, And Collaborative Reflection: A Brief Literature Review

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Keywords: Online Professional Development, Feedback, Video-based feedback, Teaching Observation, Intercultural Reflection

This paper presents a brief literature review on technologies and web-based tools for faculty development. It investigates what resources are available to higher education (HE) teachers to support online professional development (OPD) activities based on feedback, collegial discussion, collaborative reflection or teaching observation. From recent studies we note that collective reflection is effective when technologies are acted and used as a medium for collaborative professional learning, appropriately choosing and aligning technology with education purposes and teachers' developmental needs, acknowledging the interrelations among technology, content and pedagogy. The paper provides a better understanding of the limits and potential of different technologies and how programmes of online faculty development can be designed to promote dialogical collaborative thinking.

764   Faculty Feedback On Active Learning During The Elene4Life Pilot Project

Cinque, Maria (LUMSA, Italy)

Keywords: active learning, faculty feeback, soft skills, eLene4Life, pilot projects

This article illustrates the results of the Pilots carried out between September 2019 and 2020 within the EU funded Erasmus+ international project eLene4Life - Learning and Interacting to Foster Employability, designed to support curriculum innovation in Higher Education (HE) through the development of active learning approaches for soft skills, with the ultimate aim of improving students' employability. Basing on a Transnational Analysis on Innovative Higher Education Learning Models on Soft Skills and a Transnational Analysis of the Transferability to Higher Education of Corporate Active Learning on Soft Skills, the eLene4Life partners have selected 30 active learning methods for soft skills development, described in practical terms in the eLene4Life Dynamic Toolkit. These methods have been piloted in five countries (France, Germany, Italy, Poland and the United Kingdom). Due to the pandemic, some of the pilots which were initially planned face to face had to be adapted rapidly to an online modality. In fact, over half of the methods described in the Dynam-ic Toolkit had been tagged as being relevant for, and possible in, an online learning context. Consequently, it was not difficult to adapt them for online classes. Teachers taking part in the project were interviewed and some qualitative data collecting during the interview are reported and commented.

696   Faculty Development For Research Capacity Building In Higher Education

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Keywords: Faculty Development, teaching, University, research

Research and Teaching often do not have equal dignity in the university world, research often being considered more important than teaching.

Recruitment policies take into greater consideration the scientific profile of future professors, even though they must subsequently offer quality teaching to their students.

Many Faculty Devolpment initiatives are spreading in Italian universities and many faculty are learning new ways to plan their teaching, innovative active teaching/learning methodologies and innovative methods for valid and formative evaluation.

Lecturers who are introducing these new methodologies would like to communicate their innovative teaching experiences in a scientific way but often do not know how to write a scientific paper in higher education. Teachers who are exceptional researchers in hard disciplines, find themselves unprepared to write papers in pedagogical and didactic areas that use research paradigms typical of education.

The University of Genoa has considered important to propose a training course for its teachers on planning and writing a scientific paper in higher education.

10 teachers have enrolled and are involved in a longitudinal scholars program lasting half a day, monthly, for 6 months, led by an expert in higher education and adult education.

Course topics are: Rationale, research question, methods, results, discussion of results, conclusions, journal selection, referee evaluation.

The 10 participants write their paper, step by step, receive feedback from the instructor and peers.

This paper reports the participants' satisfaction rating and quality analysis of the 10 papers produced.

We believe that publishing scientific papers dedicated to university teaching experiences can contribute to enhance and value the importance of Faculty teaching skills in the future.

A model of the virtuous circle that is established between innovative teaching, research about university teaching and enhancement of teaching skills is proposed.

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260   Teacher'S Practices And Attitudes During The Pandemic: Data From An Evaluation Research On Teaching And Learning At The University Of Bologna

Luppi, Elena (University of Bologna, Italy) · Ricci, Aurora (University of Bologna, Italy)

Keywords: innovation in learning and teaching, evaluation research, teaching competences

The Pandemic emergency had a profound effect on higher education institutions. At the end of February 2020, in Italy, the Government ordered the suspension of teaching activities to reduce the possibility of contagion.

The University of Bologna promptly switched into distance mode to ensure its services and guarantee continuity to any activity. This situation has required a strong academic commitment and coordination as well as an increasing investment in innovation of teaching and learning processes and research-based actions.

Teaching and learning innovation, at the University of Bologna, is oriented by a model based on research and, in particular, on evaluation in the educational sense, in which data collection allows continuous monitoring of learning and teaching actions and the consequent redesign, in a perspective of constant reflexivity in practice. The process includes needs analysis, macro and micro-planning, planning and delivery of the training activities which have been planned, mid-term and final evaluation.

Consistently with this working method, specific monitoring and training actions have been launched at the beginning of the pandemic with the aim of supporting teachers in the innovation of their practices during the emergency.

In particular the University of Bologna launched:

-    three surveys addressed to students at the beginning of the emergency, at the end of the semester (summer 2020) and at the beginning of the following academic year (autumn 2020);

-    a survey addressed to professors on learning and teaching good practices;

-    a survey addressed to professors on beliefs, attitudes and methods adopted during the pandemic.

According to the needs' analysis undertaken, 14 workshops addressed to teachers were delivered in 21 editions, with more than 300 participants.

This contribution focuses on the data collected in the second survey addressed to professors, with the aim of investigating teachers' perspectives on the pandemic experience from the educational point of view. The data collection was conducted through an online questionnaire loaded in Qualtrics platform, from the end of July to the end of November 2020. The questionnaire received 564 accesses and 393 decided to start the compilation; the 81.4% of them (N=320) completed the questionnaire.

Together with the socio-anagraphic data, the following variables have been investigated: previous training experiences related with online learning, self-assessment and beliefs with regards to teaching competences, the methods applied during the recent online teaching experience, the satisfaction on it, the self-perception concerning workload, decision latitude, networking and collaboration, flexibility and intention to transfer what has been achieved during the pandemic in the future teaching practices.

The data analysis showed significant differences in the innovation of teaching practices during the emergency between the professors who participated in the training initiatives, and the ones that didn't. At the same time, the survey highlighted interesting correlations between the use of specific learning and teaching methods before and during the emergency.

The results open to interesting hypothesis on the impact of teacher training, not only on acquiring teaching competences, but also on the ability to adapt and innovate the practices face to a disruptive learning environment.

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665   Qualiti Project: Didactic Quality Assessment For Innovation Of Teaching And Learning Improvement

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Keywords: Higher Education, Quality of Teaching, University Teachers, Teachers Pedagogical Training.

The contribution describes the activities of the ERASMUS+ Project - Cooperation for innovation and the exchange of good practices KA203 - Strategic Partnerships for higher education entitled QUALITI – Didactic Quality Assessment for Innovation of Teaching and Learning Improvement, which aims to improve the quality of teaching in higher education through a systemic action in the logic of integration between evaluation of teaching, didactic-pedagogical training to the professionalism of teachers, didactic innovation. The project, coordinated by the University of L'Aquila (IT), includes among its partners the University of Barcelona (SP), the Universisty of Vilnius (LT), the Valahia University (RO) SSW the Collegium Balticum (PL), ilmiolavoro (IT) and the Siuolaikiniu Didaktiku Centras. The aim is to consolidate and improve evidence building on higher education by measuring the performance of higher education policies, systems, and individual institutions; build evidence on the skills needs of the economy and society through skills anticipation, graduate monitoring, and forecasting studies, including supporting the further development of graduate monitoring systems in program countries in line with the Council Recommendation on graduate monitoring; and improve the availability of comparable data on graduate outcomes in Europe. The project also aims to promote and reward quality in teaching and skills development, including through promoting effective incentive structures and human resource policies at national and institutional levels, encouraging the training of academics and the exchange of best practices (e.g., through collaborative platforms) in new and innovative pedagogies, including multidisciplinary approaches, new methods of curriculum design, delivery, and evaluation, enabling institutions to provide a wider variety of courses to full-time, part-time, or lifelong learning students. It's about connecting education with research and innovation by fostering an entrepreneurial, open, and innovative higher education sector; and foster learning and teaching partnerships with commercial and non-commercial partners in the private sector. The project adopts a methodology that plays on the following strategic assets. Specifically, it aims to develop reliable and valid indicators for the

assessment of teaching quality in higher education in order to: measure the performance of higher education institutions focusing on teaching quality; acquire data-driven evidence aimed at initiating a process of innovation in teaching strategies; and support the ongoing professional development (training/upgrading) of higher education teachers on new pedagogical approaches/strategies.

344   Faculty Development Design: A Curricular Training Model For Academic Professional Development

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Keywords: faculty development, teaching learning center, higher education

The need to support the quality of academic teaching is clearly recognised at international level (EC, 2013). In particular, assessing and promoting the pedagogic competences of the university teachers appears a priority task, albeit complex, aimed to improve teaching and to increase learning outcomes (Felisatti, Serbati, 2017; Perla, Vinci, 2021). The recent COVID-19 pandemic, which suddenly forced teachers to introduce hybrid models and practices in their teaching (Perla, Scarinci, Amati 2021), accelerated the process of raising awareness about the need for high quality professional development and for an advancement in the field of Digital Scholarship.

The University of Bari has started, on the basis of the needs analysis emerging from the PRODID research project (Perla, Vinci, 2018), the structuring of pilot training paths - personalized according to different target groups - for the professional development of university teachers in UNIBA Teaching Learning Laboratory (TLL).

1. to coordinate and organize courses on university pedagogy for teachers, researchers and doctoral students within all discipline,

2. to carry out research on faculty development programs for the quality enhancement of teaching and learning and University's strategic development, above all, disciplinary didactic research in which devices, toolkits and joint co-designs with the area of pedagogical disciplines can be tried out;

3. to improve teachers' skills and understand the factors of high quality teaching through assessing the outcomes and impacts of academic development.

UNIBA TLL is member of ASDUNI, network of Italian University which aims to promote high quality teachers' professional development (Perla, Vinci 2020).

The training model underlying this knowledge requires knowledge of all the tools - mediators (active, iconic, symbolic), didactic formats, devices for assessing disciplinary and transversal learning - which do not directly produce learning, but create the conditions for learning.

The curricular model is based on adult learning and methodologies for professional learning, in particular the so-called 'artefacts' classify at three levels:

- communication artefacts such as stories, images, cases, videos, simulations, portfolios, lesson-studies, action-research;

- devices that facilitate the generation of practices, for example storytelling or video-recording, analysis of practice, observation or documentation of experience or, again, such as mediatised communication devices (educational technologies);

- artefacts and devices that deal with how to facilitate the dynamics of relationships.

The training model for the university teacher requires a research posture of co-construction and ample space dedicated to the epistemological dialectic between disciplinary teacher and didactic.

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556 Peer Feedback And Reflection On Teaching And Learning In Higher Education

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Keywords: higher education, faculty development, reflection, feedback, peer observation

In this paper, we examine ways to manage processes of faculty development through peer feedback and reflection in higher education during times of social distancing such as those experienced during the Covid-19 syndemic. To this purpose, we draw from the data gathered through the Erasmus+ IntRef project (2018-2021) involving three core partners - Durham University, Goethe University Frankfurt, University of Padova – and a growing network of European universities.

Various studies indicate that without adequate training and focus teachers tend to direct their attention on elements of relative significance, producing a descriptive and superficial reflection (Gaudin & Chaliès, 2015), and that higher levels of reflection can be reached with a structured learning process to support reflection.

The IntRef project aimed at developing innovative methods to enhance and internationalise reflection on university teaching through peer collaboration and research. Academics are linked across institutional and national boundaries through technology such as video recordings and video conferencing to facilitate communication and exchange about learning, teaching and assessment. The "distance" and "online" dimensions of the IntRef project offer multiple tools and insights on how to promote peer reflection in higher education during times of social distancing.

The core partners designed and tested three reflective methods: Reflecting Team, Teaching Process Recall, Peer Observation.

Reflecting Team invites participants to share cases arisen in their practice and to discuss these with a transnational group, facilitated by video-conferencing.

In the Teaching Process Recall a small group of academics record and review their own teaching and share a video excerpt to be inquired and discussed during a mutually supportive meeting facilitated by videoconferencing.

In Peer Observation, academics film their own teaching and form transnational pairs in which recordings are shared in an online repository and analysed and discussed through videoconferencing. Participants review their own recording and that of their peer, identifying significant classroom events (Tripp, 1993; Wood, 2012) and take turns in the role of observer and observed.

The second and the third method focus on the use of video recordings. In the last 15 years videos have been increasingly used both for teacher education and professional development. Most studies have focused on initial training of pre-service teachers, or the professional development of in-service schoolteachers. Only a few studies refer to the professional development of higher education teachers (Baecher et al., 2018) with almost a lack of research in an international context (Hamel, Viau-Guay, & Nkuyubwatsi, 2019).

Thus, despite this large body of research, very little is known about how video-based protocols support reflection (Danielowich, 2014), especially in higher education. We intend to contribute to address this gap.

We present both quantitative and qualitative data, analysing higher education teachers' actions and reflections from different contexts. Together they contribute to enhance the understanding of teaching challenges, ways to observe and analyse them, and the key dimensions of formative reflection upon them even under conditions of social distancing.

E.14. The New Challenges of the Post-Pandemic University Formative Processes, Third Mission and Active Citizenship

757   The Challenge Of The University For The Development Of Society. Training For Health Professionals And The Case Of Curare Curantes

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Keywords: university, third mission, training, health professionals

The recent health emergency has faced contemporary society with new and growing cultural, social and economic challenges. It is against this background that the critical situation in the health sector and the subsequent intensification of the Covid-19 pandemic in the workplace of health professionals has become relevant. In particular, the healthcare environment can create stress and burnout syndromes due to several factors. Everyday work-related problems in their profession, the relationship with patients and taking care not only of treatment but also of the emotional impact that accompanies the experience of illness and pain, the management of "difficult" cases and certain pathologies, emergencies, work shifts and the working atmosphere, the relationship with colleagues, administrative problems and legal issues deeply involve health workers, not only as a manifestation of physical fatigue, but also psycho-emotional ones, resulting in high levels of stress and burnout (Rossati & Magro 1999; Baiocco 2004).

In this context, it's crucial the role of training aimed at the acquisition of theoretical and practical skills useful to decongest in a timely and effective way all aspects of the healthcare profession that can lead to work-related stress and burnout syndrome. To do this, therefore, it is necessary to set up specialized training courses for all the health professions involved in caring for and working in the "front line", in order to acquire the technical and professional knowledge and awareness needed to recognize fatigue and demotivation in critical situations. Furthermore, it's crucial the role of universities as key players delegated to techno-scientific education in the field of health, and they can actively influence the functioning of society, making a further effort in the development of the Third Mission, as well as training and research (Boffo & Moscati 2015; Brancato 2020).

In the light of the above, the proposal aims to describe the project "Curare Curantes" carried out by the Faculty of Medicine and Dentistry of the Sapienza University of Rome, focusing on the main features that make this experience a relevant case study able to provide further useful elements for redefining the relationship between the university and the external context in a post-pandemic scenario.

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730   The Role Of Educational Institutions In Creative Freelance Networking Practices

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Keywords: Cultural and creative industries, social capital, networking, third mission

The cultural and creative industries (CCI) are a highly flexibilised and relational labour environment. They are often closed structures with overwhelming competition, not accessible to outsiders without referrals and recommendations. Universities are a key site for developing networks and gaining access to future clients. Higher education institutes increasingly encourage students to start networking during their attendance (Lee, 2013; McRobbie, 2002). Developing students' networks and networking skills is thus an integral part of the third mission of specialised educational institutions such as art academies or acting schools.

Particularly for freelancers, the creation and maintenance of social capital in the Bourdieusian sense constitute a continuous task throughout their careers; their working practices in many ways are networking practices (Wittel, 2001). Bourdieu underlines that the different forms of capital are transferable. Freelancers need to acquaint themselves with the "right people" to enter valuable circles. This is facilitated by factors connected to human capital, such as educational institutes providing industry connections. Social capital helps to manifest the potential of collected human capital, communicating one's acquired skills to relevant contacts.

Methods

This presentation is part of my PhD thesis research, which analyses digital and urban networking practices of creative freelancers with a qualitative focus. Particularly freelancers experience precarious working conditions as they depend to a great extent on social relationships to find employment opportunities and reduce risk. Furthermore, the COVID-19 pandemic has halted the growth of the creative sector and exposed its structural precarity, leaving a high number of creative workers jobless. To explore how creative freelancers create, utilise and maintain social capital, I conducted 31 interviews with freelancers in four neighbourhoods of Rome and Berlin.

Results

Within my sample, respondents mention their school or university as an essential pool of social capital and starting point for their careers. Educational institutes can counterbalance a lack of existing social capital in one's family and social circle; references and recommendations from teachers as well as creating networks with other students present a "starter capital" in the beginning of a freelance career. Without them, one is "starting from zero," "coming from the outside." Respondents whose education is not related to their chosen creative profession perceive networking as a significantly slower and more tedious process. They must work harder on their social networks but can, to an extent, substitute academic skills and networks by collecting social capital on their own in their chosen industry.

Education thus not only provides the academic qualifications facilitating entrance into the CCI (human capital), but also industry connections as the actual, effective entryway into the CCI (social capital). Particularly in a fragile post-pandemic creative economy, fostering connections between 1) students and external CCI professionals, 2) students and teachers as well as 3) among students thus presents an essential task for specialised educational institutions. Targeted didactic activities and a third-mission focus on the networking requirements of the CCI can thus be a strategy to respond to contemporary challenges.

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444   Helices Overlapping In The Italian Mega-Universities. The Influence Of Innovative Didactics In Promoting The Third Mission

Mazza, Barbara (Sapienza, Italy) · Valentini, Elena (Sapienza, Italy)

Keywords: Innovative didactics, Third mission, Triple Quadruple and Quintuple Helix models

The university system is increasingly committed to developing a continuous and interdependent interaction with the labor market and civil society (Boffo, Moscati, 2015; Lazzeroni, Piccaluga, 2008; Laredo, 2007; Moretti, 2012). This implies the diversification of its missions which is recognized by different studies and models. The triple helix model (Etzkovitz, Leydesdorff, 2000) underlines the institutionalized cooperation between universities, business, and the state (Gherardini, 2015). The fourth and the quintuple helix models (Carayannis, Campbell, 2010) introduce other actors, the public and the natural social environment respectively.

Many studies and activities are carried out to promote the link between teaching and research on the one hand and research and the third mission, on the other, to favor the dissemination of knowledge outside. On the contrary, few studies - and therefore few actions - have been undertaken to link teaching and the third mission, until now mainly limited to placement initiatives.

The paper presents a study based on the role of didactic innovation to provide added value to promote the relationship with external actors, starting from a literature review on two main themes related to the helices models: the evolution of the concept of the third mission through phases characterized by a progressive formalization of practices that have already been part of the research and teaching activities in the past (Perulli, 2018, Semenza, 2018); the studies on didactics or third mission or digital education that explore the connection between the two missions, despite not having systematically investigated the relationship (Anzivino, Rostan, 2017, Braga, 2017; Corbo et. al., 2019; Parola, 2019; Rostan 2019).

Method

The paper presents some results of a survey that involved about 300 teachers in 5 Italian mega-universities. Starting from the estimate of the commitment rates in innovative didactics and third mission, the study constructed an index aimed at measuring the intensity rate of the 5 helices in the mega-universities under study, as indicated by the models presented in the literature. The objectives are to verify the state of the art of the third mission and to understand how the adoption of teaching innovation encourages the third mission and the involvement of the stakeholders.

Results

The survey shows that the Italian mega-universities under study are engaged in both didactic innovation and third mission, but they can better systematize their activities by activating the 5 helices and implementing the effectiveness of the models. In any case, the commitment of Italian universities is on the right track.

An expected result of this study is to offer a starting framework that can be monitored over time to verify the progress of a more organic and systemic process of change in the university system.

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774   Rethinking Internship Experiences Following The Covid-19 Pandemic

Sofia, Cristina (Università La Sapienza, Italia)

Keywords: Internship, Stakeholder engagement, Higher education

The third mission of the university corresponds to a varied set of activities and initiatives that characterize the academic life of the institutions (Boffo, Moscati, 2015). In fact, the pursuit of third mission initiatives has become of crucial importance for university structures, also due to the decrease in resources available to institutions.

It also includes a series of other initiatives of a socio-cultural and educational nature. We can refer to a wide range of initiatives that range from continuing education to job accompaniment, from the production and management of cultural heritage and archaeological excavations, from clinical trials to public engagement.

With the third mission is therefore also defined the social role of the University and its civic engagement, which is realized in a series of activities that concern consultation and dissemination of content, collaborations and partnerships (Vargiu, 2012).

The third mission therefore can also be understood as a form of social responsibility of the universities, or a form of social engagement or social dimension, precisely because it is believed that universities can actively contribute to the social, cultural and institutional development of a territory (Palumbo, 2019).

However, the third mission activities related to this field have taken on very particular connotations due to the sudden changes that have occurred as a result of the pandemic that has profoundly transformed educational contexts, territorial contexts, the labor market and the traditional routines of carrying out professional activities.

The present contribution, in line with other research experiences conducted both nationally (Rella, Rossotti, 2017; Albanese, 2021) and internationally (Briant, Crowther, 2020; Hora M. T., Vivona B., Chen Z., Thompson M., Brown R., 2020), aims to present an analysis of the ways in which internship relationships have been redefined as a result of the pandemic, taking into account both students' perspectives (perceptions of change due to the pandemic, evaluation of the ways in which work is carried out remotely, supervisor support) and the opinions of some stakeholders (host institutions that have had to redefine the ways in which traditional internships are carried out).

All this because it is believed that the idea that the university can play an important social function, provided it is able to initiate actions of stakeholder engagement, can be established.

The analysis follows a qualitative methodological framework and refers to the criteria adopted for the evaluation of the third mission (effectiveness of the actions implemented by universities within the local area of reference, comparison with national and international experiences, consultation with stakeholders involved in various ways).

Translated with www.DeepL.com/Translator (free version)

E.15. Understanding Society Using Digital Spaces and Resources: Teaching And Learning Paths In Higher Education

688   Training For Training: Moodle As A Teaching Tool By And For Teachers

Camargo Molano, Jessica (Università Telematica Internazionale "UniNettuno", Italia) · Grillo, Michelle (Università di Salerno) · Battista, Daniele (Università di Salerno)

Keywords: Moodle, remote education, remote teaching, remote learning

The advent of Coronavirus has accelerated the digitization process in all the areas of daily life, including education. Remote learning has become an indispensable tool from primary school to university.

If today remote education does not always prove to be a fruitful experiment, there is no doubt that in the near future e-teaching, both with synchro and asynchronous methodologies, will become a component of the educational program. This research starts from this assumption and aims at creating a training tool for teachers which enables them to face the challenge of digitization in an adequate way.

The faster and faster changes due to technological innovations can be a great resource when an individual has the skills to master them rather than to undergo them. According to a research carried out by Ipsos Institute on over 3,500 high school students and about 2,000 primary and secondary school teachers, during remote learning, 96% of students chat with their friends, 88% eat and 25% cook. These results show that students tend to engage in other activities during remote learning, since they do not feel at the center of the educational program as active subjects of the lessons. If teachers become skilled in using the digital tool, it can be an opportunity to fully develop the principle of learning by doing. For this reason, teachers should fully know the potentialities of the tools at their disposal.

This research, therefore, aims at creating an educational workshop for teaching staff (from primary school to university), which, in view of lifelong learning, helps teachers to improve their approach to remote education. Teachers will take on the role of students and will personally experience remote learning through the Moodle platform: being students will enable them to fully understand both the platform tools and the innovative dynamics triggered by this platform in the field of education.

At the end of their training program, teachers will have an in-depth knowledge of the platform and will be expert in the use of Moodle. Consequently, they will be able to create interactive educational programs and to make students active subjects.

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517   Learning Social Research Techniques Through Digital Resources And Collaborative Approaches: The Point Of View Of Sociology Students

Catone, Maria Carmela (University of Barcelona, Spain) · Domínguez Amorós, Màrius (University of Barcelona, Spain) · Freude, Leon (University of Barcelona, Spain)

Keywords: teaching quantitative methods, collaborative learning, sociology students, digital spaces

Starting from a theoretical overview on the role of the "practice" in teaching of social research techniques at university level and its implications with Information and Communication Technologies, in this presentation we will illustrate the main results of a student evaluation activity aimed at exploring the learning processes in a multivariate analysis course in the third year of the Sociology degree at the University of Barcelona.

More specifically, by using a structured questionnaire, students evaluated the experience realized during a workshop, i.e. a problem based and collaborative learning activity, that allowed them to design an empirical research on a "real" and contemporary social phenomena; moreover, the workshop - made up of two sessions - aimed at fostering an aware use of the digital resources and tools which in recent years are taking on an important role in the social research process. The questionnaire was articulated in the following dimensions through which the students assessed: the level of knowledge and skills - acquired before and after each session - on different methodological and technical issues; the tools and resources used; the relationship with the classmates with whom they carried out the activities.

Taking into account the interconnection of disciplinary, technological, pedagogical, social components that usually characterize a university course implementation, according to us, this didactic strategy has been an attempt to: 1) encourage the socialization of learners into the "culture of research", making it "visible"; 2) to involve students in the practice of multivariate analysis techniques in real world contexts; 3) to try to overcame the sense of anxiety and even fear over statistics usually felt by social sciences students; 4) to channel into a scientific framework the use of new digital resources that are part of the cognitive, social and cultural background of the current generation of students.

711   Teaching And Learning In The Era Of Platformization. The Effects Of Google Classroom On A University Course

Diana, Paolo (Università di Salerno, Italy) · Alvino, Claudia (Virvelle, Italy)

Keywords: Google Classroom, focus group, platformization

In recent years the use of ICT in higher education has increased significantly, providing important changes in reshaping teaching practices and learning processes. The integration of "real" and digital spaces, conceived as environments of collective and connective knowledge determine a reconfiguration of the educational setting in terms of space, time, communication codes and activities as well of the identity of the actors – teacher and student - who are involved in a transformative process in terms of skills, knowledge and actions. Within this complex scenario that recalls an articulate debate on pedagogical, technological, disciplinary, social and policy aspects, in this article we present the experience of the Open data for social research university course offered in the 1st year Sociology and policies for the territory Master degree of the University of Salerno and in particular the use of Google Classroom, a service part of the Google Suite for Education, that has been employed to support the frontal lectures. Starting from a theoretical overview on the introduction of technology in learning and teaching processes as well as on the role private companies in the

definition of educational practices and policies, in this paper we present the main results of an empirical research aimed at exploring the experience of Google classroom from both student and teacher points of view.

More specifically, we carried out two focus groups administered to students attending the course in order to investigate the possible changes of learning process, due to the use of Google Classroom platform, such as the time, the places, the method of study, the relation with the peers and with the professor. Moreover, the teaching point of view is explored by a description of the experience developed by the professor who during the course collected a set of field notes that allowed him to describe and reflect on his relationship and approach to technology, the changes in the transmission and knowledge building processes due to a use of the Google platform, the skills and a general reshaping of the role of the teacher. This self-reflexivity process allowed the teacher to acquire awareness on his own cognitive processes and skills in order to guarantee a possibility of intervention and modification on the contexts in which he operate.

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772   The Impact Of Covid-19 On English Language Teaching In Higher Education Chinese System. Emergency Remote Teaching In China

Ferrari, Giovannipaolo (Università di Salerno, DSPS, Italy) · Duthoit, Eugénie (University of Nottingham, Head of Teaching & Learning, Language Centre, Ningbo, China)

Keywords: ELT, China, Covid-19, e-Learning, ERT

China is the second largest economy in the world. One of the fastest growing industries in China is English Language Teaching for youth and adults. English is the most widely learned foreign language in China. Covid-19 has taken hold of all industries and brought them to their knees. In China, the government has introduced the education policy of suspending classes without interrupting learning. This study aims to describe the challenges faced by ELT teachers in China during the pandemic.

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401   Students' Perception Of Academic E-Learning Activities During The First Lockdown In Italy

Giordano, Giuseppe (University of Salerno, Italy) · Primerano, Ilaria (University of Salerno, Italy) · Vitale, Maria Prosperina (University of Salerno, Italy)

Keywords: Distance Learning, Digital Platform, Network Analysis, Network of Adjectives, Semantic Differential

The COVID-19 pandemic has affected the education system all around the world. In Italy, one of the first measure adopted to contain the spread of the virus concerned the suspending of educational services for students attending schools at all levels, including universities. The first lockdown coincides with the beginning of second term of the a.y. 2019/2020. It has led to the reorganization of teaching activities and a bursting of distance learning services. Thus, the rise of e-learning courses marked the transition from traditional to online teaching activities by using digital platforms.

This sudden change of students' habits, from face-to-face to remote interactions, has produced several effects on students' life and learning ability. This circumstance has attracted the interest of many scholars on the study of the consequences determined by the changes introduced in the educational services offered by universities and the analysis of the students' ability to quickly adapt to them. Several studies focused on the one hand, on effects to the students' mental health and the impact of contact restrictions, social isolation, and other related risk factors. On the other hand, the influence of the re-organization of the education system on students learning behaviors and individual performances is analyzed.

The aim of this contribution is to explore the resilience of university the student community during the "Phase One Lockdown" in Italy by administering an online survey. Students enrolled in the Bachelor's and Master's degree courses in Sociology at the University of Salerno were contacted in May-June 2020. We study the students' perception of the e-learning experience, their ability on the use of the digital platform to support learning, and their overall satisfaction level about the e-learning services. A specific section of the questionnaire was devoted to the definition of the latent concept related to the distance learning experience using Semantic Differential scales. The concept has been split into four dimensions: e-learning activities, online interactions, use of digital platform, and self-study. The distance learning experience defines a sort of network configuration, considering the adjectives emerging from students' perceptions as nodes, and ties among adjectives are defined considering both the polarization of the scale and both the number of students that jointly choose that polarization. Indeed, the proposed analysis allows to interpret the cohesive set of adjectives in the network as a semantic definition of the concept. Graph visualization and network measures aid the recognition of the role played by each adjective in the students' perception.

Since this study was one of the first attempts to detect students' perception of university activities at the beginning and during the spread of the pandemic, it has the advantage of not suffering a memory bias. At the same time, given that it is limited only to the degree programmes in Sociology in a single University (Salerno), its generalizability is very limited. It would be interesting to administer the same survey to assess how the attitude gained by students after one year of e-learning experience has changed and then extending it to other universities and programmes.

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222 Help Teaching And Digital Resources: A Comparison Of Classroom And Distance-Learning Experience In A Course Of Methodology Of Social Research

Taddei, Luciana (University of Salerno, Italy)

Keywords: teaching experience, digital resources, participation, interaction, individualization

The contribution compares two teaching experiences developed at the University of Salerno in pre- and post-pandemic period.

The Help Teaching is a supplementary course that supports the official courses, preparing students for their exams. In these cases, it has supported the course of methodology and technique of social research.

Before the spread of the pandemic, the course was developed in classroom, using digital resources. After the pandemic, in virtual mode through the Microsoft Teams platform.

The course was divided in two main parts: a first part in which students were expected to acquire a scientific vocabulary and knowledge of theoretical, methodological, and technical issues; a second part in which students were guided into the critical application of collection, processing, and quantitative data analysis techniques.

The lessons were planned by developing five different interrelated topics: the research design, in which students were encouraged to reflect on the entire process of the research, moving from the theoretical to the empirical level; the survey, where students learn to design a questionnaire and organize a survey, reflecting on opportunities and constraints given by subjects and

context; the scaling techniques, in which they learn to measure complex concepts; the univariate and bivariate analysis, in which they learn to organize and analyze data as well as represent them graphically.

In both cases, the course was designed mixing frontal lectures, collective activities, individual meetings, and self-assessment's moments.

Before the pandemic, the frontal lectures were delivered in classroom, after the pandemic via web-conference, using online presentations with interactive images, able to engage and keep student's attention.

The collective activities stimulate the active participation of students, encouraging debate, collaboration, and exchanges through examples, exercises, and simulations, built with the Office software. In the classroom, students and teacher have reflected together looking at the same interactive whiteboard. In distance-learning, the teacher had shared her screen, giving the commands to the students as well, so each student was able to work on a single shared file. In both cases, the activities also were proposed in an asynchronous way, allowing the students to take their time to reflect and interact also by their own: before the pandemic, giving them written exercises; after the pandemic, sharing pre-structured files.

The individual meetings were planned at teacher's office before Covid-19, while afterwards by chat or video-calls. In both cases, the asynchronous forms of communication, provided by digital resources, have allowed a continuous student-teacher interaction, useful to help learners to overcome their personal difficulties, and teacher to adjust and individualize her pedagogical approach.

In pre-pandemic, the self-assessment's moments were developed through written questionnaires, in post-pandemic using interactive quizzes. These digital tools give a real-time feedback in an informal way: students can understand the level of knowledge achieved, also in comparison with the others; teacher can monitor the teaching-learning process.

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318 Distance Learning: Giving Value To The Covid-19 Emergency

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Keywords: Distance Learning, Technology Acceptance, self-reported behavioural indicators, objective behavioural data, university lecturers

Since the early 2020 the emergency caused by the COVID-19 pandemic has activated a profound crisis at different levels, enlightening economic, social, and cultural fragilities even in those countries that were considered structurally solid. Among the most damaged sectors, that of Education and Training stand out with serious consequences for all its stakeholders.

This paper deals with the situation of Italian Higher education. On one hand, the COVID-19 emergency pointed out some vulnerabilities of Italian universities but, on the other hand, it enlightened their resiliency: in a short time, most of them were able to ensure the continuity of the teaching activities switching face to face experiences to online activities. Teaching activities are one of the main aims of higher education, but they are often taken for granted and undervalued, while research activities receive more attention. The pandemic had the advantage of bringing teaching activities back to the center of attention.

It became fundamental to redesign teaching activities using Distance Learning methods even if any stakeholder (including university lectures) was prepared for them. Indeed, in addition to the difficulties in accepting and using the information technologies, lecturers had to measure themselves with planning and designing new forms of teaching able both of protecting students' attendance and guaranteeing their level of learning.

At the beginning Distance Learning represented an emergency "solution", due to the restrictions imposed by the pandemic emergency. Its implementation has been requiring a significant investment in digital skills, such as learning of new softwares, and adequate availability of supporting hardwares. Generally, a crisis, like the one we are facing, leads men and women to deeply reflect

on their future and on what can arise giving value to the emergency. Nowadays, the question is if, at the end of the health emergency, the outcomes of this digital investment can become an integral part of our educational offer, the new forms of teaching strategies can be able of going beyond the emergency of the pandemic.

This paper reflects on the experience of the University of Milan Bicocca, discussing the outcomes of a survey research administered to university lecturers with the CAWI methodology and distributed to their institutional mail addresses through the Qualtrics web platform. This data is supported by and compared to the administrative data referring to the same university lecturers and concerning the effective use of distance learning tools that are available on the University online platform. Therefore, subjective perceptions of the distance teaching experience, as well as self-reported behavioural indicators, are integrated with objective behavioural data, extrapolated by the Information Systems of the University of Milan Bicocca.

The questionnaire was administrated to a sample of 1,205 lecturers who taught during the first semester of AY 2020/21. Currently, a total of 955 questionnaires have been collected, of which 456 are fully completed.

This survey is part of a broader research project, which makes use of mixed methods strategies and involves, in addition to lecturers of the University of Milan Bicocca, students and technical-administrative staff.

Stream F.Reinventing Schooling in the Pandemic and Beyond

F.1. Reinventing Experiential Learning Activities in Primary School

342 Reinventing Experiential Learning: "La Gazzetta Olimpica , Newspaper Of The School And The Neighbourhood"

Celardi, Elvira (Sapienza, Università di Roma, Italia)

Keywords: Active learning, Digital education, Social and territorial impact, Digital School, Fieldwork

The global health emergency due to the spread of Covid-19 and the consequent measures to contain the pandemic have forced the populations of the world in redefining the many aspects of everyday life in an unexpected and sudden way, first of all questioning the relational dynamics. In the present context, even the school has been forced to question some of the already consolidated work tools by adopting the emerging digital education methods (Giancola et al, 2019 ; Gui M. 2019; Falcinelli, 2005). The situation has brought in several limitations but also some opportunities, which may vary according to the different circumstances.

With the present work, which is based on the evaluation of the project "La Gazzetta Olimpica - newspaper of the school and the neighborhood", we aim to stimulate reflections about the following topics: the limits and the opportunities of digital education at the time of Covid-19; the impact that digitalisation of teaching has had on the relationships between children, between children and teachers and between the school organisation and the rest of the community and the role of the families in digital education.

The project was born in order to support the editorial board of the newspaper "La Gazzetta Olimpica" made by the teachers and pupils of the "Villaggio Olimpico" primary school in Rome during Covid-19 lockdown. Our technical support was directed across all the spectrum of the various distance education activities put in place by the teachers.

The observation (Aureli, 2002; Corsaro, 1985) of the educational activities, the interviews (through digital platforms) and the analysis of children's laboratory products were the principal observational tools, that we used to evaluate the development of the children's ability to represent reality and translate it into communication products (aimed to be disseminated around the neighborhood).

Compared to previous years school projects, the production of the actual copy of "Gazzetta Olimpica" suffered from a lower possibility of social interaction within the community, however, the magazine has offerered a privileged perspective (that of the children) to reflect on the way in which the global health emergency has changed our interactions, starting from the educational context par excellence - "the primary school".

The children's point of view drives the school and the families to reflect on the implications that the digital education and more generally the modalities of digital interaction can have on the relational level. This has stimulated themselves to realise what alternative modalities can be activated in order to avoid the development of "social traumas" if such situations of emergency would arise again.

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410   A Village In A Metropolis: Sociological Issues Around A Children'S Editorial Initiative In A Suburban Area

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Keywords: village studies, civil society, social identity, children and media

An anthropological analysis of a "real world" behind a youngsters' editorial work, as regards to its social background. The "Gazzetta Olimpica" project – a periodical paper magazine entirely written by primary school children of a small institute in a suburban area of Rome – filled in and unveiled a sum of paradoxes: the existence of a sort of "village society" in a district ("Villaggio Olimpico") within a metropolitan city, Rome; its homogenous and well-defined urbanistic context, which facilitates social interaction but, at the same time, tends to raise sensitive issues of "neighbourhood"; the efforts to create and restore an "identity" and an "all-involving" representation within it, and their failure, following also the attempts of manipulation by party politics; the persisting interest of local authorities in a dialogue with "formal" groupings and, at the same time, the difficulty of the latter in cementing individuals' sense of belonging and collective action, beyond their massive participation in specific events; the tendency to "fragmentation" within the so-called "civil society", even in the steps of effective stories of social aggregation.

The territorial setting of this "Village" is particularly relevant. Not far from the centre of Rome, it has a recent origin, built in 1960 on a swamp area to host the athletes of the Olympic Games. The project was signed by relevant architects and widely considered as an urbanistic "success story", thanks to the abundance of greenery, low population density, proximity with many sport facilities. Its social composition rapidly and dramatically changed over the decades. After the Games, apartments were allocated as "public housing", but many of them were later sold in the free markets, attracting lots of "newcomers" of different geographical and professional origins. The subsequent interplay was not a relevant issue, the district was furtherly redeveloped by the building of important arts institutions, and social integration was enforced by an "associative process", relaunched ten years ago.

This process, however, still meets severe challenges, as introduced above. "Villaggio Olimpico", far from reaching the ideal of a strong, self-reliant social system, rather matches Louis Dumont's criticism on "village studies" which were very popular some decades ago, namely in India: the "village" identity remains hierarchically weaker than other non-territorial identities, such as kinship, friendship, political sympathies, professional "castes".

The social impact of the "Gazzetta Olimpica" largely stems from on the fact that children – as well as their school – stand out of those dividing categories and, moreover, "reconstructed" the territory, whose "institutional" actors (bars, shops, sport centres etc.) were well glad to be actively involved. Interestingly, the process was fully replicated in the 2020 edition: in the middle of pandemic and its "lockdown" context of digital/distant learning and living, it was a substantial act of "reconquest" of real/physical elements, paper and space.

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429   Who Gets The Right To Go To School? The Italian Critical Workers' Affair

Gius, Chiara (University of Bologna, Italy)

Keywords: COVID-19, in-person learning, key workers, school closure

At the beginning of March 2021, several Italian governors decided to close all the schools and educational facilities located in medium to high-risk areas after facing an alarming increase in COVID-19 case numbers and hospitalizations. Just a few days after these initial closures, the Italian government backed up these local initiatives and decided to close all the schools in the country's worst-hit regions. This decision represented a major shift from the approach set in place by the previous government. As a matter of fact, since the reopening in September, schools had always been kept open for in-person learning, at least for younger children, even in territories classified at "high risk" of coronavirus transmission (or "red zones"). The precautionary measure that imposed all schools' closure in the red zones was included in the first ministerial decree signed by the new-appointed prime minister Mario Draghi on March 2, 2021. However, while disposing of all the school activities to be held remotely, the decree also determined that schools and educational facilities had to remain open for all special needs students and/or for the children of key workers. This latter specification was a crucial addition in respect to the previous decrees, as it established, for the first time since the beginning of the health crisis, a clear connection between specific categories of workers and the access to the school system during the pandemic period. Nevertheless, albeit the children of key workers were already eligible to attend school provision in person during school closure periods in most European countries, the novelty was welcomed in Italy with mixed reactions. This contribution aims to unveil how the extension of the right to in-person learning to the children of critical workers helped bring into light the complex crisis of definitions that is currently informing the management of the health crisis in Italy. By analyzing news media accounts and institutional communications of that period, it will be argued that the lack of a socially shared agreement and of a proper institutional definition of whom should be considered "essential" in the COVID-19 pandemic initiated a fierce controversy over who should be entitled to the right to in-person education. In particular, this paper will examine three relevant aspects of what has been here defined as the Italian critical workers' affair (Boltanski, 2012): 1) the use of the institutional crisis done by the movements against distant learning in the attempt to defuse the effects of the closure; 2) the debate surrounding the right to education vs. the right for work-life balance policies; and 3) the role of school in mitigating social inequalities. Results suggest that in Italy, school access emerges as one of the central battlegrounds around which civil rights are currently socially reclaimed and renegotiated amid the state of precariousness dictated by the pandemic.

245   School, Family And Distance Learning At The Time Of Covid-19: The Case Of The "Gazzetta Olimpica"

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Keywords: Distance Learning, Educational Community, Digital School, Social Impact Evaluation

The project "La Gazzetta Olimpica" is part of the more general context of distance learning activities of the " Olympic Village "elementary school.In the past years the school had organized the project in person through the involvement of the children of all the primary school classes of the plexus (from I to V) in a journalism laboratory.The aim of the project is to make pupils live an educational experience in which to experiment with a division of roles, tasks, responsibilities and collaboration aimed at achieving a common goal, a result that is the fruit of everyone's work.The main objective of the magazine was to encourage children to reflect and share the experiences that had remained most etched in their minds during the school year, in order to enhance the daily life of the neighborhood community and therefore encourage, in the long term, also the local development of all the realities active in the area (primarily the school). The project was therefore not new, but the situation that occurred with the health emergency had caused a necessary readjustment to the "remote" school context and a general restructuring of the project's activities. Even the contents were necessarily distorted. Forced isolation made it impossible to conduct interviews or venture into the neighborhood to catch some "scoop". The children, therefore, had to draw on personal experiences and experiences to a greater extent, also giving voice to their thoughts.The objective of this reflection (which concerned only classes IV and V) is to illustrate, through the reflection and direct experience of a teacher involved in the project, the strategies for adapting to the complexity of the changed school situation " forced "to reinvent all its ordinary virtual activities.Following the Covid-19 emergency, in 2020, the teachers of the classes involved in the project found themselves in the need to readjust it and make it functional to the lifestyle and new teaching methods of children, who in the emergency phase have concretely experienced together with their teachers, the "digital school" in a context of generalized

confusion in Italy due to the disruption of the daily life of families engaged in disentangling between smart working and management of domestic life in the lockdown. It was for everyone, teachers and children, the first experience of distance learning. Although the use of computer media as a support to teaching was not new, it was never necessary to use information media for teaching purposes. Nobody was ready!The school therefore had to completely transform a workshop activity that has always been carried out in the presence and based on the stimulation of children to re-elaborate concrete events and activities, situations of daily life experienced in a context of "normality". The period of forced closure at home following the emergency led to a creative review of the project and a group of Coris researchers was involved in the evaluation of this project in progress. V. Lo Presti, 2020, The Use of Positive Thinking Research in Evaluation, Milano, Angeli. Stame N., 2016, Pluralistic Evaluation, Angeli.

374   Borders, Involvements, Alliances. The Pandemic Effect On Learning Spaces

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Keywords: school-spaces, public institutions, city, learning environments, integrated public policies

The health emergency has produced some changes in and around the school that have dramatically changed not only the daily lives of millions of students, teachers, educational staff and families, but also the ways of thinking about school.

We have wondered how school autonomies have coped with the emergency and how local authorities have managed and supported the reopening at different scales. We carried out several interviews with headteachers and civil servants in different Italian cities discussing the renewed role of school-spaces, inside and outside the school building towards the city: the importance of the physical space of schools concerning conditions, times and ways of use has never been so evident than today. Different contexts produced different answers. The 2021 School Plan calls for the identification of "other" spaces for school "through suitable conventional acts" (Patti educativi di comunità), with reference to parks, theatres, libraries, archives, cinemas, museums, where to carry out educational activities. However, concrete cases are limited and reveal how "going outside the school" requires complex procedures. The paper will deal with this topic, comparing some critical and successful experiences in Reggio Emilia, Torino, Milano, Bologna, Napoli and Palermo.

The public debates, the estimation of the spaces available to welcome students back into the classroom have shown the relevance of issues that deal with space daily, mixing three decisive variables for the school functioning.

1.Expanding Borders. A different spatial organization of school activities can become an opportunity to redefine educational styles and the role assigned to learning environments, inside and outside the classrooms;

2. Shifting Involvements. Expanding the spaces of the school implies a "trespassing" in terms of responsibility, competencies, and spaces. This sort of shift became an obstacle, solved in some cases with good pacts of co-responsibility between schools, parents and third parties, i.e. parishes or other public facilities. Furthermore, expanding the spaces outside the school requires the availability of teaching, educational, administrative, technical and auxiliary staff

3. Building Alliances. The reflection on subjects, roles, and skills is fundamental in school and must be accompanied by network ability and the definition of a more general framework, a future project capable of proposing a strategic vision for weaving long-term collaborations.

The critical issues raised by the pandemic confirmed the importance of intervention on school buildings and prefigured a renewed role of schools regarding organizations, public institutions, and essential parts of civil society. Some local experiences reveal elements of strength and margins for action in constructing new "social contracts" and integrated projects. It is thus essential to work on a double course of action. On the one hand, schools must be connected to nearby spaces to create a continuous system of public places and services. On the other hand, necessary coordination of education, mobility, social, cultural and urban policies is required both in the design of educational projects and in the planning and organization of the spaces in which these policies can be developed.

319 The Role Of Journalism In An Experimental Learning Session In Primary School

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Keywords: Experimental learning, journalistic practice, media education

Experimental learning is a sense-making process involving significant experiences that actively immerse and reflectively engage the learner, creating a bridge between his/her inner world and the outer world, with its social and cultural milieu (Beard, 2010). It is important to emphasise its nature as a process: in line with Kolb's theory, it's something in which "knowledge results from the combination of grasping and transforming experience" (1984: 41).

What does experiential learning have to do with the journalistic profession? Why should we link such an education method to the primary school context?

Reading a newspaper in class is a privileged way to learn to recognise the nature of a text, identify its functions, critically evaluate the communicative structures used, recognise the specifics of a message, and predict possible effects on the target audience. These assumptions have guided media education projects, the innovative value of which lies in the implementation of didactic paths that explore the coding and production phase of messages, which ideally anticipates that of decoding the news described above (Panarese, Tumolo, 2005). This contribution intends to be in continuity with this type of project. A mission that is even more important in a context in which the multiplication of sources, the fragmentation of audiences, the abundance of devices makes it all the more crucial to familiarise children with the media, that is to teach future adults to orient themselves in the abundance of sources and information that characterise the media environment.

Starting from these assumptions, this work aims to analyse the activities of "distance" design and editing held in April-May 2020 by the teachers and pupils of the "Villaggio Olimpico" primary school in Rome to realize "La Gazzetta Olimpica - Newspaper of the school and the neighbourhood". The project, now in its fourth year, aims at providing children with the basic concepts of journalism and, in the same time, at involving them in a journalism workshop, drafting of a newspaper based on their personal experiences, life at school and in the "Villaggio Olimpico" neighbourhood. Because of the Covid-19 pandemic, the workshop needed to adapt this "experimental learning" activity to the distance learning methods. As an unexpected and interesting result, this has made the final product a way to observe the months of lockdown from the pupils' direct point of view.

The research involves two phases. The first is linked to the observation of the workshop, to analyse the pupils' reactions to the proposed theme and method and the relational dynamics between children and teachers. The second involves the analysis of the final products in a comparative perspective with the previous issues, to identify similarities and differences between the magazines produced "in the classroom" and those produced "at a distance".

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F.3. "You Can Get It, If You Really Want!": Using (Formative) Assessment to Improve Student Learning

140   Formative Peer Assessment In Support Of Remote Learning

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Keywords: formative assessment, peer assessment, student engagement, remote learning, arts

Formative peer assessment engages students in providing feedback to each other on their works-in-progress for the purposes of revision and improvement. It is not a matter of students assigning grades or scores that contribute to the official grades assigned by teachers: That is summative assessment, which is not the subject of this presentation because of the inappropriate role it assigns to students. Formative peer assessment is about feedback followed by revision, and has been shown to promote learning by both the giver and receiver of feedback in a wide variety of disciplines (Topping, 2021). Peer feedback on academic work is especially effective when students are trained to provide constructive critique (Li et al., 2020). Two key elements of training in peer assessment are the use of rating criteria or a scoring guide by which a peer's work-in-progress is to be judged, and a constructive process of critique.

These features of useful peer assessment has been understood for a long time. In 1998, Edward White wrote about the value of rating criteria for peer assessment of writing:

When students have both a vocabulary and a scale to use in discussing and evaluating the writing they examine, they... can (and in fact do) hold the other students' essays to the standards set out in the [scoring] guide. Moreover, by learning how to read and evaluate the papers written by other students, they learn how to read their own. This procedure has the magical double value of increasing student learning at the same time that it decreases the teacher's paper load…. Many teachers find that students write better drafts for peer groups than for the instructor and that they gain more from a peer group's critique (when it is related to a scoring guide) than from the instructor's comments. (pp. 18-19)

Feedback protocols have also been in use for a long time. In 2003, David Perkins introduced a process called the Ladder of Feedback. When students are taught how to use the Ladder (or a similar protocol), their feedback tends to be supportive. In combination, rating criteria and feedback protocols like the Ladder can be used by students to provide feedback that is more frequent and timely than their teacher's, while also of high quality.

The challenge now is to implement peer feedback in remote, virtual settings, where lack of student engagement is often a problem. In this presentation, we provide an overview of peer assessment and how it is implemented, including a detailed example from an asynchronous visual arts class.

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110   Using Learning Targets And Success Criteria In Remote Learning

Brookhart, Susan M (Duquesne University, United States of America)

Keywords: formative assessment, learning targets, success criteria, student engagement, distance learning

A lesson has a learning target when students know what they are trying to learn during the lesson and are working to get there. Students may ask three questions: "Where am I going? Where am I now? Where to next?" (Hattie & Timperley, 2007), sometimes called the formative learning cycle (Brookhart & McTighe, 2017). The formative learning cycle is the principal way that students regulate their learning (Andrade & Brookhart, 2020) during classroom lessons. Formative assessment improves learning (Lee et al., 2020). The presence of clear and focused success criteria is important in this process. Success criteria can be performance criteria or product criteria in any of several formats (Andrade & Heritage, 2018). Importantly, success criteria must refer to evidence of learning, not of simply following directions for an assignment.

The New York City Department of Education Office of Arts and Special Projects (OASP) has been working on student-involved formative assessment for over a decade. In the 2020-2021 school year, a Professional Learning Community (PLC) of six arts teachers took on the challenge of studying how learning targets and success criteria can be used in remote learning. They met monthly, and their discussions were videotaped. They concluded that using learning targets and success criteria in lessons were especially important in remote learning for at least five reasons:

Learning targets and success criteria help focus students and teachers on learning, instead of just getting something done, which can be an issue in remote learning.

Learning targets and success criteria make lessons more active and engaging because students use them throughout their lessons.

Success criteria help make the learning targets more explicit to students, which helps them envision what they are supposed to learn.

Success criteria are an agent for equity because all students have access to the keys to successful work. Explicit success criteria help students take the next step in their creative work, no matter what their entry level, and improve on their previous knowledge.

Learning targets and success criteria help teachers feel more grounded, which helps address some of the loss of control of lessons teachers may feel in remote learning.

The PLC and OASP produced a resource for teachers demonstrating strategies for using learning targets and success criteria in remote lessons. The proposed presentation will describe this work and its research base and show a video example from the resource the PLC created.

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800   Collecting Evidence Of Learning: Increasing Student Engagement In These Times

DAVIES, Anne (connect2learning.com, Canada)

Keywords: assessment, formative assessment, student engagement

Educators work hard every day on behalf of their students. They understand that helping learners to take ownership and be actively involved is important for everyone's success and this is even more true in these times. Deliberately engaging students in collecting evidence of learning beyond products to include conversations and observations is one way to make this happen.

And yet, in these times of hybrid/blended or online/virtual learning and teaching environments, teachers are asking, 'How can both students and teachers collect reliable and valid evidence of learning during the learning when my students are not physically sharing the same space?'

As a result, considering student evidence of learning beyond products such as tests and assignments has taken on a new level of urgency.

Educators work hard every day on behalf of their students. During this session some of the powerful, practical, and classroom-tested strategies students and teachers are using in blended/hybrid as well as online/virtual learning environments will be shared.

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868   Covid-19 And The School Assessment Reform? The Missed Effects On Formative Assessment Practice

Pastore, Serafina (University of Bari A. Moro, Italy)

Keywords: Formative assessment, teacher education, Italian school system

The present paper focuses on formative assessment, and more specifically on the ways in which teacher education and educational policy have responded, over the last year, to the challenge of Covid-19.

The unprecedented times of the Covid-19 pandemic have had a relevant impact on schooling. In this framework, educational assessment has been one of the most evident criticalities. For the sake of the truth, assessment, for teachers, has always represented a challenging task in their professional practice (especially formative assessment practice). However, the difficulties related to the implementation of remote instructional activities have made more evident how teachers, despite the broad literature on educational assessment, struggle to navigate old and new instructional circumstances in their assessment practice. While researchers and teacher educators demonstrate a strong commitment to helping teachers face new difficulties resulting from the global pandemic (first of all, the practical issues of transferring teaching into the classroom online), the illiteracy in the assessment domain, and more specifically in the formative assessment practice, remains a crucial and, sometimes, unresolved problem.

During the school year 2019-2020, a new reform has been launched in Italy: formative assessment practices have been introduced as mandatory for primary and middle school.

However, despite the emphasis on formative assessment, teachers in Italy tend to avoid using this kind of assessment and continue to perceive it as improper and ineffective. Reporting a qualitative study on teachers' conceptions of formative assessment, this paper aims to shed light on the teacher education policy reform and on its implementation from macro to micro.

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346   Secondary Education Students' Self-Assessment: What Actions Do Students Follow When They Self-Assess In Secondary Education?

Pinedo, Leire (Universidad de Deusto) · Fernández, Javier (Universidad Autónoma de Madrid) · Panadero, Ernesto (Universidad de Deusto) · Sánchez-Iglesias, Iván (Universidad Complutense de Madrid)

Keywords: Self-assessment, Secondary education, Self-regulation, Self-efficacy, feedback

Evidence has shown the influence of self-assessment on students' academic performance (Brown & Harris, 2013) and self-regulation (Andrade, 2018). The research on self-assessment has mainly focused on the accuracy of students' self-assessment and its effect on academic performance (Andrade, 2018). However, the process that the students follow when they self-assess remains unexplored (Panadero et al., 2016; Yan & Brown, 2017). This study aims to describe the actions that students follow when they self-

assess Spanish and Mathematics tasks in Secondary Education and identify the predictors for each profile. A total of 64 students participated in this study and they represent three different levels (first year K7, fourth year K10, and first year of university preparatory level K11). Participants, while being video-recorded, were asked to self-assess a set of Mathematics and Spanish tasks two times: after they performed it and after receiving feedback. Right after both self-assessments, they filled the self-efficacy and emotion scales. Data came from the video-recordings – think-aloud protocols and observations- self-reported instruments and academic performance grades. The findings revealed four different self-assessment profiles for Spanish and Mathematics subjects: no self-assessment, superficial, intermediate, and advanced profiles. Each profile is described with a pattern of different actions performed by the students; no self-assessment profile consists on an absence of information processing, superficial profile follows the actions of reading the task and assign a value to it, intermediate profile includes the actions of reading, assign a value and explain it and finally, the advanced profile implies a deeper processing of the information (read, redo the task, assign a value and explain it). The relationship between the profiles and year level was studied; in Mathematics a higher percentage of students in K7 year level has a "superficial" profile while the higher percentage in K11 was "no self-assessment" profile. The explicative variables analysed as predictors were academic performance, self-regulation and motivation. The ordinal logistic regression models to predict the profiles indicate that no significant explicative variables were found for Spanish profiles but for the Mathematics profiles, the Deep Learning Strategies Questionnaire (DLS-Q) score was a significant predictor. Importantly, this study breaks down the self-assessment into more specific actions, opening a new line for the self-assessment research, as historically it has been considered as a unified strategy.

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681 Formative Assessment In Remote And Hybrid Learning Environments

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Keywords: formative assessment, assessment for learning, teacher professional development

Formative assessment in remote and hybrid learning environments

The widespread closure of schools around the world caused by the SARS-CoV-2 pandemic has thrown into sharp focus issues that were always relevant—but more easily ignored—in face-to face instructional settings. Teachers have always used evidence from their students to make decisions about the next steps in instruction, for example by using "checks for understanding" but the evidence that they collect for those decisions is generally of poor quality in terms of both depth (defined as the extent to which the evidence reveals important misconceptions that students have) and breadth (defined as the proportion of students in an instructional group from whom the data is elicited).

This presentation will offer a general theoretical framework for understanding formative assessment in any instructional setting as an aspect of the regulation of learning processes, showing why formative assessment is a subset of what is generally called 'Assessment for Learning' and will illustrate why equating formative assessment with assessment for learning (or assessment as learning) is unhelpful (Bennett, 2011). The framework involves consideration of whether the regulation of learning processes is proactive, interactive or reactive (Allal, 1998), the length of the formative assessment cycle of evidence, inference and action, and the roles of different agents in the classroom (teacher, learner, peer).

Consideration of the role of the agents, in terms of three key pedagogical processes—determining where the learning is going, establishing where the learner is currently, and how to move the learning forward—yields a model that operationalizes formative assessment as consisting of five 'key strategies':

Clarifying, sharing and understanding learning intentions and criteria for success

Eliciting evidence of learning

Providing feedback that moves learning forward

Activating students as learning resources for one another

Activating students as owners of their own learning

The presentation will provide a number of examples of practical techniques for each of the five strategies, focusing in particular on those techniques that are particularly relevant in remote and hybrid instruction, and will conclude by offering protocols that have been useful in supporting teachers in their development of their formative assessment practice.

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128   Effects Of Online Self-Assessment On Planning In The Self-Regulated Learning Process

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Keywords: self-assessment, plan, self-regulated learning

While self-regulated learning (SRL) models differ, most share a cyclical process with at least three phases of sub-processes: preparatory, performance, and appraisal. Successful SRL requires actively engaging in all the three phases with appropriate cognitive and metacognitive strategies, and sustainable SRL requires using feedback from the previous SRL to initiate and plan the next round of SRL. However, most SRL research focused on the performance phase rather than the preparatory or appraisal phases—with even less attention to links between SRL phases. This study explored how self-assessment at the appraisal phase influenced students' propensities to plan for future learning in an English course. The two specific research questions include 1) Does self-assessment affect propensity to plan for learning on similar tasks? And 2) Do demographics or other SRL aspects influence propensity to plan?

25 eighth-grade students completed a survey measuring their self-assessment practice and self-efficacy in learning English, followed by a five-week intervention. During the intervention, the students were asked to complete seven online self-assessment worksheets, which guided them to self-assess and plan. During English class, they completed each online self-assessment worksheet in 5-8 minutes. Due to absences or neglect, these 25 students only completed 158 of the 175 worksheets (90%).

Multi-level structural equation modeling of the pre-intervention survey and the online worksheets showed that five factors were linked to whether or not students plan for future learning: age, self-efficacy, self-assessment criterion, and reflections on their strengths and weaknesses. Older students were more likely than others to plan for learning. By contrast, those with more self-efficacy, used their own standard to self-assess, viewed analysis as their best skill or viewed reading as their worst skill were less likely than others to plan for learning. Hence, a comprehensive model of demographics, self-beliefs, criteria, and self-knowledge is needed to inform strengthening of links between SRL phases for sustainable SRL.

F.4. Reinventing Decision-Making in Schools: Self-Evaluation & Data Literacy

867   Are Italian School-Principals And Teachers Data Literate? An Analysis Of Data Literacy By Invalsi School Questionnaire And Teacher Questionnaire

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Keywords: Data Literacy, Italian School Principals, Italian Teachers, Invalsi School Questionnaire, Invalsi Teacher Questionnaire

For several years, Invalsi has being giving back to each school data about previous-year's Invalsi test, in order to help schools to find out strong points and improvements, so that the school staff could be able to build organizational and didactic practices aimed to improve school efficacy and quality learning. Actually, large-scale assessments of student achievement provide a window into the broadly defined concepts of literacy and generate information about levels and types of student achievement in relation to some of the correlates of learning, such as student background, attitudes, perceptions, and school and home characteristics, thanks also to the addition of data collected with some integrative questionnaires (such as the ones for students, teachers, principals and parents).

Even if some researches have proved that, when teachers use data literacy to assess their students and adjust their lessons, they see an increase in student learning and understanding, several studies, however, showed that there is still too little attention to this data and one reason of this lack is due to the tough technical approach of these surveys which are considered, by headmasters and teachers, something only for statisticians: they indeed don't have the confidence and/or training needed to successfully engage with and interpret data results.

That's why in recent years policy makers and scholars are emphasizing the importance of data in education and promoting the goal of using data for continuous improvement as, since the new millennium, new and diverse sources and forms of data have proliferated within the education sector, with the help of new technologies, by which to manage, access, and analyze such data.

In light of these considerations, this research aims to explore school-principals' and teachers' data literacy, in particular the one about the ability to understand and read, analyze, share and communicate data and the ability to use it for both self-evaluation and decision making. Are there aspects, such as gender, seniority, specific teaching school subjects, that affect the attitude in the use of such data? Do teachers feel more inclined to accept and use the data returned by Invalsi to reflect on teaching and learning if their school manager considers this evidence useful? Are teachers and head-masters more aware of the potentialities of this data if they had a specific training about Invalsi tests? How could Invalsi Institute help to develop and improve these skills? To investigate these questions, data derived from the Integrative Surveys on School and Teacher that accompany Invalsi tests in school-year 2018/19 have been used.

The preliminary results highlight different attitudes and use of this data in relation to school grade, geographic area, specific training about Invalsi tests, seniority, and headmaster's opinion about this survey. Moreover, there are also evidences about how this data could be instrumentalized – if there's a poor knowledge of its strengths and weakness – and be used, for instance, in a high-stake way within the school dynamics and process.

629   Teacher Training On Data From The Invalsi Large-Scale Study On Student Assessment: The Ligurian Case

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Keywords: teacher training, data literacy, large-scale assessment, INVALSI, teacher professional development

Large-scale studies on student assessment offer to decision-makers data that are useful to take decisions and to guide public policies at macro and micro level. The evaluation of the instructional system is the other face of school autonomy. As a fact, schools organize and take decisions on didactical strategies with the aim to rise the learning objectives specified into the national indication for the curriculum from the first to the eighth grade of schooling and into the guidelines for the secondary school (from the nine to the thirteen grade). At the same time, each school year, the legislator provides national testing at census level for assessing student learning at different grade of schooling. At the national level, data are useful to account the state and the conditions of the educational system in term of students' learning quality, social inequalities and underline points of attention. The production of large-scale studies on student assessment by time offers theoretical material and data for schools that allow principals and teachers to take decisions for school improvement.

The paper shows the case of the teacher training on data from the standardized tests done by the Italian National Institute for the Evaluation of the Education System (INVALSI) promoted by a school network of the Liguria Region, in the North of Italy, with the support of the Liguria School Regional Office. That promotion replies to the needs expressed by schools and regional public educational authorities of better understanding and using INVALSI data to improve school educational and organizational strategies.

A formal school network had been constituted by the 10 Ligurian polo schools for teacher training with the objective to organizationally and economically sustain the development of teachers' data literacy for improving the quality of teaching and learning processes.

Two research plans had been defined: the first one about training teachers on the use of INVALSI data for the improvement of the educational strategies, and the second one on the promotion of action-research for school evaluation and improvement.

The paper presents the development of the first plan on teacher training experience involving 674 Italian teachers working in primary and secondary schools in Liguria Region. The training course aim is to train teachers in analysis, interpretation and use of data emerging from the assessment of students' learning on Reading, Mathematics and English language at different school levels.

The training course started in November 2019 with 5 in presence plenary sessions and gathering 521 teachers working in the different provinces of the Liguria Region. Due to the pandemic COVID-19, the specific training workshops addressed to teachers that had been foreseen in presence, took place at distance, thought online platforms, from November 2020 to January 2021. Two online surveys have been addressed to teachers attending the training course.

Results show the experience and focus on the importance to train teachers on data literacy and to encourage teacher professional development initiatives promoted by agents and public authorities at local levels in order to better meet the specific local needs.

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850 Parents As Decision-Makers. Financial-Organizational Involvement Of Families In The School Of Autonomy

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Keywords: school governance, families in school, school time, voluntary economic contribution, equity

The involvement of families in school governance is a crucial aspect for the Italian school, especially after the reform of school autonomy. This research investigates the role of representatives of families in the governance of Italian schools in managing the donations of families for the educational offer and organizing school time.

Analyzing the legislation, parents are part of almost all of the collegiate bodies through their representatives and a parent presides over the Institute Council, a body with a deliberative function (D.Lgs. 97/1994). The presence of different temporalities is important especially in primary school (D.P.R. 89/2009). The donations are voluntary contributions that families can pay to schools for the expansion of the educational offer (MIUR Notes 312/2012 and 593/2013), informed on their destination, according to PTOF.

A mixed method was used. The compilation of a questionnaire involved 300 school principals from Piedmont and Lombardy; in-depth interviews were then carried out with seven principals and six representatives of families (non-probabilistic sample for reasoned quotas) from the same regions.

The data collected show schools in which heterogeneity is a norm and represents a challenge in terms of responding to the needs of pupils and families. As regards school time, it emerges that the strong presence of 40-hour classes depends on the needs of families to support their family organization. On the other hand, parents' economic contribution is a necessity for schools, since without this sum a large part of the educational offer would not be realized and there would not be the necessary funds even for ordinary school expenses. This contribution is voluntary, but there are schools or parents' representatives who present it almost as mandatory: it is an issue that generates a clash between school and family regarding the destination of funds and the development of strategies capable of guarantee equity.

The research reveals a marked role of parents in school governance. Economic intervention of families and activation of long school times represent a compensation mechanism for the lack of educational and social policies. The close link between the possibility of families to contribute economically and the quality of the educational offer is configured as a non-traditional factor of school inequality. The role of principals remains crucial in the school of autonomy: they can develop alternative fundraising strategies to overcome starting inequalities.

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866   The Use Of Data To Support Strategic Planning And School Improvement And Innovation

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Keywords: strategic planning, school as learning organisation, school improvement, professional learning community, propensity for change

The theme of school improvement and innovation is central in national and international debate and regards crucial issues for the evolution of educational systems: the ability to respond to social change, to meet the challenges of innovation, to stay abreast in a globalized and interconnected context. In this scenario, schools must characterize themselves as learning organizations, i.e. as organizations that learn and are capable of profound changes in roles and functions, but above all at a cultural level (Kolls&Stoll, 2016).

Schools as learning organizations develop processes, strategies, and structures that enable them to learn and respond effectively in uncertain and dynamic environments. We can consider, for example, how important it was to govern the unexpected (Weick, 2010) during the Covid-19 pandemic. To use and review existing knowledge making effective use of data by the school community has become central to improvement processes.

The framework for the evaluation of innovation processes is an evaluation model elaborated by INDIRE, aimed at investigating the experiences of schools that have activated innovation processes, to understand how these processes change the organization of the school and what impact they have on the main actors of the school. The model has been the framework for the research "Evaluation of innovation processes" conducted by INDIRE and involving 52 secondary school participating in "Avanguardie Educative". This model considers the school as a learning environment and works on the fundamental areas of innovation also identified by the theoretical framework Innovative Learning Environments (OECD, 2013). The framework is organized into 4 macro-dimensions and related sub-dimensions: 1) Propensity for change; 2) Transformation of teaching and learning practices; 3) Leadership and organizational development; 4) Openness and interrelationship with the outside world.

We intend here to explore the first dimension, aimed at investigating whether and how the sample schools implement strategic planning and use of data for improvement. In particular, the first sub-dimension of "Propensity for change" regards the use of data for improvement and strategic planning of the educational organization (PTOF, RAV, PdM and RS). This sub-dimension aims to investigate if and how the monitoring of improvement actions is carried out by the school; who manages the process and who are the actors involved; how the school identifies improvement goals and from what information (e.g. data provided by international surveys, INVALSI, internal evaluations); the overall level of strategic planning of the school.

Indeed, data do not represent knowledge in itself, it requires a sharing process for processing in the school context. Only through sharing, exchange, and collaboration can be developed relevant knowledge and readiness for change. School staff must be trained to analyse and use data effectively, to improve and transform existing practices.

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735 Assessment Literacy, Data Use, And Teacher Decision-Making. A Professional Development Attempt

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Keywords: Teacher assessment literacy, data use, professional development, school improvement

Together with the spread of standardized assessment, there is a relevant growth of systems and technologies aimed to store, manage, analyse, and report data on student performance.

Despite the broad recognition of the advisability of using data on student learning for decision-making (at educational policy and practice levels) data use of instructional decision making is not widely recognized Few research studies, indeed, have tried to understand what schools and teachers do with data on student learning.

Given these assumptions, the present paper reports on an attempt realized in the Italian school system to implement an interim assessment. A light professional development path has been designed and implemented with the aim to improve teacher assessment literacy, data use, and instructional decision-making.

The teacher inquiry path, through the implementation of the interim assessment system, involved 37 primary school teachers (and 404 students).

The present paper reports the main aspects of this path and critically reflects on how to support teacher assessment literacy and data use.

812 Useful Self-Assessment

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Keywords: Self-assessment, improvement plan, training plan, methodological competence

When the School is called upon to reinvent itself, it is also necessary to reinvent the decision-making processes within the institution. How are improvement decisions made? Using what data? Self-assessment processes risk still having a marginal role in the improvement process and being experienced by many with a compliance value. The goal is to overcome the gap between the narrated school and the lived school and this goal is achievable if we focus on some critical issues that characterized the first three years of application of DPR 80/2013 (2015-2018). This contribution illustrates some critical issues that have emerged within an empirical research, conducted by the authoress, on RAVs and PDMs. We will question what are the essential elements of methodological accompaniment so that the teaching staff can effectively participate in the drafting of a quality PDM, which can be monitored over time, pursued and consistent with the intervention priorities identified with the Self-Assessment Report. An implicit will be addressed that too frequently remains latent: the improvement of an institution necessarily passes through change and (quality) change should necessarily pass through learning. The contribution therefore presents some proposals relating to training plans and learning elements that should be favored in the evaluation team (NVI but not only) in order to be able to tackle the challenge of useful self-evaluation with mastery.

F.5. How Schools Address the Covid Emergency: Voices from Principals, Teachers, and Students

399   The Ecec Professionals Within The Covid Emergency: From Remote Contacts To Learning Communities

Bertozzi, Rita (University of Modena & Reggio Emilia, Italy) · Saruis, Tatiana (University of Modena & Reggio Emilia, Italy)

Keywords: ECEC, Covid-19 lockdown, learning communities, remote education, educative professionals

In Italy, the lockdown due to Covid-19 in February 2020 and the interruption of schools and services for children aged 0–6 have led early childhood educators and teachers to develop strategies for staying in contact with families remotely, in order to offer parents and children both support and educational experiences. As their work is usually strongly based on physical and emotional proximity, they had to deeply rethink their role, aims, methods, tools and activities.

Ministerial guidelines for the 0–6 education system were developed only in May 2020, highlighting the specificity of needs and actions, but the first emergency had already been managed by the local schools and services.

Within this framework, an online survey was carried out between June and July 2020 in order to examine how the professional figures involved reinterpreted their roles and redefined their tasks and objectives within the pandemic emergency. The study involved 1,086 educators and teachers of children aged 0–6 across Italy.

Starting from the point of view of educators and teachers, the analysis focus on: 1) what kind of obstacles and strategies the educative professionals found 2) what kinds of competences, support, networks and resources were they or were they not been able to draw upon 3) what kind of effects the pandemic experience had on the educative contexts.

Rethinking the educational settings was obviously a challenge for the education staff's ability to adapt their role to online education, and the analysis highlights the difficulties faced by educators and teachers but also the resources and networks they managed to find.

The interviewees' uptake of a multiplicity of online training activities suggests they feel a need to fill gaps in their skills and also perhaps to use the unusual situation as an opportunity for professional development. The interviewees also actively sought support and ideas through online contact with peers and online professional communities and experts, as well as from family members, showing the importance of horizontal networks. The vertical relations appeared to be weaker: internal coordinators (as pedagogical coordinators, school heads or principals), but also the responsibles of other organisations involved (municipalities, third sector organisations, the Ministry) were not often considered as significant sources of help.

The results also highlight how the education offering had not been the same across the country: not all the families were reached and the most vulnerable were likely lost. However, when communication worked, a sort of new emotional connection between professionals and families emerged. Physical distancing has demanded considerable effort, with different professional spinoffs, but also opened up to some innovations.

672   Reimagining Teaching And Learning In The Covid Era. Metaphorical Constructions In Teachers' Narratives

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Keywords: reflective practise, Lego Serious Play, Covid, teaching, metaphor

Since the beginning of the Covid, national and international research has been conducted to investigate the impact and changes brought about by this emergency period on the educational system, particularly on learning and teaching processes (e.g. UNESCO, 2020). These ongoing analyses have revealed traditional flaws in our educational system while also inspiring school administrators, teachers, and educators to reinvent, rethink, and reimagine learning models and practices. Teachers have been (and continue to be) at the forefront of confronting pandemic challenges. They have demonstrated strong leadership and innovation in ensuring that no learner is left behind and that education can continue, as highlighted by a joint statement issued by UNESCO, ILO, UNICEF, and EDUCATION INTERNATIONAL on the previous World Teacher's Day (5 October 2020). Also, this current period has enabled educational systems to reimagine learning and equip students with the skills required to navigate the future.

In this exploratory work, we wanted to focus on and give voice to teachers' narratives and representations of teaching and learning during this vulnerable time. This paper, in particular, reports on a workshop experience with 100 primary teachers, in which an adaptation of the LEGO® SERIOUS PLAY® (LSP) method was used as reflective practice pedagogy (Peabody & Noyes, 2017). Our goal was to learn how teachers reimagine education and rethink the teaching and learning process in the Covid era. Teachers were asked to build a Lego model representing "Reimagining teaching and learning in the Covid Times". To inform our reflection and analysis, we used visual data (photos of Lego models), narrative writing to describe teacher models, and group discussions to explore teaching experience. This study shows how metaphor can be used to assist teachers in conceptualizing education as well as investigating implicit or emerging personal and professional epistemologies (Fabbri, 2012; Perla, 2011).

Using the kinaesthetic brick modelling methodology for reflective practice in teacher education is a promising pedagogical option (Craig, 2018). A significant advantage of using the LSP method was the ability of teachers to understand and articulate their narrative more easily than if it was first verbally reported. In fact, LSP is a powerful tool for promoting self-awareness and reflection. The use of Lego models as a tool for critical hermeneutic analysis can also facilitate the development of participants' reflective abilities. Listening to teachers' stories during this precarious period of pandemic emergency can encourage them to embrace the 'change' needed to adapt to constantly changing situations.

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719   Grassroots Movements In The Post-Pandemic School. The Roman Network Apriti Scuola! A Case Study

Castagno, Giovanni (Roma Tre, Italia)

Keywords: participative democracy, school governance, territorial agreements, informal organization, social activism

On 8 June last year, a number of parents, teachers, associations and parent committees in Rome, under the slogan "Apriti scuola!", met in all those places that could host interventions and pedagogical actions that the school had not been able to guarantee: squares, parks, streets.

For the parents and teachers of the Di Donato school, the Falcone Borsellino school, the Fratelli Bandiera school and the Principe di Piemonte school, who set in motion that process of coming together and pushed for the creation of a network of parents in the city, the government's decision to close the schools had led to a profound educational and social crisis that needed to be tackled with greater courage and flexibility.

The discomfort and dissatisfaction with the fact that not even a single day of symbolic reopening had been approved by the schools, prompted parents' associations and committees to take action independently of the prevailing trends among headmasters and teachers.

Through the combination of the use of information technologies, such as "chat" and digital platforms, it was possible to make the network more stable. Through virtual meetings it was possible to circumvent the impossibility of seeing each other in person and to reason around the fact that it was equally important to express one's dissent from the school policies of the last decades not only on the issue of opening or closing schools but also: increasing the number of teachers and auxiliary staff; training teachers in the use of new technologies; funding for school buildings; the necessary conversion of schools to outdoor teaching; the redefinition of the relationship between schools and civil society.

A year after its creation, this network continues to promote initiatives for reflection and mobilisation. As well as contesting the closures that have marked the last school year this network constitutes a material and intellectual resource so that a deeper issue can finally be addressed, that of the participation of civil society in school governance.

Therefore, one year after its establishment, we retraced the path taken, through the voices of the protagonists, questioning the perception they have of the ability to broaden the participation of other parents in school issues. We tried to understand if the people involved in this project think they have succeeded in "turning this crisis into an opportunity to transform the school for the better, not into an excuse to impoverish it even more", or if they think rather the opposite has happened.

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169   Distance Learning At Emilia-Romagna'S Schools. A First In-Depth Quantitative And Qualitative Analysis From The Teachers' Perspective

Ciani, Andrea (Alma Mater-Università di Bologna, Italia) · DalleDonne Vandini, Chiara (Alma Mater-Università di Bologna, Italia) · Ricci, Aurora (Alma Mater-Università di Bologna, Italia) · Scipione, Lucia (Università di Modena e Reggio Emilia)

Keywords: Covid19, distance learning, teachers, lockdown

The outbreak of the Covid-19 pandemic has seen some of its most disruptive effects on schools. Indeed, due to closed schools, an estimated 74 days of learning lost worldwide per student have been estimated (Save the Children, 2021). UNESCO, UNICEF and World Bank (2020) calculated that the loss of one-third of a school year in terms of cognitive skills losses could reduce the future student's earned income by 3% and a country's GDP by 1,5% for the rest of the century. This dramatic scenario could be exacerbated by the impact of the losses in social-emotional development and the pre-existence of disadvantaged conditions relating pupils.

According to this, the present work aims to represent a first in-depth quantitative and qualitative analysis of the SIRD national survey regarding the target of 3.423 Emilia-Romagna teachers of all school grades, who filled the questionnaire between April and June 2020. In particular, the role of several didactic, organizational, and relational variables that influence the percentage of students not reached by DAD and the percentage of "missing" students (i.e., those not completely reached) was explored. Quantitative analyses were conducted for different school grades to describe the difficulties perceived, the collaboration perceived, the teaching strategies perceived and the evaluation for technical, organizational, and didactic issues by teachers. Furthermore, an explorative

analysis was performed to identify the factors affecting the early school leaving. Qualitative analysis were conducted to investigate more deeply the experience of teachers in emergency teaching, and in particular they were asked to indicate the difficulties of students in the use of DAD, the strengths and weaknesses of remote education. To study the open-ended responses, an analysis model including macro-categories and sub-categories (Batini et al., 2020) was created, capable of restoring the complexity of perceptions and experiences of teachers belonging to different school grades.

The quantitative findings highlight the role of both the perception of technological tools' availability by students' families and the perception of having included all students, in predicting the perception of early school leaving. In terms of differences within school grades, the effect of some variables appeared stronger: the difficulties regarding pupils' parents (kindergarten); the difficulties regarding colleagues and school managers (primary school); the perception of technological tools' availability by students' families (secondary school); and the difficulties regarding DAD (high school). At the same time, the qualitative results explore the difficulties in the use of DAD going beyond both the "problems related to technological tools" and the "lack of direct contact". In particular, the difficulties in planning and achievement of objectives due to age inadequacy in the use of the tool (0-6 ECEC), the difficulties related to the quality of communicative exchange, interaction and feedback (primary), the trouble in evaluative processes and in the control and monitoring of students (secondary school).

First reflections will be carried out in the light of probable risk scenarios linked to school dispersion and to the general impoverishment of competencies to which the current target students involved in the emergency distance teaching and learning process are severely exposed.

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257 The Teaching Experience During The Covid Emergency: The Results Of A Field Research

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Keywords: Distance teaching, teaching practices, school teachers, covid-19

Due to the global pandemic, schools in most of the countries were forced to an emergency distance teaching that, for a while, has been the only strategy for keeping the students on learning during the lockdown. Since this is having a relevant and dramatic impact on society, a national survey about the School remote experience has been carried out with the aim of understanding the opposing tensions that are animating the various school stakeholders during this still-lasting emergency.

The research has the descriptive-interpretative intent of fostering the debate on post-emergency schools and, consequently, on the education policies. Since the issue involves multi-players, the study has been conducted from multiple perspectives and has reached different targets such as school principals, students, teachers, and parents. The objective of the analysis is to observe how the Italian efforts of building distance teaching (DT) in the emergency period might be improved, with the aim of catching both the new development trajectories and dangerous social risks accrued in this pandemic experience which is still lasting to these days.

In particular, the paper describes the experience of the teachers, with a specific focus on their professional and emotional experience and on the teaching practices carried out during the covid emergency. With this dual-purpose were investigated the concrete responses activated to ensure teaching continuity, the training needs emerging as a result of the digitization of teaching, the strengths, and criticalities of the experience.

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638 Pandemic And School Management. Challenges For Future Education

Dello Preite, Francesca (University of Florence, Italy)

Keywords: pandemic, school, principals, leadership, challenges

The experience of the Covid-19 pandemic, in detail what it has represented and still represents, is the subject of continuous reflections and it poses new problems that involve both the whole society and the educational institution. After the Prime Minister's Decree (DPCM of 4th March 2020) and the consequent closure of all Italian schools, one of the greatest challenges that today the educational system still faces is certainly an afterthought of the teaching-learning process. E-learning (DAD), the exclusive solution to the educational and didactic emergency, has highlighted even more the difficulty in abandoning traditional teaching practice. From the first days of closure, teachers have measured themselves with the technological tools, adapting to virtual learning environments and transferring in e-learning the usual teaching practices carried out in the classroom. However, in these new contexts, that we could define on one hand innovative and with enormous potential, the limits, risks and shortcomings of technologically assisted teaching have also been highlighted. Therefore, in the light of the difficulties and the experience lived in this period, this research aims to investigate, understand and analyze not only the critical issues that managers have had to face in these months marked by the suspension of teaching activities in presence, but also the "good practices" they have used to better manage the school and guarantee students the right to education enshrined in Italian Constitution.

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472 Title: From Distance Learning To Innovative Educational Practice For Full Inclusion

Dettori, Giuseppe Filippo (Università di Sassari, Italia) · Letteri, Barbara (Università di Sassari, Italia)

Keywords: Innovation, ICT, inclusion, distance learning

This paper describes the results of a survey that involved about 600 curricular and support teachers. The survey, conducted through the administration of a questionnaire, sought first of all to verify what the technological skills of the sample were and how much they facilitated the design of learning units with the use of innovative methodologies. In addition, we tried to understand if and how much technology could improve the didactic actions during ODL (Distance Learning) and the educational practice at the return to school and how much they guaranteed inclusive processes for students with Special Educational Needs. It has also been analyzed how teachers have collaborated with each other to ensure, in particular for students with greater difficulties, personalized and differentiated paths in co-design actions in a constructivist perspective.

From the research emerges the opportunities that technology offers in ODL both for pupils without certification and as educational support for children and young people with SEN, especially in emergency situations such as COVID. At the same time, the research points to the need for more focused training on educational technology for all school personnel to ensure educational processes that are appropriate to the needs of each and every one. Finally, this abstract has tried to understand if and how much the training received in different areas (university, among colleagues, online, through specific courses) has guaranteed the professionalism and digital skills, provided by DigCOMP 2.1, adequate to implement these innovative educational practices, functional to the promotion of effective teaching-learning processes.

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306 Educating During Covid-19: An Overview Of Perceptions, Experiences, Feelings And Strategies In Facing Distance Learning Of The Actors Involved

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Keywords: education, covid-19, pre-school, distance learning, strategies

The health emergency following the Covid-19 pandemic has had an important impact on all the life contexts of the world population, also gripping the school context, where teaching has undergone a profound structural transformation, accompanied by equally important implications on the psychological and pedagogical level (Biondi & Iannitelli, 2020): new rhythms, new spaces, new emotions, new ways of educating. The prolonged closure of schools has increased learning difficulties and favored the likelihood of developing psychopathologies for the various actors involved (Onyema et al., 2020), especially for students of all levels. This abstract aims to review the points of view of those who have experienced firsthand or more indirectly the reorganization of the school system (Izzo & Ciurnelli, 2020): changes, subjective experiences, the feelings and needs of teachers, parents and students, collected in several national and international studies. One of the aims of this paper is to offer an overview of empirical evidence focusing on the ways and strengths with which the pandemic has spilled over into schools, with a particular focus on the 0-6 age group, highlighting which educational and didactic mechanisms have been suddenly undermined, only to be rebuilt in new ways. Alongside the quantitative survey, the intervention will also focus on a qualitative survey. Starting from the assessment of the critical issues that emerged in the transition from face-to-face teaching to distance learning, due to technical, organizational and relational difficulties, the research team of the "Leggere: Forte!" project collected several interviews with educators and teachers of the services and schools participating in the project, which contributed to the production of a manual where 27 techniques to improve reading aloud in educational and school contexts were identified (Batini & Giusti, 2021). Taking into consideration the 55 interviews conducted, an ex-post categorisation of these products was carried out, a process that made it possible to detect a shared feeling: reading-aloud has proved, in addition to an educational practice, a lifesaver for all those educators and for all those students who have had to approach with difficulty and perplexity to a screen-mediated didactics; reading aloud also allowed a better transition and a better acceptance of the distance learning by all the people involved, making possible to create, through the book, a new kind of relationship between educator and pupil.

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372 School Future(S). Imaginining A 'New School Normality' In The Twilight Of The Frontal Lesson.

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Keywords: Futures of Education, Public Sociology, Small and Rural Schools, Latour

The public and policy debates about education, in the last school year, marked by the Covid pandemic, have been traversed by some dichotomic positions, such as the one between the necessity of schools' closure and the defence of the 'face to face' model of schooling. In the meanwhile, a wider 'power play' about the future(s) of education is running through the Global (OECD, 2020; UNESCO, 2020) and National (AGCOM, CENSIS, INDIRE, SIRD) levels.

In this presentation, we will illustrate a research work aiming at highlighting the main school stakeholders' agencies and their visions of education for a possible post-Covid world. In fact, following Nóvoa and Alvim, 'the pandemic revealed that […] change [in schooling] is urgent and possible [and] this awareness […] invites us, today, to take steps, even modest ones, toward a future school' (2020, 6), giving value to teachers, who 'are essential to the present and future of education' (Ibidem, 4). Blending these ideas with the inventory proposed by Latour (2020, 3) during the first global lockdown, we crafted a research dispositif whose aim was to stimulate school professionals' reflections about imagining the post-pandemic practice of schooling: a self-description exercise that asks them to take a performative position toward their own future(s), through the discursive fabrication of 'new protective measures […] against bringing back business as usual'.

By promoting a public sociology of education (Grimaldi et al., 2020), our research dispositif gave rise to the investigation named 'La Scuola che Verrà', targeted to italian teachers and head-teachers amd realized by CNR-IRPSS, INDIRE and ANDIS from May to September 2020. The analysis of the 206 responses, coming from small and rural schools (Mangione and Cannella, 2020) and a broader set of Italian schools, through the coding procedures of the Grounded Theory (Clarke, 2005; Tarozzi, 2008), led us to depict the complex semantic field of a possible 'new school normality' in the post-pandemic scenario.

Being distant from the 'special effects' of the rhetorics of innovation and the dichotomies of the public debate, a sort of 'crepuscular vision' emerges from the texts, in which new shapes and objects, though still blurred, are sustained by a pragmatic approach to the re-thinking of schooling. This vision moves beyond the detected inadequacies of the frontal lesson and the transmissive model, pointing towards 5 areas of change:

small groups of pupils;

a plurality of indoor and outdoor spaces;

active pedagogies;

digital technologies,

an increased number of teachers.

The consensus around this vision is worthy to be further investigated. However, we can say from now that it seems possible and already practised in schools an approach that, aware of the cogency of change, is not resistant nor uncritically promoter of innovations, but prone to open yards of 'metamorphosis'.

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132 Organising Professionalism In Times Of Crisis: The Shifting Boundaries Of Teacher Accountability During The Covid-19 Pandemic

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Keywords: teachers, professionalism, crisis

Over a period of three decades, strategic government interventions in public education have shifted and blurred the boundaries between state, market and civil society modes of governance. In these new heterarchical governance landscapes, schools operate under increasingly hybrid accountability arrangements in which public accountability can both complement and compete with new market and social systems and their associated institutional logics, values and mechanisms. During the first wave of the COVID-19

pandemic in 2020, however, national governments implemented a wide range of emergency measures which had implications for the established mixes and layers of accountabilities in schools. This article examines the principal policy changes in Denmark, England and Italy. Drawing on state theories of crisis and governance and the concept of 'hybrid accountability', semi-structured interviews with national and local policymakers and school practitioners were analysed thematically. While cultural nuances exist between the cases, our findings reveal that state interventions reinforce public accountability and governance by control and command. Concomitantly, state non-interventions and the mix of bureaucratic and consumerist logics have implications for the nature of social accountability. Future research might investigate the extent to which the pandemic influences the direction of educational reforms in a post-COVID era.

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789   Extracurricular School Activities During The First Covid-19 Lockdown In Italy

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Keywords: school, workshops, Covid-19, evaluation, inclusivity

This paper has been developed within the framework of a European Social Fund project, which involved a network of three primary-middle schools in Sicily. The extracurricular activities engaged over a thousand students and the workshops were partially carried out during the first Covid-19 lockdown in Italy (March-May 2020). The qualitative-quantitative evaluation focused on the improvement of students' basic and transversal skills and on the development of an inclusive school environment. The research data were collected by surveying the students, workshop leaders and teachers-tutors about their point of view on the effectiveness of the intervention. The objective of the study is the comparison of the above mentioned activities which took place before and during the pandemic emergency and eventually identify any discrepancies.

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255   Covid-19 And Inclusive Process: Head Teachers And School Leadership At The Crossroad

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Keywords: school inclusion, disability, Head Teachers, distance teaching, survey

The Decree of March 4, 2020 imposed the closure of Italian schools of all degrees and the transfer to distance learning methodologies. This new scenario forced head teachers (HTs) to reorganize their schools and coordinate all operations in order to guarantee the right to education of all students including those with disabilities (Agasisti, 2020; Fotheringham et al., 2020; Harris, 2020).

Recent research (CENSIS, 2020; INDIRE, 2020; ISTAT, 2020) have revealed that Distance Teaching (DT), implemented in the school year 2019/2020, caused phenomena of exclusion, dispersion by penalizing the learning path of the students, especially those vulnerable and with disability.

In order to explore the actions with which the HTs have organized the first phase of pandemic lockdown, this contribution presents the results emerged from the research Tutti presenti oggi? (Is there anyone at school today?). It was carried out through a survey organized following the theoretical framework for monitoring the inclusive processes based on three dimensions: structure, processes, and results (EFA; UNESCO, 2002).

The outcomes of the research revealed, in the three area, critical aspects which might be analyzed and on which to intervene, as well as quality factors which should be shared among the stakeholders and implemented for rethinking the inclusive process in the after-pandemic school.

Strongly related to the inclusive aspects, the results showed that the HTs have been attentive to the economic needs of the families of students with special educational needs, involving a plurality of figures and maintaining relations with local authorities and families. Alongside these undoubtedly positive aspects, some school processes need to be revised: designing and organizing DT activities for students with disabilities, reviewing and monitoring IEP goals in relation to remote instructional activities, and involving all the actors of the inclusive process including students with disabilities. The crisis generated by the recent pandemic has undoubtedly confronted the HTs with the need to reconfigure, at least partially, the structural, procedural, and evaluative dimensions of their schools. In this extraordinary situation, they exercised their leadership by orchestrating responses, even timely, to face the urgent difficulties generated by the sudden transition from one-on-one to distance school. In these emergency dynamics, however, it seems that less attention have been given to the inclusive process of students with disabilities.

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470   The Impact Of The Covid-19 Pandemic On The Participants In The Educational Process In The Republic Of Moldova

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Keywords: Educational Inequality, Personal Expenditure on Education, Public Expenditure on Education, Republic of Moldova, Right to Education

The Republic of Moldova, with a GDP per capita of US $ 4503.5 (according to the World Bank) in 2019, remains the poorest country in Europe. Faced with critical challenges such as corruption and mass migration, the country's resilience to crisis situations has been severely weakened by the COVID-19 pandemic. As a result, social and economic inequalities have become much more pronounced. Of these, inequalities in education are among the most sensitive because they target children and young people.

This paper aims to evaluate:

the impact of the covid-19 pandemic on the right to education in the Republic of Moldova;

the cost of accessibility to educational services during the pandemic;

the correlation between personal expenditures of the participants in the educational process and National Public Budget's expenditures for education during the pandemic;

the level of redistribution between personal expenditures of the participants in the educational process and the National Public Budget's expenditures for education during the covid-19 pandemic.

Method

From a theoretical and scientific point of view, the study was carried out in the context of an integrated and systematic approach of modern economic and social concepts.

The paper is largely based on the results of sociological research (survey) designed to measure the impact of the covid-19 pandemic on the right to education in the Republic of Moldova. The survey conducted by the author is quantitative and targets two categories of respondents addressed in two separate questionnaires - parents whose children study in educational institutions; teachers employed in educational institutions.

The complexity of the studied social, economic and financial phenomena required the use of statistical methods, namely the method of simple regression. Comparative analysis was also used.

Outcomes (expected)

The results of sociological research will be used to design funding mechanisms to support equity in the educational process in the Republic of Moldova.

Acknowledgments. This paper is developed within the project "Human Rights in the Republic of Moldova: financial dimension and consolidation through the efficient public expenditures management" (code 20.80009.0807.35), funded through the National Agency for Research and Development of the Republic of Moldova.

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453 A Picture, A Lighthouse, A Kite: Metaphors Of Emergency Teaching

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Keywords: smart learning, narrative thought, remote teaching, Primary schools

This study presents the metaphors that emerged from a group of 22 teachers interviewed about their switch to remote instruction during the COVID-19 pandemic. The main theoretical framework adopted to study the emergency teaching situation (Hodges et al., 2020) was that of smart learning, defined as "context-aware ubiquitous learning" (Hwang, 2014) and as centered on content, rather than on devices (Gwak, 2010). Primary school teachers from Italy were interviewed about online and smart learning. Following the idea that proficiency can not exist without the ability to reflect on and about actions (Nuzzaci, 2011), participants were asked to describe their experiences by choosing images or ideas that would represent them. The use of metaphors allowed to better understand their feelings related to the condition of emergency teaching. Data from the interviews was classified in four emerging themes used by participants:

a. distance – picturing themselves as TV characters only available to students through a screen, or as pictures hanging from a wall, teachers felt the weight of barriers over their relationships with classes;

b. responsibility and co-responsibility – reflection became an opportunity to question responsibility, as teachers felt like a lighthouse for their pupils, trying to help in overcoming their difficulties; other sea-related metaphors, like that of a lone sailor and

of a huge storm, or a deep abyss, tell the story of a very difficult situation in which references were lost; on a more positive note, some teachers saw this situation as a possibility for the blooming of new competences and new co-responsibility links with families – a kite built with pupils but led by a teacher;

c. wasteland – this group of metaphors mostly involved Special Education teachers, who felt disconnected from pupils "like a rock at the bottom of a river", or screaming in a nightmare depicted as a variant of Munch's Scream; the difficulty or impossibility to have meaningful relationships with children with special needs had an effect on the teachers' morale and sense of fear;

d. travelling between two worlds – seeing the remote teaching experience as a journey, teachers felt like abandoning a well-known habitat to explore distant and unexplored worlds, mostly based on a "analogic vs digital" discourse; many participants felt that this change was non-reversible, as the future scenarios will always have to come to terms with what happened during the pandemic period.

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Stream G. Reinventing Technology of/in Education

G.1. The Times They Are A-Changin': What Is Meant by Reinventing Education in the Digital Era?

692 Hybrids: Beyond The In Presence And Distance Learn-Ing Categories For A New School In Italy

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Keywords: Rethinking school and education, innovation and education, organiza-tional-teaching model and Covid-19, school curriculum.

In the contemporary debate on education modernization strategies, innovation is one of the privileged ways to reform and improve the education systems of each country. Since 2020, in which the Covid-19 pandemic began, the debate on innovation and teaching has accelerated, bringing about transformations to the organizational-teaching model of the Italian school. The opportunities offered by ICT, new digital technologies and digital languages, are affecting the educational proposal and learning, In particular, in the context of the debate of dichotomy of teaching in presence or distance, to the advantage of the hybrid (blended), for the purpose of a high learning result, satisfied students and high school status completion rates. In the light of international literature and some experiences, this work intends to reflect on the consequences of the relationship between digital technologies, teaching and learning in Italian schools. Specifically, in the context of the evolution of the relationship between innovation and teaching, the paper contributes to the debate of ideas on school diverging from practice that aim to break "cultural coherence and fixity". In the model proposed in this paper, the challenge of the sustainability of the school system in the next years will be closely linked to the construction of organic proposals, which the authors define as a "cantons": class, classroom, time, and school curriculum.

202 Teachers As Drivers Of Ict-Enabled Bottom-Up Education Reform: Lessons Learned From Covid-19 School Closures And The Role Of Innovative Continuous Professional Development

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Keywords: Autonomy, Agency, Innovation

The autonomy granted to schools and teachers in the Italian education system is a great enabler of change: especially in terms of teaching methodologies and strategies, teachers are free to use virtually whatever approach they please in the classroom. Schools have autonomy over their timetable structure, use of school space, and even curricula. One of the principles behind this autonomy is that schools in high-performing education systems should be able to change their educational practices to better meet the needs of the communities they serve and, as a consequence, enhance student performance. This autonomy theoretically should also enable teachers to make the most of opportunities offered by methodological and technological innovation. Lastly, autonomy should also enable schools to react rapidly in response to emergencies, such as the school closures made necessary by COVID-19 in 2020 and 2021.

Though teacher-driven and whole-school approaches to innovation have been applied successfully in the Italian system, several factors show that the system as a whole is failing both at making long-term changes necessary to teach students the skills they need to thrive in the future, and at making the rapid, short-term changes needed to face emergencies such as COVID-19.

According to the DESI index, Only 22% of Italians possess advanced digital skills (compared to the EU average of 33%). This can be seen two ways: firstly, it means that the Italian education system has not been able to make the adjustments necessary to equip citizens with the skills they will need to thrive in the future; secondly, this means that it is unlikely that teachers possess the digital skills they need to make the most of ICT-enabled innovation in the classroom, nor to adequately help their students develop digital skills of their own.

The Riconnessioni project, developed and delivered by Fondazione per la Scuola della Compagnia di San Paolo in Turin, has spent the last 3 years running a city-wide initiative around ICT-enabled bottom-up education reform which has engaged more than 1500 teachers in intensive CPD courses and connected more than 350 school buildings to fiber-optic broadband. Riconnessioni represents a model for building capacity around teacher agency and digital pedagogy which aims to help schools make the most of their autonomy: in the long turn, to enable bottom-up education reform, and in the short-term, to foster readiness and resilience in the system. The project's results in Turin show how cutting-edge teacher training and infrastructure can enable schools to take giant leaps into the future.

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565   Toward Innovative And Creative Use Of Participatory Platforms. Research Experiences Promoted By Fondazione Reggio Children

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Keywords: creativity, co-creation, participatory platform, digital aesthetics, innovation

The importance of taking clear steps in designing online learning, rethinking the roles of teachers and students in digital interactive experiences and the limitations and possibilities of online learning, have been debated in the scientific context (Verawardina et. al., 2020), given the sudden changes imposed by the COVID19 pandemic. This contribution aims at describing recent experimentations developed by the research project Scintillae, jointly promoted by the Fondazione Reggio Children-Centro Loris Malaguzzi and The LEGO Foundation, and discusses possible ways to design online workshops based on co-construction and children and adult's engagement in hybridized practices. The experiences that will be described were intended to create and offer contexts where the creative power of play and digital tools generate ideas, connections and new knowledge. In particular, the digital dimension was intended as a new interpretative context of the Hundred languages theory (Malaguzzi,1987). Learning contexts were designed by referring to an idea of technology diffused and integrated, involving children in the active investigation and "movement" between digital, analogue tools and expressive languages, exploring new digital alphabets. The idea that learning contexts are diversified spaces open knowledge to complexity and contemporaneity. During the online workshops designed and proposed by the research team, the active role of the young students in the co-creation of learning processes through technologies was emphasized. In fact, the use of participatory and collaborative platforms was aimed at sustaining children and young students' interconnected creative strategies as the element that defines learning processes. Participatory platforms became, sometimes by "streching" them, a larger space where collective progettazione could take place.

When using digital technologies in educational contexts, children often interact with them, but do not create with them (Resnick, 2017). In order to foster the authenticity of the experience in media environments, the research group considered, in particular, elements such as wonder, unpredictability, creative invention and the use of imaginative and aesthetic faculties. This inter-relational and interactive paradigm intends to promote a critical and diverse use of digital tools. The central value given to interrelation and empathy in cognitive processes places once again the theme of the human body and digital embodiment at the centre of the pedagogical debate. On these issues this research remains open.

More broadly, the contribution aims to share a framework sustaining the dimensions of curiosity, experimentation and interpretation in media environments that constitute the founding elements of the construction of meaning inside an ecological and holistic thinking.

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385   The Contribution Of Student Different Ict Expertise To Their Mathematics Results In 8Th-Grade

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Keywords: Computer literacy, digital competence, mathematics achievement, ICILS

In recent decades, Information and Communication Technology (ICT) has radically transformed our daily lives, work, and social relationships. The recent COVID-19 pandemic has made the value of ICT-related skills even more salient, from school to work and even to services, including health-related services. Hence, trying to understand how today's young people are prepared for this new challenge is crucial. The IEA's (International Association for the Evaluation of Educational Achievement) ICILS (International Computer and Information Literacy Study) survey aims to collect data to provide the education systems with a better understanding of the phenomenon and thus develop programs in line with the changes taking place. The survey focuses on how students develop digital and information skills, i.e. the ability to collect, manage, evaluate and share digital information, as well as their understanding of issues related to the safe and responsible use of electronic information across different countries.

In the last decades, the Italian National Institute for Educational Evaluation (INVALSI) has implemented national standardized tests in various disciplines and grades. For this study, the mathematics test at the end of the 8th grade was used.

Method. The aim of this study is to examine the relationship between ICILS results at the beginning, and the national test results in mathematics at the end of the school year. 2,455 eighth-grade students participating in both ICILS and the national assessment in the school year 2018-2019 were considered.

Latent profile analysis (LPA) with one distal outcome, using MPLUS software, was used to create homogeneous groups of the level of expertise in using ICT: Students answered the CIL (Computer and Information Literacy) cognitive test and the international questionnaire that included questions about their experience and use of computers and ICT to complete a range of different tasks in school and out of school, and their use of ICT for different purposes. Three latent categorical variables were identified: students with 1) low, 2) medium, and 3) high expertise in using ICT.

The three categorical variables were then used as independent variables to predict the mathematics results. The student socio-economic and cultural index (SES) and the student gender were used as covariates.

Results. After taking into account the students' SES and gender, the results evidenced that students with a higher level of expertise at the beginning of the school year 2018-2019 (October 2018) had better results in mathematics at the end of the school year (April 2019). Based on the analyses performed, some possible implications for the Italian school system are discussed, such as the importance of integrating the development of ICT skills in the school curriculum.

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288   Digital Transformation Of University Education In Finland – Ten Years Of Denial Or Learning From The Pandemic?

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Keywords: Disrupting class, digitalization of education, resistance to change, public good, Finland.

In 2008 Clayton Christensen published the book Disrupting Class. The author of this article has been experimenting with this theory for now over ten years, in particular with the aim to create online courses and online programs and hence to disrupt class. Experimentation leads into focusing on the network position of the individual digital actor and on the fundamental character of what a digital service is. Gradually experimentation increases in size, collaboration in larger experimental networks starts and experimentation gains popularity on a practical implementation level achieving impressive practical results, However, institutional structures do not seem to change or adapt. Experimentation has only led into discovering the depth of resistance to change. Then the pandemic arrives on the scene. Will the pandemic be a big enough catalyst for change?

G.2. Educating Digitally Competent Teachers: Theory, Models, and Practices

214   How Do Teachers' Digital Competence And Attitude Towards Technology Affect Technology Use In Education?

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Keywords: Digital competence, Attitude towards technology, Digital tool use, Teachers, Vocational school

Teachers' digital Competence (DC) is one of the necessary prerequisites and factors contributing to an effective integration of technology in teaching and learning, as well as teachers' attitude towards technology (ATT) and digital infrastructure access (Christensen & Knezek, 2001). While previous studies have already established evidence that teachers' DC and ATT directly influence the use of digital tools in education practice, little attention has been paid to the interaction between these factors. The interplay of DC and ATT might determine teachers' use of technology and, although DC and ATT have a direct effect on digital tool use for teaching, their mutual interaction should be also considered. Thus, we hypothesized that teachers' DC directly affects technology use in teaching, and this effect is moderated by ATT.

Methods

Data were collected through an online survey completed voluntarily by teachers of Swiss vocational schools. The analytical sample include 2164 teachers (46.6% male, 45.7% female). Based on the Digital Competence Framework for Educators (DigCompEdu, see Redecker & Punie, 2017) we used a 22-items self-report scale to assess teachers' DC. The DC total score was compound with the sum of 22 items (0 – 88) (M = 45.56, SD = 15.33); teachers reported their level of agreement (on a scale from 1 to 6) with four statements about ATT and higher level of agreement correspond to more positive attitude (α = .809, M = 4.41, SD = 1.00); technology use for teaching and learning was assessed asking teachers to indicate on a 5-point Likert scale from Never to Very often the frequency of use of 21 different digital tools (M = 2.54, SD = 0.63). To evaluate the impact of DC, ATT and their interaction on technology use, a moderated regression was conducted using PROCESS macro for SPSS.

Results

The model explains the 41% of variance in technology use (R^2 = .413, F (3, 2160) = 505.828, p <.001). Both DC (b = .032, se = .003, p<.001) and ATT (b =.088, se =.030, p=.001) significantly affect technology use by teachers. The interaction is significant (p =.021) and the simple slope analysis reveals that for lower level of DC, teachers with more positive attitude use technology more frequently than teachers with less positive attitude. When DC is low, the positive ATT moderates the relationship between DC e and technology use. The results confirm our hypothesis: teachers' digital competence interacts with attitude in determining the digital tool use in class.

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440   Reinventing Teacher Education Through Intercultural Etwinning Projects - An Example From Practice

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Keywords: Teacher training, digital competence, intercultural collaboration, eTwinning

The growing need of digitally competent teachers for young learners worldwide is undeniable. Teacher educators are challenged to change their teaching practices, re-evaluate their teaching and learning skills, change programs and syllabi according to contemporary needs and act as skilful mentors in preparing future teachers for quality teaching practices. The Teacher Training Initiative which promoted the use of eTwinning in teacher training education brought about new possibilities and challenges both for teacher trainees and their mentors. It offered practices that develop students' digital competences both as a grounding point for lifelong learning and a means of promoting intercultural knowledge and understanding in different teaching areas, from foreign languages, pedagogy, and literature to added European values in teaching young learners. Moreover, the promotion of collaborative teaching and learning as a central requirement for the development of quality projects enhances both individual responsibility and positive interdependence between colleagues bringing methodological innovation and creativity as well as fostering interdisciplinary pedagogical environments.

This presentation focuses on an eTwinning project Stories in the language classroom organized and implemented with teacher trainees from the Faculty of Education in University di Castilla-La Mancha (Albacete, Spain), the Course of Primary Education, University of Salerno (Italy) and the Faculty of Teacher Education, University of Zagreb (Croatia). The project is described and analysed with respect to the UNESCO ICT Competency Framework for Teachers (ICT-CFT) and other relevant documents. The evaluation of the project is carried out by taking into consideration both students' and mentors' perspectives. Our findings will offer fertile ground for further reflections on the challenges of developing collaborative and intercultural learning environments.

https://en.unesco.org/themes/ict-education/competency-framework-teachers

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299   The Finnish Educational Community At The Time Of Covid-19, Perceptions And Experiences

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Keywords: COVID-19, teacher training, digital skills, distance learning, Finnish school system.

The lockdown due to the spread of Covid-19 has interrupted the traditional way of teaching by moving interactions into the digital world. In the last year the socio-educational crisis has been added to the health one: in many countries schools were not yet prepared to face digital learning, students had to learn new ways of being in classroom in front of the screen of a digital device, while teachers had to adapt to new teaching models that confronted them with the many difficulties and opportunities offered by the web and ICT.

In such a scenario, digital skills represent a crucial node for both students and teachers as the more they feel trained, the more they incorporate them into daily teaching practices. International data report that 20% of teachers say they need to be educated more in this area and that in 2018 only half of them allowed students to use ICT frequently during classroom work. However, the situation is not the same in all countries. In some cases the percentage reaches 80% while in Israel, Romania and Finland in the last five years there has been a doubling in the educational use of ICT. If on the one hand 74% of teachers in the latter country report having been professionally updated on ICT in the previous year (OECD, 2019), on the other hand how did the current situation impact them?

In light of this, this contribution aims to analyze the studies that have examined the reaction of the Finnish school system to the pandemic and the readiness to use technology as a teaching aid. Specifically, a research still in progress carried out starting from the spring of 2020 by the universities of Helsinki and Tampere on the perceptions and experiences related to distance teaching in emergency will be discussed, focusing attention on the various protagonists involved, teachers in the first place, and putting in relation to what has been collected with data from the international context (Schleicher, 2020). The spread of the pandemic has led to different ways of reacting and the shift from face-to-face teaching to distance teaching has also happened quickly in Finland. After

the directives of the finnish Ministry of Education emerged that schools, school leaders, teachers, students and their families have experienced this change in different ways. The management of educational institutions, the well-being of the staff, the evaluation of students, the adequacy of digital infrastructures, the equity in access to teaching in an emergency, the support provided, the resilience of the actors involved in these particular circumstances as well as the digital skills owned will be some of the issues taken into consideration (Ahtiainen et ali., 2021).

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217   How To Improve Visual-Spatial Skills Through A Digital Enhancement Program

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Keywords: Preschool age, Visual-spatial skills, Cognitive enhancement, Software model, Teacher training

Starting from kindergarten, the child is called to experience a variety of elements drawn from his learning environment, so as to facilitate his transition to primary school (MIUR, 1991; MIUR, 2012; MIUR, 2018). The international literature (Kaldenberg, Watt & Therrien, 2015; NAEYC 2009) argues that, at the base of literacy or mathematical skills, it is necessary to refine specific precursors for subsequent learning, such as visual and auditory discrimination, phonological awareness, manual eye coordination, visual-verbal association and phonological memory. In researching empirical evidence of the link between visual-spatial intelligence and the preschool period, a body of knowledge emerges regarding the criteria and the conditions for promoting cognitive enhancement paths through the use of interactive games.

This paper aims to present the design approach of the VIEP-app software model (Calvani & Zanaboni, 2018), a user-friendly application for computers, tablets and smartphones, intended for preschool children to increase their visual-spatial skills to be used both in presence and at a distance. The authors intend to demonstrate how an ad hoc software application, if placed in systematically structured activities, offers to children the opportunity to understand spatial relationships, by refining their ability to discriminate shapes and colors, to manipulate objects or to identify positions in the space (Vegliante & Miranda, 2020).

From a methodological point of view, this app is part of a wider program consisting of playful-interactive sessions of exercises differentiated by levels of difficulty. After an initial training phase, the teacher guides and supervises the child in interacting with digital devices through a touch screen by dragging, assembling, rotating or manipulating the figures and receiving vocal feedbacks able to maintain high motivation. The created software model allows interfacing with multiple communication channels simultaneously so as to enrich traditional learning experiences. In conclusions, there are some summary considerations on the possible progress of the research and with the aim of demonstrating in which situations and in what ways this kind of enhancement program can contribute to the elaboration of visual-spatial representations in preschool age.

159   Digital Citizenship And Professional Digital Competence In A Postdigital Age: Teacher Educators' Views And Potentialities

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Keywords: teacher education, digital citizenship, professional digital competence, postdigital, democratic assignment

Educating future citizens is part of teachers' work for which student teachers need skills and knowledge. Digitalization in society places new demands on teacher education institutions (TEIs) and teacher educators (TEs) because it is changing citizenship and the democratic landscape. Young people's civic engagement is becoming increasingly more digital while challenges to democracy are augmented, for instance post-truth disinformation campaigns, digital surveillance, and 'echo chambers'.

This paper reports from a postdigital perspective on the early results of a case study of TEs' conceptualizations of digital citizenship at seven TEIs spread geographically across Sweden. Based on semi-structured interviews with 16 TEs who teach a module on democracy and education mandatory for all student teachers (General Education Studies, first semester), this study examines TEs' views of digital citizenship and the professional digital competence (PDC) required for TEs to teach for digital citizenship. The results show that TEs generally agreed that the digitalization of society impacts how school is to foster democratic citizens and that this requires specific dimensions of TE and teacher PDC. Digital citizenship tended to be narrowly conceptualized as pertaining to source criticism while other aspects such as skills and knowledge for democratic participation, critical engagement, and online security were expressed less often. Although many TEs agreed that it is important to address digitalization in relation to the democratic assignment, they were uncertain in regard to if, how, and when TEIs prepare student teachers accordingly. When asked about digitalization as part of student teachers' mandatory module on democracy and education, this was addressed coincidentally, if at all. TEs also viewed lack of time as a problem, citing subject matter, time allotted, and no clear demands on teacher PDC specifically relating to citizenship or the democratic assignment among the National Teacher Program Goals. Thus, although TEs generally believe they have an important role in preparing student teachers for the democratic assignment in in a digitalized school, it is unclear what dimensions of TE and teacher PDC this requires, and different emphases may impact TEI equivalence and subsequently pupils' citizenship formation. Therefore, TEIs need to ensure that TEs have the PDC needed to include questions of digital citizenship in their teaching. The study also suggests that TEs need to be involved in continuous professional development (CPD) in PDC and digital citizenship in relation to questions concerning for instance course content, teaching, and program structure.

These results echo another case study by Lindfors, Pettersson & Olofsson (2021) presented in this paper, which focuses on how TEs view conditions to ensure that student teachers graduate with the PDC needed to work in a digitalized school. This study shows that TEs need CPD in PDC for the dual didactic task of teaching to teach, including the ability to help student teachers position the teaching profession in relation to digitalization in postdigital society. In this regard, TEI leadership and policy support are important, which mirrors the importance of TE CPD in PDC and review of course content and program structure identified by the first study.

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251 Not A "Single Story": How A German-Israeli Coil Project Fosters Educator-Specific Digital, Intercultural, And Language Competencies

Prickett, David James (University of Potsdam / Center for Languages and Key Competences (Zessko), Germany) · Abel, Karen (Beit Berl College, Israel)

Keywords: COIL, prospective teachers, intercultural competence, digital competence, English skills

"Power is the ability not just to tell the story of another person, but to make it the definitive story of that person." This is an insight that Nigerian writer Chimamanda Ngozi Adichie shared at a TED conference in 2017. She pointed out the danger of reducing people, cultures, and countries to a "single story," which limits or even manipulates people's perception of reality. Adichie's very personal talk was the starting point for an intercultural digital teaching project initiated by Abel and Prickett. The pilot phase of the project took place during the memorable 2020 summer semester. Its digital nature did not interfere with the project. On the contrary: the online course provided a model form of authentic learning. The students, who are studying to become English teachers,

communicated across cultural and organizational barriers by means of Collaborative Online International Learning (COIL). In addition to pedagogical skills such as understanding and (not) judging the "other," the students were also able to train their flexibility, social adaptation, and responsibility. In the group projects, the students honed their oral language accuracy skills, as more than 80 percent of them stated in a survey. Not only did the students improve their digital competencies, they also reflected on the importance of these competencies and of COIL for their future careers as teachers. This presentation will trace the development of the project: how the instructors met and how they determined the course design in terms of digital tools and course learning goals. Student feedback on the project and recommendations for course development will also be presented.

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409   Training Digital Competence Of Future Teachers: The Etwinning Teacher Training Institutes Project

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Keywords: New technologies, digital competence, teacher training, eTwinning

The pervasiveness of digital media in contemporary society – especially following the recent epidemiological emergency from COVID-19 – has led to redefining the boundaries between real and virtual and to rethinking teaching-learning processes through the mediation of new media and technological languages (Rivoltella, 2020). Digital tools are perpetually poised between virtue and vertigo (Quèau, 1993), at the mercy as much as those who demonize them – due to the various dangers of the network, from cyberbullying (fleming, denigration, impersonation, outing, exclusion) to cyberstalking, which ask the Screen generation (Rivoltella, 2006) to develop a critical and responsible thinking – as much as those who consider them an effective resource to promote learning and to rethink learning environments with a view to greater flexibility, diversification, organization, sharing and management of resources, collaboration and social networking (Bonaiuti et al. 2017).

In this scenario, media education is necessary which, in line with European frameworks such as DigComp and DigCompEdu, allows to support the digital competence of teachers and students. The role of the teacher is redefined as a learning planner (Limone, 2012) within an integrated multimedia environment for teaching: if properly trained, he becomes a point of reference for promoting students' digital skills and making them aware of the risks and of the potential of new digital media, through a responsible, critical and reflective use of the same.

Based on these premises, an innovative experience of training the digital competences of future teachers will be presented within the eTwinning Teacher Training Institutes project (Pateraki, 2018), conducted at the Mediterranean University of Reggio Calabria. The training project - in progress - represents a valid professional development tool (Perla, 2019) useful for stimulating not only the multicultural dimension, the culture of inclusion and internationalization processes, but also to share the adoption of good practices, the concept of digital citizenship of the school through remote collaboration conveyed by the use of technologies (ecd.generazioniconnesse.it).

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501 "Through The Screen": Reflections On Online Training Experience About Didactic And Assessment Use Of Board Games

Silva, Liliana (University of Messina, Italy)

The pandemic period faced us with the challenge of supporting teachers' professionalism through online tools, in order to expand their professional, pedagogical/didactic, and technological knowledge (Mishra & Koehler, 2008). The importance of using games in terms of learning is now consolidated (e.g. Bateson, 1956; Huizinga, 1938) and subject to an ongoing research work, which is highlighting its current role in teaching (Ligabue, 2020). It is therefore interesting to expand this theoretical framework through a more in-depth analysis of the use of board-games in online modality. Therefore, research questions are: a) how much are teachers available and aware of the impact on their teaching and professionalism by a course on the use of board games used in online modality? b) how can we consider a possible improvement of their assessment and self-assessment practices? "Il gioco fa scuola" is a training opportunity for the development of teaching and assessment through the use of board-games in digital format. The 20-hours asynchronous course consisted of 12 modules. At the beginning and at the end of the course the beliefs about the use of the board game as a didactic tool were revealed with a questionnaire. At the end of each module, some closed-ended items made it possible to detect the acquisition of the contents of the module. At the end of the course, the realization of a project work and the so-called "Palette of skills" has been proposed, a tool for self-assessment and self-regulation of own teaching, in order to assess and provide feedback to students regarding skills acquired during the course. The contribution will present the results of a survey carried out on project works, on the skill self-assessment tool and on questionnaires completed by 70 teachers of different school-levels, as well as the presentation of the project and its evaluation system. From the mixed-methods analysis results - made using the NVivo and R software - first results are: a) the teachers expressed a general appreciation for ashyncronous online modality; b) a substantial awareness of the improvement of own professionalism emerges; c) the use of board-games is perceived as an useful tool not only for improving students' learning, but also to assess the skills acquired; d) the proposed self-assessment process was found to be tiring, but important for the process of improving own professionalism; e) the receipt of feedback at the end of the course for the improvement of practices was particularly appreciated. Eventually, we will present a reflection about a new concept of "table game" and about using feedback methods activated during the process put in place by teachers with board-game.

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462 Digital Competence Self-Assessment In Future Primary Education Teachers

Tammaro, Rosanna (University of Salerno, Italy) · Ferrantino, Concetta (University of Salerno, Italy) · Iannotta, Iolanda Sara (University of Salerno, Italy)

The development of teachers' digital competence represents one of the main purposes of the Italian National Plan for Digital Education (L. 107/2015). According to this model, teachers must be able to support students in a digital education process. This is also recommended by the Council of the European Union which in May 2018 updated the Key Competences for Lifelong Learning, defining the digital competence. Before the existing sanitary emergency, that had been impacting many qualities of life and the education processes, was already known the significance of a suitable level of digital pedagogical competence of teachers (Bocconi et al., 2018); the rapid digitalization in the education practices, to contain the spread of Covid19 Pandemic, has intensified the debate over the digital competence promotion: digital competence is essential for the students' active citizenship (Carretero et al., 2017) and, related to instruction, for effective teaching for meaningful, differential and personalized learning (Koehler & Mishra, 2009; Bonaiuti et al., 2017). The present sanitary emergency clears up the requisite for all teachers to have suitable competence in the use of digital technologies, as ICT has become essential resources as reported by the Guidelines for Integrated Digital Teaching (DDI) (Trinchero, 2020). Some important results have been achieved, but the possibilities for professional improvement in teachers' digital skills are well-defined. For example, research refers that teachers have significant difficulties in the design phase, identifying substantial, circumscribable, and verifiable objectives in relation to the development of digital competence (Ceccacci, 2020). For educators, is important to understand that you are not digitally competent if you do not have a realistic idea of the mechanisms behind running software or a network connection, if you do not know how to critically read and select textual information, if you cannot construct hierarchies and tables or if you do not understand the distinction between real and virtual (Calvani & Menichetti, 2015). In fact, as known, digital competence is not identified exclusively with the techniques and/or technological practices (cutting, pasting, uploading videos, etc.) of the so-called digital natives (Prensky, 2001).

The training of teachers in didactic innovation, especially the ability to convert the use of technology into a pedagogical and didactic sense, is considered a priority objective. This research wants to investigate the digital competence in future teachers for Primary Education. Quantitative study research project is still in progress: it involves about 220 Primary Teacher Education students attending the Educational Technologies Laboratory which will be asked to fill in the DigCompEdu Check-In self-assessment questionnaire. Statistical data analysis will present a general indication for further educational activities oriented to the development of digital competence in future primary education teachers.

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136 "Emergency Remote Teaching" In Italy And Norway: Empirical Research Findings And Implications For Teacher Training

Zanazzi, Silvia (Università degli Studi di Salerno, Italy) · Tømte, Catherine Edelhard (University of Agder, Norway)

Keywords: Covid-19 pandemic, distance learning, "emergency remote teaching", teachers' digital competence, teacher training.

As schools closed due to the Covid-19 pandemic, online learning opportunities became crucial for the education of millions of students worldwide.

In most countries, the transition from face-to-face teaching to distance learning took place in an emergency situation. Consequently, the sudden change was not preceded by organizational, technical, nor didactic reflections. Schools, teachers, pupils and their families found themselves facing an entirely new situation.

What has happened, and is still happening, in the face of the Covid-19 crisis has certainly led to inconveniences in a sector as essential to society as that of school education. However, the experience, if analyzed with the lens of educational research, can provide interesting insights on which to reflect and work at the policy level.

It is interesting to observe how school teachers have managed to deal with the emergency by using their digital competence. We assume, based on the current literature, that an educator's digital competence go far beyond technical skills, to seek a balance between different components. We also assume that the opportunities digital technologies offer go well beyond temporary solutions during the Covid crisis. «Digital technology allows us to find entirely new answers to what people learn, how people learn, where people learn and when they learn» (OECD, 2020). Having said that, it is important to say that these opportunities, to be truly such,

require teachers to have specific preparation to integrate face-to-face teaching and distance teaching, that is acquired with training and experience.

Our article aims to analyze the results of the empirical research produced in Italy and Norway on "emergency remote teaching" during the pandemic. We will consider quantitative and qualitative studies exploring experiences, perceptions and opinions of schools, teachers and students, in addition to policy papers issued by international, national and local institutions. Starting from the analysis and comparison of data gathered in and about the two countries, considerations will be drawn on the digital competence of teachers and on the areas that most need interventions at the level of teacher training and education policies.

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G.3. Reinventing Inclusive Education Through Technologies: International Good Practices and Experiences

125 The Absent Body: Reflection On The Rematerialized School

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Keywords: Disembodiment, Community of Practice, Learning Processes, Rematerialized School

The COVID-19 emergency constituted a brutal discontinuity that led to the evaporation of the pedagogical universe of the class that until few months ago, seemed inextricably connected to the co-presence of bodies and the materiality of the classroom.

We refer to a rich corpus of 80 in-depth interviews collected among primary and infant school teachers located in different areas of Sardinia (rural and urban) and different neighboroughs of Naples.

We focus on the transformations relating to the emotional, bodily, social and didactic dimensions of class life, in the transition from face-to-face teaching to that mediated by technology.

The experience of pandemic has showed school actors that digital is not just a repertoire of tools, since it creates a "world" permeated by the immateriality of new information technologies that reconfigure the set of relationships that make up the school world and the relationship between the actors who inhabit it.

This experience was the place and time for a collective and individual learning process, which profoundly and permanently changed the relationship of teachers with education technologies. This collective learning leads to reconfiguring practices and we define as a "situated professional identity", that is, an identity that is defined within the local (material and social) conditions of opportunity.

The re-materialization processes carried out through electronic devices and platforms for teaching, have constituted material-social ensembles that have required a mobilization of the resources available to each in terms of social capital and digital capital in its two forms. Thus, forms of learning took place in which the group of teachers certainly functioned as a real community of practice.

Professional and inter-subjective relationships have in fact been continuously solicited, through exchanges, advice, communicative and narrative practices that have woven a dense web of discourses (production of meaning) and decision-making, which have had an impact on practices. All this cultural work has made it possible to reconnect the dilemmas around: "What to do?", "What should be done?" and "what can be done?". With the practical aspect of how things are done, creating not only shared definitions of the situation but also shared innovative practices. Thus the teachers drew from their professional and personal cultures and nurtured them, precisely functioning as communities of practice.

For children, face-to-face school is the place of "sociality" where bodies, through, affects, emotions, "infections" matter and prevent learning from being reduced to a pure and simple assimilation technique. But school is not for everyone, it is the place for happy socializing. In these cases, the "absence of presence" has opened up new spaces of freedom in which the absence of the class as a social device that constitutes individual school identities, has freed children from the collective gaze and its violence.

Furthermore, the collaboration of the family - previously held at the level of the implicit - has become an essential element for teachers and their work. Where the family has supported the children, distance learning has been successful and where the family has not been able, the school has also failed.

208 Why Do You Need To See Me? A Chronicle Of Learning In The Zoomroom

Molinari, Julia (University of Nottingham, UK, United Kingdom)

Keywords: education, ethics, inclusion, engagement, university

This talk reflects on a year's experience of teaching academic writing and communication skills to international students at the University of Nottingham's School of Education. It focuses on 3 key notions: remote versus online education; engagement; and ethics. An example of an ethical consideration in online teaching in the ZoomRoom is the extent to which we are all - teachers and students – comfortable or not with switching on our cameras. I was last teaching in a physical classroom on the morning of Monday, March 23, 2020. That afternoon, a message from our Head of School announced that by the Wednesday, all buildings would be closed until further notice and that we should gather our belongings, request any equipment we might need to work at home, and then vacate the premises. Thus began my baptism of fire into understanding the difference between Emergency Remote Teaching and Online Learning (Hodges, Moore, Lockee, Trust, & Bond, 2020). My online education journey led to the completion of two free online courses with the Open University, UK: The Online Educator and Building confidence in using online learning forums (Griffin & Roy, 2019). Unlike the many last-minute training events, workshops, and SIGs (Special Interest Groups) that were gradually becoming available on how to deploy apps and break-out rooms to encourage the highly contested notion of student 'engagement' (Trowler, 2015), the Open University courses focused on something entirely different: the ethics of learner care, respect, motivation, and inclusion. The focus was on accessibility rather than engagement; on identity rather than attendance; and on ethics rather than proctoring (e.g., https://news.elearninginside.com/proctoring-online-exams-or-tests-is-essential/). I would like to reflect on what this difference in focus might mean for how, what, and who we value in education, and in higher education, specifically.

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349 Leadership And Change Management In The Face Of Digitization Challenges

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Keywords: Leadership, Education management, Digitalization, School organization

Faced with the new challenges of the COVID-19 pandemic, digital technologies have become a safe solution against the virus. If they increased their role in the field of active methodologies for a few years, today they have become indispensable elements in the field of educational experience. The flexibility of educational technologies has made it possible to promote good practices by improving accessibility to education for children and young people. In fact, if for many years the learning techniques and the form of transmission of what has been learned have not changed substantially, today we are faced with a different situation where the ease of access and the speed in the transfer of information end up generating great changes in the educational context.

For this, schools must be prepared to carry out a process of integration of Information and Communication Technologies (ICT), counting on the most relevant dimensions and aspects when starting an ICT implementation project in the educational center. An important element is that teachers have training that allows them to be skilled in the use of technologies. In addition, it has been reflected on how essential it is to acquire the so-called digital skills in the educational field; and, of course, the suitability of leadership to promote the inclusion of learning methodologies that integrate ICT. Specifically, the directors of the educational centers, who are in charge of the management and governance of the institutions, must be prepared to transform the reality of their centers and incorporate ICTs. The existing leadership in educational centers is one of the fundamental factors for the ICT integration process, aware that the organizational culture of an educational center influences the process of introduction and use of ICT.

This communication analyzes the relevance of the role of the management team and its leadership in the development of this process, taking into account the "e-competent" managers who are characterized mainly by their strong pedagogical, transformational

and distributed leadership, in addition to their motivation to develop measures and strategies to promote the integration of ICT. In order to promote competent managers, the characteristics of a committed leadership in the implementation of digital tools will be analyzed, in terms of change management and quality vision. Above all, the focus will be on those aspects of management that are strictly related to ICT.

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120 Whatsapp Parents Groups At School: Possibilities Of Digital Emotional Discussions In Order To Face Conflicts

Moyano Dávila, Camila (Pontificia Universidad Católica de Chile. Centro Justicia Educacional. Facultad de Educación) · Oyarzún, Juan De Dios (Pontificia Universidad Católica de Valparaiso. Escuela de Pedagogía. Facultad de Educación y Filosofía)

Keywords: Communication Digital technologies, Parenting, Inclusion

Traditionally, studies about the use of communicational technologies in education (chats, Facebook pages, etc) have paid attention to the negative outcomes that the use of these technologies could cause. Therefore, in general, the conclusions of these kinds of studies ends with a list of recommendations on how to avoid conflicts at the moment of its use. In this presentation, we question this approach, showing how emotional discussions between parents of two Chilean schools (public and private) could become an opportunity for sincering positions and working based on the different understandings and feelings about what is different. Data show that these discussions tend to relate to the controversy about the different ways of parenting and educating, in the case of teachers' labour. Avoiding conflicts, as literature recommended, especially those related to the "different" ways of being a parent or a teacher, without facing them, has shown in Chile, not be a positive track in order to overcome inequalities and educational justice at schools. We conclude that revealing and work with the school community the differences and the emotional reactions related to the different understanding of the "good way" of being and behave, is first, a realistic way in which school could intervene, because literature recommendation of "controlling" parents conversations is a difficult task, and second is desirable because Whatsapp Parents groups are a digital extension of the school.

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297 Diversifying Inclusion And Growth: Inspiring Technologies For Accessible Learning (Digital) In Times Of Covid-19

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Keywords: Digital Technologies, Conviviality, Inclusion, Global South, Disability

The COVID-19 pandemic impact on education has been far reaching, both globally and locally. From widening an already existing digital divide, to rewriting home-school routines and modifying teachers, families and children's personal and pedagogic relations, the pandemic has engendered a rewriting of educational teaching and learning practices. At the same time, the pandemic represents an opportunity to rethink education and to identify mechanisms to support and enhance accessibility so to further the reach of inclusive policies and practices.

Traditionally, inclusive technologies for disabled children are intended as instruments that enter an individual's bodily deficit so as to allow participation to the main curriculum (Hayhoe, 2014). In this sense, inclusive digital technologies are intended as assistive, adaptive and corrective towards a normal modality of teaching and learning, tailored on an individual's body or 'life case'.

However, the pandemic has accelerated a process of 'mainstreaming' digital technologies, making them the norm rather than requirements for a minority of pupils that need to be included in regular education (Williamson et alii, 2020.).

Through engaging with Foucault's definition of technologies (1978/1998), intended 'as methods for governing human beings' (Behrent, 2013, 55), and Illich's (1974) 'tools for conviviality', the paper explores alternative ways of deploying technologies that eschews the hegemonic narrative that describes the 'digital era' as the natural consequence, and becoming, of education (and social) and the deficit, assistive nature of technologies for disabled chidren. By drawing upon community, parents, children, and teachers' expertise and experience, Digital Network Ethnography is used as an analytical digitally situated and material set of ethnographic methods (Ball and Junemann 2012; Landri, 2013), to investigate new local inclusive modalities of doing teaching and learning, new subjectivities, and aggregations questioning the Global North epistemic tradition in shaping current understandings of inclusion and possible post-pandemic futures.

The study presents preliminary findings from the DIGITAL in the time of Coronavirus project, focusing in particular on 'disadvantaged' and disabled children in the Global North and Global South. It aims to contribute to rethink current understanding of inclusion by visualising the intersection of global policies with local solutions through illustrating effective inclusive responses that enact accessibility through both digital and non-digital technological solutions, respecting contextual resources, local expertise and diversity of bodies.

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G.4. Digital Education Design. Evaluation Approaches, Tools and Techniques

266 Video-Lesson: Audiovisual Tools And Methods For A Valid Teaching

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Keywords: Video-Lessons, On-line, Learning, Audiovisual, Format

The recent pandemic phenomenon has involved the educational system, generating a sudden transition from face-to-face teaching to on-line learning. In order to fully understand what the use of video-lessons entails and draw a valid teaching also for the teaching of the future, in this contribution some aspects related to learning processes based on the knowledge of human cognitive architecture were initially explored. In particular, the processing limits of the working memory information were considered. Subsequently, having analyzed the tools available to the Video-Lessons and the methods of use and articulation of each language, an effective programming "format" was proposed for the construction of a valid model for future teaching.

755 Teaching Through Motion Design And Transmedia Storytelling. An Integrated Approach To A Critical Evaluation

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Keywords: Motion Design, transmedia storytelling, digital education, online teaching, evaluation

The contribution delves into the research topic inaugurated at the beginning of the new century by Jan Kubasiewicz (2005), who defined motion design as a discipline worth to be explored in academic context. The use of animation in education is not new and academia has recognized its potential over the last twenty years (Kumar and Jamil 2016; Lowe and Schnotz, 2008; Xiao, 2013). The first experiments of pedagogical animations date back to the 1920s, and used the fluidity and dynamism of the medium to explain, clarify and visualize complex topics (e.g. Fleischer Brother's Einstein's Theory of Relativity, 1923; Vdevolod Pudovkin's The Mechanics of the Human Brain,1926). Today there are many examples of animations used for teaching purposes and an increasing number of motion design artefacts produced as communication tools (Maselli and Panadisi, 2019).

In the last year, the covid 19 pandemic has contributed substantially to defining new teaching methods, to accelerating the learning and development of digital tools (Bates 2019, De Rossi and Petrucco, 2014, 2018; Shearer et al. 2020, Whittle et al. 2020 , Themelis and Sime 2020), and has intensified the use of videos as dynamic and captivating media closer to the younger students (Heller, 2008; Stone & Wahlin, 2018). We have witnessed a transition from direct to indirect learning methods and, quite often, a deferred experience through the use of recorded video-lectures and tutorials, taking up didactic approaches already tested by telematic universities and online courses (Arkorful and Abaidoo, 2014; Beetham and Sharpe, 2019). Students are therefore forced into a passive role, with very little space for interaction, collaboration and relationship (even emotional).

How can the pedagogical use of motion design be improved in this context? The long-term goal that we intend to achieve is to provide a new method for delivering distance learning through transmedia storytelling (Jenkins, 2006), trying to implement interactivity and participation. The margins for improvement are numerous, some totally unexplored, others already experimented in different fields, especially entertainment. Among the several directions of experimentation, the proposed contribution discusses the possibility of producing edutainment artefacts filled with interactive activities that ask young children to solve prestructured tasks and to experience multiple predesigned scenarios. This kind of interactivity in animated videos is gaining ground in recent years and generally associates a playful component in which the viewer participates in the character's choices (eg. Carmen Sandiego: To Steal

or Not to Stea, 2020). Using transmedia storytelling for developing reflective learning (Dewey, 2019) can prove to be an interesting trial as it emphasizes the dynamism of the medium in building new learning experiences without removing the focus from the storytelling.

A critical approach to the most effective tools to validate the proposed method, process and product (Castoldi, 2012; Palumbo, 2001; Stame, 2016) is one of the evaluation objectives of the paper. The integrated use of the developed evaluation tools, ultimately, has to test students' learning status (Cortoni and Lo Presti, 2015; Demetrio, 2012) and the communication effectiveness of the used method and products (McDrury, Alterio, 2003).

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666 The Danish Trial Of A 'Technology Comprehension' Subject As Experiment

Gahoonia, Simy Kaur (IT University of Copenhagen, Denmark)

Keywords: experimentation, experiment, development, teachers, subject matter

This study concerns itself with some of the curricular and subject matter transformations that the field of education is experiencing related to digitalization processes, and in particular how these transformations are configured. I introduce the Danish case of a national trial (of four years 2018-2021) with a proposed novel school subject and subject matter called Technology Comprehension (teknologiforståelse), which aims to have children learn analytical, critical and creative-constructive capabilities with regards to digital technology. As such, it is the most current proposal for good digital education in Denmark. The trial was initiated by the Danish government, and faces the public, professional, and political spheres as an experimentation program, (known in Danish as Forsøg med teknologiforståelse i Folkeskolens obligatoriske undervisning). This study critically engages exactly that framing of experiment. It does so to examine some of the logics of experimentation, that follow in the practices of developing, trialing and evaluating the subject and subject matter of Technology Comprehension as a proposed addition to compulsory schooling, and how such logic is mobilized, by a variety of human and non-human actors, towards different ends and sometimes unexpected or disjunctive relations between these actors. The ecology of this experiment of testing different models for how comprehension of technology, as a learning for young school children, can be integrated into compulsory schooling, comprises many heterogenous elements, discursive, material, social, associated with experimentation of various kinds. I point out and narrate some of these based on ethnographic and qualitative data of observations in a public school, policy documents and reports, learning materials, and news items, collected for ongoing empirical research. A logic of experimentation, when evoked in situated contexts of fx. the classroom activities, in learning materials, at education professional conferences, or policy settings, is of interest, because it affords certain outcomes, labors, practices and conceptualizations (and control of these control of these) of the important issue of education in digital technology and all its elements and spheres. I will illustrate this by sharing and discussing examples of experiment and experimentation being brought into matter and as a kind of discursive marker in the trial with Technology Comprehension.

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878 Migrant Liter@Cy: An European Project On Digital Citizenship And New Media Literacy For The Empowerment Of Migrants

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Keywords: migrant, media education, digital literacy, learning process, digital citizenship education

The "Migrant Liter@cies - Innovative practices in the teaching of literacy with the use of ICT and digital literacy to migrant adults project" took place from September 2017 to September 2020, and united nine institutions from eight different European countries [Italy (coordinator), Belgium, Estonia, Germany, Netherlands, Poland, Slovakia and Spain), which face the same diversity and complexity of migration representative for Europe.

In the year 2015 more than one million people (asylum seekers and refugees) arrived in Europe – with Germany, Italy and Belgium under the main receiving countries. (Rapporto sulla protezione internazionale in Italia 2016, Caritas and UNHCR). The diversity in Europe will continue to increase in the future and there is a real need to combat all forms of intolerance and social exclusion affecting both European citizens and migrants, in particular those newly arrived. Language learning is an inevitable step towards integration, as well as the acquisition of digital skills for the integration in our high digitalized societies. In general, ICTs constitute an important resource for employability and integration of immigrants: "As regards newly arrived migrants, it is suggested that digital literacy courses should be part of integration courses" and "go hand-in-hand with language learning courses, including e-learning tools, as knowledge of the host country language is a key driver for social, economic and digital integration." (EU Job Science Policy Report 93966, page 6)

The project was centred on the research and development of innovative practices in the use of ICT to promote digital inclusion and empowerment in the effective teaching of Literacy to migrant adults, by testing and implementing innovative practices in the field, using participatory approaches and through the development of guidelines that are usable and useful on a European scale.

An innovative part of the project, also, is the partnership that builds a link between Media Education Institutions and formal and non-formal Adult Education Institutions working with refugees, newly arrived migrants, asylum seekers, young adult migrants and migrant women. The project focuses on the integrated use of technology to support Migrants' integration and on improving the flow and availability of digital resources to support teachers and learners, as well as on the critical and creative use of media, meaning the integration of digital literacy as a whole (Use, Understand, Create); and on the development of a new and innovative model to train educators working in the field of adult education: a MOOC, available in the webpage of the project and beyond the project end in English.

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832 Creating Meaningful Learning Paths With The Use Of Technology

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Keywords: digital educational practices, deeper learning, digital literacy, personalization, 4shift protocol

This proof-of-concept study investigates on the use of technology in the process of personalized learning. The objective is to investigate the potential of technology in the process of personalization to improve inclusion and overcoming gaps.

According to the literature on the subject most learning technologies lack impact and educators often do the same thing they have done in the analog classroom, only with more digital devices. "… adding 21st-century technologies to 20th-century teaching practices will just dilute the effectiveness of teaching." (OECD, 2015). Educators need better resources in order to create technology-based learning environments in which students and teachers use digital tools to do things they couldn't do in analog learning spaces. Several conceptual models were developed to support the integration of technology in the classroom, but often, like for example the TPACK framework, they suffer from the lack of an implementation protocol (Mouza & Karchmer-Klein, 2013; Chai et al., 2016). To fill this gap McLeod and Graber (2018) developed a technology enriched lesson unit protocol, the 4Shifts Protocol. The protocol

captures the potential of the different models and a focus on 4 main areas: deeper thinking and learning, authentic work, student agency and personalization and technology infusion.

Method

Through a mixed method approach (Trinchero & Robasto, 2019), the research investigates perceptions of teachers about potential of technologies for the customization of learning pathways. For this activity an Italian high-technology middle school (Apple Distinguished School qualification for the digital training of its teachers) with a large heritage of technological resources was chosen. The teachers were involved in a research-training activity focused on teaching practices and the design of personalized activities. During the webinars, though several online surveys data was collected to investigating on the use of technology in the teaching practices in class. The analysis of this data builds the background for the research activity based on teacher training and the process of rethinking and redesigning the pedagogical approaches.

Outcomes (expected)

For the process of co-design with the experimental-school teachers, an Italian version of the 4Shifts protocol was applied to start a process of critical interrogation about the use of technologies in the learning activities. Objective was to design feasible learning scenarios that support deep learning activities to be able to maximize personalization paths thanks to the facilitating context of technological support.

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570 The Whatsapp Cares You

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Keywords: Medical Humanities, Social Media education, Adults education, Pandemic

The pandemic situation originated by Sars-Cov-2 caused the cancellation of many training and refresher courses for health workers. Indeed, in the first six months of 2020 the courses were stopped and struck off. In fact, all the human resources and money resources were destined for the care of patients and the many cases of Sars-Cov-2.

The thirteenth edition of our training course had to start in March 2020 and end in October 2020 and it was planned on 5 meetings of 4 hours each, once a month, except in July and August. The course proposed the reflection on care action of the health worker through the medical humanities approach, for example using a film to stimulate the reflection about how to communicate with patients. For instance, in the past edition we had explored some different arguments such as pain, resilience, mindfulness about health and stress in the daily work and the skills to communicate bad news.

Since we were going on the thirteenth edition, a Whatsapp group had been made since the last two editions for all participants. The digital group was functional to announce the meeting dates or to communicate some logistic aspects of the course such as the opening registration, arrangements on the food for the coffee break.

"I'm sorry..I can't say anything...we are becoming 60 CoVID beds, we are in arms...I can't know anymore" When this WhatsApp message arrived in chat all participants changed their feelings and they began to care. After that, we witnessed this first intimate storytelling and many other tales were coming out.

Intimacy and confidence were the ambient of the chat, every participant tried to help each other as much as possible. In fact, some collaborative relationships were born in the chat and some real help was realized. For example, a district doctor became a hospital-based doctor such as his chat colleagues. The WhatsApp group was able to become a real logistic and feeling support such as the letteratura says (Grajales III, Sheps, Ho, Novak-Lauscher, & Eysenbach, 2014) a "peer-to-peer support, and fundraising for support groups, organizations, and individuals." (Farmer, Bruckner Holt, Cook, & Hearing, 2009)

Accordingly, we decided to continue the 13 course of Medical Humanities using WhatsApp. In fact, on the same date planned for the course we sent on chat the arguments and the method to reflect on work. For example, across the 5 meetings dates 5/5-9/6-22/9-13/10/2020 the participants could explore these themes: to present yourself and to imagine to meet something of strange one and describe it in a little tale; to send the soundtrack which helped you to resist on work or out of the job; to write a letter to yourself in 15 years; to reread all the facts and all the objects in a blog made by the teachers. We found a way to be next to these health workers and to be able to listen to them closely, but also we learned a lot about the human condition from the participants.

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586 Students' Computer-Based Assessment: Teachers' Experience

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Keywords: student assessment, computer-based assessment, teachers' experience, teachers' difficulties

In recent years, there has been an increasing amount of research on the effects of the use of technology at school and on the conditions necessary for its effective use in education (Legrottaglie & Ligorio, 2014). In this context, there is also an interest in investigating the relationship between learning assessment and technology (Tonelli, Grion & Serbati, 2018).

Following the advent of the emergency situation caused by the spread of SARS-CoV-2 and the closure of schools, the process of adopting digital technology in education has imposed itself forcefully in the educational scenario, involving the entire world of schooling.

This situation, however, if on the one hand it has allowed technology to be recognised as an indispensable resource for the continuation of school activities, on the other hand it has suddenly highlighted the need for an adequate provision of technological resources and connectivity on the part of families and teachers, as well as the basic computer skills of users (Palmerio & Caponera, 2020).

In light of these considerations and the central role that assessment plays in learning and teaching processes, there is a clear need to collect information on how technology has been and is being used in assessment practices by teachers. Conducting exploratory research in this sense offers interesting insights in order to guide the introduction of computer-based assessment tests in daily teaching situations.

Method

This paper presents data collected from a research on 319 primary, lower and upper secondary school teachers in the Liguria region carried out as part of an ongoing doctoral research project. Teachers of Italian, Mathematics and English were administered an online questionnaire through the Limesurvey platform in the period between December 2020 and January 2021. The questionnaire is focused on some aspects related to the assessment practices used by teachers to evaluate students' learning during distance teaching.

Results (expected)

The paper will present as main results the difficulties encountered by teachers in implementing computer-based assessment in distance and integrated learning. In addition, the differences in the assessment practices adopted by teachers depending on the subject taught and the school level will be explored.

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G.5. Learning AI and AI for Learning

350 Machine Learning Based System For Preventing School Dropout

Angiani, Giulio (Università di Parma, Italy· · IIS "Blaise Pascal" - Reggio Emilia) · Ferrari, Alberto (Università di Parma, Italy) · Tomaiuolo, Michele (Università di Parma, Italy) · Mordonini, Monica (Università di Parma, Italy)

Keywords: school-dropout, performance-prediction, teaching-aid, logbooks

In the last few years the amount of electronic data in high schools has grown tremendously, also as a consequence of the introduction of many digital supports as electronic logbooks, web-based structured tests, e-learning platforms. Usually, all the data of these platforms are used only for local evaluations and are rarely integrated with external systems.

Our research project, named ELDM (Electronic Logbook Data Mining),focuses exactly on this issue.

We have collected several data of electronic logbooks to extract information about the real day-by-day learning process of a number of students. These data have been retrieved from different kind of Italian secondary schools between 2015 and 2019. The dataset is made up of about 13000 instances, representing students from various Italian territories.

Our research has focused on all objectives and measurable data present in logbooks, i.e. marks, absences, final-periods-evaluation. Many features have been transformed and created in relation to the specific evaluation method of the Italian school.

To have a similar approach for different study courses, we have grouped all students' data in 6 groups to highlight the main subjects studied in high-school (i.e Italian language, Math, English, History, subjects strictly related to the student course and a last group which contains data of no-categorized subjects).

We have developed a machine-learning-based system which will be published on the web and will be freely usable by all school stakeholders.

So far, (i) the system allows every school to share easily data with the ELDM project, and (ii) it allows to check the various learning levels of the students. On the basis of data collected from involved schools, we have applied data mining techniques to analyze all the students' behaviors and results.

Our findings show that: (i) it is possible to anticipate the outcome prediction in the first school months; (ii) it is also feasible to highlight the best didactical techniques to increase performacences of the best students and to prevent school dropout and (iii) it shows that we can predict the yearly final outcome with an accuracy of about 80% already in the first three months of the courses.

only for local evaluations and are rarely integrated with external systems

148 Beyond The Click. The (Potential) Contribution Of Plug-Ins In The Educational Design Of Online Courses

D'Ambrosio, Stefano (Università degli Studi di Bologna, Italy) · Ferrari, Luca (Università degli Studi di Bologna, Italy)

Keywords: learning analytics, plug-in, moodle, teaching-learning

Abstract: The contribution focuses on some of the main technical and educational potential of the "plug- ins" that can be installed on the Moodle LMS platform. The paper will describe some of the most frequently downloaded and used learning analytics tools on the Moodle platform. One of the plug-ins presented goes "beyond the click", it is a tool designed to offer more complex processing (going beyond descriptive analysis). Its distinctive open-source nature, combined with machine learning, makes it a particularly

interesting tool, opening the way to the possibility of making predictions about a student's success, paving the way for exciting future scenarios.

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697 Reinventing Education. For An Epistemology Of Error

Dominici, Piero (World Academy of Art and Science and University of Perugia, Italy)

Keywords: Reinventing Education, Epistemology of Error, Tyranny of Concreteness

What kind of preparation or training can we propose for these children and for our students, what kind of skills or knowledge will they need,and how fast will these become as obsolete as the jobs we hold today?Young people should be encouraged to discover and follow their desires,their passions,and their imagination.Both studies in the humanities and in the sciences (kept separate by the falsest of society's false dichotomies,1995) can tell us that we must imagine,create, inspire and be inspired; that we must observe, formulate, verify or disprove through experimentation -and/or trial and error- a series of hypotheses which will form the basis of the kind of knowledge which will always be open to modification and even reversals.Regrettably,our educational systems have internalized a pseudo-scientific,zero-sum dogma that everything we learn, do, or learn to do must be useful in some way, must be measured, evaluated and certified as something that will produce concrete results or provide economic returns,must be predictable, controllable.A dogma which I have called "the tyranny of concreteness" (2005).Instead,schools should have the function of awakening and stimulating these passions, of guiding students on pathways capable of merging reason and imagination, of linking thought, action and emotion,factors which are all but neglected in our current school and university curricula.The focus on facts and figures,on calculations and results,should be complemented by the teaching of a culture of error, an epistemology of error (1996), where the three aspects of education I mentioned earlier, error, doubt and unpredictability, should be encouraged and encompassed into the educational format, in the framework of a systemic view of ecosystems and of life itself.How can this be accomplished? To begin with, by ceasing to label,discredit and stigmatize error,from elementary school onwards. Students learn at a very early age to avoid making mistakes and to fear taking any kind of risk or venture that might result in disapproval or low grades,whereas the primary objective should be learning by error,learning through error, rather than being taught that there is only one way to solve a problem, to tell a story, to form an opinion. Questioning "why" rather than "how". What we are instead training and teaching the new generations to become is nothing more than efficient executors.Executors of functions and rules, incapable of reflection, incapable even of contemplating the nature of these functions and rules, incapable of asking themselves "why".Both students and teachers have been trapped by these limited perceptions, an inadequacy that leaves them incapable of seeing the connections, the links, the intersecting trajectories and loops characterizing the complexity we inhabit,whereas another primary function of education should be precisely that of teaching how to see and make connections. Ironically, considering that talk about complexity and systems thinking is all the rage today,it is amazing how much unawareness still persists about the strategic significance of thought and thought systems,how blind we are to the ubiquity of complexity in every field and praxis,how little we understand the importance of error and of the crucial opportunity in being free to make errors.

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652 Smart Education Through Artificial Intelligence

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Keywords: Artificial Intelligence, Machine Learning, Learner Profile, Customisation

SMART EDUCATION THROUGH ARTIFICIAL INTELLIGENCE (ABSTRACT)

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Keywords: Artificial Intelligence, Machine Learning, Learner Profile, Customisation

Abstract: The application of artificially intelligent techniques to assist the effectiveness of e-learning within a higher education context has been verified and accepted by both the education and computer science domains. The technologies developed through Artificial Intelligence (AI) whereby electronic systems are able to learn and generate a unique learner profile have made it possible to personalise and improve online learning environments. The digital version of a learner's distinctive academic portfolio encapsulates specific information regarding that same learner including academic achievements, strengths and weaknesses, together with personal interests, needs and inclinations, as well as, dislikes, limitations and vulnerabilities. Such personal attributes are partially explicitly declared by an online student on enrolling to a virtual learning environment (VLE), and in part generated by the learner while interacting with the same environment. The data that the learner's activity generates together with all the characteristic information that can contribute to the exclusive academic learner profile is collected by the VLE, processed, and re-employed to customise the next online learning experience. Learning analytics refers to the opportunistic use of such data in an effort to optimise the learning process through the elevated learning environment. A higher frequency of interactions with the smart environment the superior and accurate is the learner profile as it continuously refines itself through an expedient cycle of data collection, information processing and profile re/generation. In this work we present a number of matters that contribute to the above scenario while providing a detailed narration of how AI can contribute to the education domain on a number of counts to contribute to a smart education concept. We converge our attention towards the customisation of a VLE whereby we provide a walk-through of the smart learning environment we have created and employed with our undergraduate students. This same smart VLE has evolved over time as novel machine learning techniques have been integrated including deep learning neural networks and explainable AI. We also present numerous recommendations and best practices through the favourable results achieved and the positive feedback provided by learners and educators. All this provides enormous encouragement to delve further into this interesting and exciting area of research as we seek to continue to improve e-learning effectiveness and enhance the online learning experience. The future of smart education depends entirely on further progress within the AI domain as new and efficient intelligent techniques provide additional value and potentially characterise the future of online education and e-learning.

443   Learning Artificial Intelligence And Machine Learning Fundamentals With Learningml

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Keywords: artificial intelligence, machine learning, computational thinking, K-12

One of the main objectives of education is to provide children with tools to know how to interpret and function effectively in society. Taking into account the leading role that information and communication technologies have acquired in all aspects of society, the teaching of the principles of Computer Science becomes essential. In recent times, Artificial Intelligence (AI) and Machine Learning (ML) have erupted with force and we all, more or less consciously, use applications based on AI. Therefore, the need arises to teach the fundamentals of AI and ML. As AI is a part of Computer Science, the most effective way to teach it is through practical activities, where the student learns by doing. LearningML is a tool that has been designed and built for this purpose. It is an educational tool aimed to teach and learn the fundamentals of ML in school. It has been designed with the "low floor, high ceiling and wide walls" principles as a guideline. That is, the tool should be very easy to start with (low floor) but also provide opportunities to create increasingly complex projects over time (high ceiling). Also, it should offer the possibility to support different types of projects in order to engage a wide range of interests and learning styles (wide walls). LearningML Platform is a web application accessible from any standard web browser. Although it can be tested without registration, an account has to be created if data and model storage is wanted. It allows to generate models for text and image, recognition. All four tasks of supervised ML; training, learning, evaluating and exporting, are allowed by this tool. In addition, the ML models created can be exported to a Scratch fork to program applications and video games that incorporate AI. LearningML instructional and face validity has been proven in children between the ages of 10

and 16. Finally, LearningML is also an open-source project where anyone who is interested in studying its code and contributing by adding new functionalities, can do so.

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151 Thinking Philosophically About Algorithmic Culture And The Concept Of Education

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Keywords: Artificial Intelligence, Algorithmic Culture, Education, Prediction, Democracy

For very many children and young people, COVID19 has transformed school from a physical to a virtual space. However, in practice, little has changed; they are still recipients of 'teaching', albeit through the prism of a screen rather than 'in person'. There is near unanimity this is far from ideal, hence the clamour to 'get young people back to school'. What's implied is the intrinsic value of presence. But when what happens is no different, whether on or off-line, is such a claim reasonable? Put it this way, if we are to value the presence of a teacher, rather than, say, a recording of someone teaching, this value is derived from the capacity and commitment to respond to learners. In turn, this ascribes value to what learners say and do. Logically then, if the latter is absent, we may as well use artificial technologies in teaching.

With this logic in mind, we might consider the value of AI in education; does it, can it, value the learner, or does it degrade relationships, push the learner further away? Arguably, AI is constituted by existing knowledge; it can only work with what data it has. It knows nothing, nor can it ever know, anything about the future, beyond, the presumption it makes that the future will look like the past. This, in essence, is what AI is, a predictive system that looks for patterns in past behaviour and draws the conclusion that those patterns will replicate themselves, thereby making the future knowable, predictable. Note also, AI draws many of these conclusions not from knowledge but proxy variables.

So yes, AI might help us with questions of 'how?' and 'for whom?', but AI cannot answer the question of what education 'is for'; and it certainly can't help up with that fundamental, yet most grievously ignored question: 'what is education?' We need philosophers for that.

Might interest in AI in education represent then a failure to conceive of anything outside a techno-economic paradigm, an ideology driven by policy-makers with a vested interest in the neoliberal state for whom AI represents a 'solution', to everything, from war, to the climate crisis, and seemingly intractable educational problems?

The abandonment of exams in the UK, at least for now, has put the algorithm back in its cage; and liberated historical research that shows exams (and algorithms) are far from objective, are fraught with bias, and offer not greater inclusion and equity but less.

Step forward not the philosophers but philosophy, and the very idea that education is a kind of conversation. And for this to mean anything, especially in democratic terms, the outcomes of these conversations cannot, nor should not, be predicted. AI then offers us nothing; it is the very antithesis of the creative thinking implied by 'Reinventing' education. AI shifts agency to external systems, it works against autonomy and choice; it offers us only the means to squeeze the last vestiges of democracy out of education. But perhaps that is the plan.

G.6. The Digital Literacy we need in classrooms: Teachers' online cooperation as a source of professional culture

725   Didactics Of The Voice. An Experience In Primary School

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Keywords: Reading aloud, recording, listening, interpreting

In the context of primary school one can learn to read aloud, giving a new meaning to reading, to the word itself. Whether it is linked to fiction or poetry, the word can be considered a new field in which to experiment, explore and learn; a proper place to appropriate the mother tongue in a different way, closer to children, to their actions and understanding.

When children read, what remains of the act of reading? How much of what they have gone through remains as experience and how much as vocabulary? Is it still possible to educate a taste for reading nowadays?

If in primary school one of the main goals is to be able to read (and write) a language the moments in which such knowledge is used to reach a dimension beyond grammar or mere comprehension of a text remain marginal and unnoticed. In pupils schoolbooks there are a considerable amount of texts - excerpts - taken from fiction books or poetry, the length of which varies according to the age group for which they are intended. They generally do not exceed two pages. That kind of length do not allow readers to appreciate, at its maximum, a possible plot or the writing style of an author; nor to make them curious enough to search for the book from which the extract comes. It is up to the teacher to create links between the act of reading and the object of reading. Therefore the space a teacher devotes to this practice is of fundamental importance.

My experience as a teacher led me to provide many personal books to the pupils, for 5 consecutive years, thus creating a class library freely available to them at any time. Creating, in that particular environement, a bridge between children and books, for those who could not afford them, trying to facilitate the transition from required reading to desired reading.

Since the first year, the pupils have had dedicated time to read to their classmates from their favourite books. Picture books, silent books, comics, rhymes and nursery rhymes, fiction books: all kind of books that could be read to others. At the same time, as a teacher, I regularly read them books in unabridged versions. Audio books were also used to make children understand the difference among many possible ways of reading: reading itself is an act of interpreting other people's words and punctuation can be considered as a guide in expressing aspects of characters or descriptions that would have otherwise lost their true colour.

Finally, from reading to recording an audiobook was a natural step: after years of listening pupils wanted to try their hand at giving a voice to written words, both fiction and poetry. Therefore, after creating a platform that could host their voices (at http://vimeo.com/maestraoana), a good part of the fifth year of school was dedicated to reading, editing audio/video tracks for an entire book and many poems: a virtual library available to everyone, free of charge.

425   A Training Project For Teachers Through The Creation Of Practices' Community. The Case Study Of A School In Rome

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Keywords: Teachers training, community of practice, lifelong learning, digital archive

We would like to bring to your attention an ongoing experimental project for in-service teachers' training, carried out by the I.C. Simonetta Salacone, in Rome.

The project is based on the strong belief that a permanent teacher's training is of paramount importance for the schooling system, since it is directly connected to the quality of education. Our Institute has therefore developed a training proposal entitled "Good Practices. A Community of practices for teacher's training", aimed at enhancing the existing collegial moments in the school calendar, by fostering moments of exchange with the goal to bring out, make explicit and enhance the knowledge of teachers, through the exchange of practices and theoretical reflection.

At normative level, the training of school personnel became mandatory with Law 107/2015, which recognizes the opportunity it offers for the effective development and professional growth, towards a qualitative educational system.

The issue, however, is addressed from a formal training perspective, which does not sufficiently value the enormous experiential wealth of teachers. Teachers' knowledge, in fact, is configured as a continuous active and creative process, which is built on daily experience. If such knowledge does not go through a process of reflection and sharing, it risks to remain unsurfaced at a level of awareness, in one's own way of working or to remain in the personal toolbox of individual experience.

This challenge can be overcome by developing training contexts in the school integrating contributions from official research, cooperative knowledge-building activities, informal storytelling contexts and moments of re-elaboration of experiences.

The project began when some teachers of the Institute, decided to organize several moments of presentation and sharing of the school teachers' work using a workshop setting. The process had to be interrupted due to the COVID-19 emergency in the period March-June 2020, due to schools' closure. It was therefore necessary to readjust: we worked on the creation of a digital archive of teaching experiences and significant projects, carried out during the period of online distance learning, which all teachers could contribute to build, to which everyone could draw to find useful ideas and through which it was possible to get in touch with colleagues for possible collaborations.

In the second year the proposal was reshaped according to the organizational and educational challenges of the context such as the digital integrative learning and online distance learning systems, the introduction of Civic Education in the curriculum and the reform of the Evaluation system.

Teachers are pursuing a process of educational planning and training. They have established working groups within the Departments (the collegial bodies foreseen by the Annual Plan of Activities) with the function of supporting the educational planning. The calendar is structured around four main moments:

1. didactic planning

2. training

3. experimentation

4. feedback

Internal and external resources, were used and identified by the working groups themselves, according to the training needs emerged. Teachers' strong interest and commitment to the process resulted in an extension of the training cycle and in the creation of autonomous research groups.

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844 What The Hell Do I Do With The Moon?

Inesi, Caterina (Liceo Artistico Ripetta, Italy)

Keywords: Digital humanities for teaching, Teacher's self-organisation, teacher's self-training, collaborative writing, virtual classroom

A diachronic learning path of reading and interpretation, between literature, art and science

In March 2020 I tried to overcome the difficulties related to distance learning and the lack of comunication with colleagues, thinking of developing a cue provided in the fall by the first meetings of a laboratory of the Accademia dei Lincei, which intended to deepen a comparison between the different representations of the fantastic. I therefore chose to develop the theme of the "moon"

with a class of mine from the 4th art school, both for the obvious connections with the authors included in the fourth year's program (above all Galilei and Leopardi), and for the universality and breadth of the theme; which allowed us to range in a diachronic and interdisciplinary perspective, with an opening to the life experiences and imagination of students who are young artists, with the aim of developing their skills of interpretation and connection. I think I also tried to alleviate the anxiety that oppressed us, providing the students with a learning opportunity that would take us away from the oppressive contingency for a few hours, even though the references to the reality we were living were always strong.

In the first phase of the work during the meetings on Google Meet, both I and the students presented freely chosen material related to the theme of the moon: as far as I was concerned, I proposed almost exclusively literary texts, while the students had the opportunity to range also in the field of visual arts and music, with a particular openness to their own productions. In fact, they ranged from Lucretius to Patrizia Cavalli, passing through Ariosto, Giordano Bruno and Marinetti, from Bowie to Gianni Togni, from Meliès to Andy Warhol.

The material was made available on Google Classroom and presented through the sharing of the screen, those who made the proposal described it and talked about it trying to dwell on their impressions, the questions raised and the connections; then a space for discussion was opened, the students were invited to highlight the relationships and differences between what was presented, looking for themes that persist, lines of continuity and difference between different eras, cultures and disciplines.

In the second part of the course, I asked the students to create, individually or in groups, a paper that developed an argument about one of the visions highlighted, using the documents analyzed in class. They could choose among different formats: an expositive-argumentative text, a slide presentation, a video of a virtual tour through the different works, an audio recording of an impossible dialogue between some of the artists analyzed.

I moreover believe that this interdisciplinary perspective that prompts reflection on code-switching in relation to meaning and message is particularly important for students in the high school of art

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738   Digital Educational Contents For The Future School

Raimo, Christian (La Sapienza, Italy)

Keywords: democratic school, Célestin Freinet, educational techniques, digital educational content

We are experiencing an epochal epistemic shift. The sharing of knowledge takes place increasingly through streaming digital narrative content, which turns as the hegemonic when not exclusive model for TV, cinema, and even for teaching, artistic fruition, theater....

But this model, if pervasive, produces a confusion rather than a contamination between disciplines, that adds to the confusion between skills. Educators, artists, politicians, entertainers often misunderstand the potential of devices with those of languages. When McLuhan says the medium is the message, he certainly doesn't refer to the device but to the code. Today we think that artistic or educational challenges can be faced by taking the shortcuts of the possibilities provided by the tools, userfriendly and consumerfriendly.

In many of the experiments that new technologies allow, a big mess is made by jumbling up different codes: in this way, experiments are reduced to nerves, to juxtapositions or forced grafts that debase languages and professionalism, making multimedia and cross-media a sort of frankensteinish golem.

For those who have studied activism, this issue is not new. The history of the active school in Italy is closely linked to the figure of Célestin Freinet, to the implementation and reflection on his techniques. The tradition of the democratic school, the most authoritative, the most radical and the most popular - from Bruno Ciari to Emma Castelnuovo, from Mario to Gianni Rodari to Don Lorenzo Milani - has tried to make Freinet's methods and political horizon its own. On the one hand, therefore: typography at school, correspondence between classes, the free theme, collective writing... On the other hand: the idea of being able to revolutionize society starting from the transformation of the classroom setting itself.

One of the great intuitions of Freinet's pedagogy is that of educating students to master the cultural "means of production", constructing their own educational content.

Is it possible to update his teaching today? During 2020 and 2021, together with a large group of authors, teachers, and actors, I created a series of podcasts for schools for Miur. In order to do this, I debated deeply about the meaning of building digital educational content that also had a performative – narrative, sound, artistic – quality.

Despite the fact that with digital teaching, students in the last year have become accustomed to using digital content as a complement if not a substitute for the lesson, in very few cases they would know how to decode its composition, and even more rarely would they know how to create it themselves.

Discussing this experience together is important for the challenges our school will face in the future.

558 Research As A Didactic Method: Birth Of The Schedario And Its Actuality

Roghi, Vanessa (Independent Scholar, Italy)

Keywords: Digital Humanities for Teaching, Open Educational Resources, Community of Practice.

Since the 1950s, the search for a cooperative teaching model has led many teachers to question themselves about the use of the technologies that the society of their time made available to them. The Movement for Educational Cooperation, for example, was founded in 1951 under the name of the Cooperative of Typography at School, highlighting from its inception the desire to relate to reproduction tools useful for teaching in an active way.

Starting from this kind of premise it was inevitable for teachers who have joined over the years not to pose the question of the relationship with the tools of creation but also collection of information in a critical way. In this sense, the history of the "schedario" becomes paradigmatic, which in this report we want to investigate in order to focus on what history can make available today in terms of reference models but above all in terms of interpretative paradigms.

Born within the Freinet methodology, the schedario d is the conditio sine qua non for an effective renewal of the school: in the schedario there is all the material (from the card to the book chapter to the newspaper article to the herbarium to the stamp) all the material that can serve the child to do his own research. A typical list of cards is the one proposed in the bulletin in October 1952: it is striking the large number of articles taken from "Il corriere dei piccoli": the ant-stitcher published by the wine courier on June 22, 1952, How a pearl is born, on June 29, the chatty jay on July 13, the prescient hermit crab on August 3, a speleologist spider released in September in the file cabinet there are also chapters of books published by the publishing school as the forest and its protection. There are songs such as butterflies and flowers published in the magazine la radio per le scuole of December 1952. There is also Mickey Mouse among the sources, how to build a perpetual calendar of April 1952. Giuseppe Tamagnini wrote in 1952: "if it is true that the introduction and the use of the filing cabinet presupposes a class already oriented to the methods of activism in general and in particular to the individualization of teaching, on the other hand it is not conceivable an active school and an individualized teaching without a filing cabinet: the two things are in close mutual correlation and condition each other. While there is nothing to prevent one from thinking of an active school without a printing press and perhaps without correspondence, without a file cabinet it is impossible".

Reflecting on this theme in a historical key allows us to reflect on what has been lost in terms of the relationship with technology on the one hand, and on the other to verify the possibility of creating original content starting from means of communication that are often available but whose potential for building original knowledge is underestimated.

415 Writers In The Virtual Classroom

Susani, Carola (Lumsa, Italy)

Keywords: Authors in Schools, Contemporary Literature in Classrooms, Virtual Classroom

Piccoli Maestri, founded in 2011, is an association of writers going into schools to tell stories about books, especially classics but not only, for which they have a passion. The idea is that passion is a good way to produce contagion. We have always held free meetings in schools to read and talk about books, trying to encourage boys and girls to read. From primary to high school. At the time of the lockdown we decided, in the emergency, to find other ways, to do something more. We asked the other writers for some time, even those who had not participated in the project so far. Many joined the proposal.

We made ourselves available to the teachers, we offered what we used to do before – tell them about the books – but in streaming, or on online platforms, from all over Italy. In this case, we preferred to focus on texts that serve the school curriculum. Novels, poetry, essays. We offered to school some of our time and what we know. From the project Sfangarla (slang term for "to make it out") has born Cento libri - Leggere leggeri.

Cento libri - Leggere leggeri is a project by the Piccoli Maestri association, in collaboration with the Ministry of Education. The aim of the project is to cultivate the passion for reading in Italian schools through a collection of 20th century classics. The meetings with classes will be held virtually through the platforms already in use for distance learning.

Each of the Piccoli Maestri proposed three books they love, three books they would like not to be forgotten. The proposals have been collected and organised into two separate lists: the first is a symbolic journey through the books proposed in the schools that have welcomed us over the last ten years, the second represents our desire to go further and point to the stories we would like to tell starting today. From time to time, we will ask the schools to give us, or renew, a credit of trust, choosing from both containers, and taking care to always choose at least one text written by a woman.

I would like to try to recount the experience, discoveries, problems and partial outcomes of the Sfangarla and Cento libri - Leggere leggeri projects.

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531 Distance Collaborative Writing By Folding Origami

Taverniti, Filomena (Istituto comprensivo Manziana (RM), Italia)

Keywords: Class library, Collaborative writing, Teacher's self training, Open Educational Resources

KW: Class library, Collaborative writing, Teacher's self training, Open Educational Resources

Distance in the educational environment has various forms and meanings, we feel distant in using the textbook, which does not restore that authenticity that is the basis of learning. Conversely, reading a text aloud in its entirety restores the closeness that creates community, encourages the use of language for all, and is the basis for writing workshop programming. The role of the teacher is to give voice to the ideas of the class, stimulate the imagination through reading, listen and mediate between the various instances, teach writing techniques through modelling and experiment with digital tools. The production of textual artefacts is a key to cooperation between students and the strategy is to build a class library from which to draw examples, mentors of original writing. The Rodari centenary celebrations were an opportunity for transdisciplinary planning across language, mathematics and geography, but above all towards the grammar of the imagination of the fabulous Gianni Rodari. We intersected reading, geometry with origami, rhymes and narrative invention, starting from the concept of the fantastic binomial in a first grade secondary school class. Playing with sustainability words, we came up with two distant words, gorilla and snack. What could possibly link a gorilla to a bagged snack? Using animal origami, we imagined together a story that could unite the pair in the distance of digital didactics due to quarantine. The choice fell on a collaborative platform such as Padlet to share the writing process we had started in presence. Everything started thanks to the stimulus of the integral reading made in class of Rodari's Novelle scritte a macchina, especially those stories set in places and landscapes close and familiar to us, the Tolfa mountains, Civitavecchia, the old Monterano, Oriolo Romano. Therefore, following the technique of collective writing, each member of the class group proposes characteristics of our characters that we cross. The preliminary lessons in synchrony, on the Jitsi platform, focus on the choice of themes and the construction of the plot, we put into practice the techniques of the writing workshop to outline the general map of our story, the aims, the main characters. We assigned a task (writing, revision, origami illustration, media), and proceeded with a series of research projects on the animals of the Monterano reserve, where our story is set, and with the help of our science and geography colleagues we deepen our knowledge of

the environment. Indire, with Piccole Scuole and its Spaesi project gives us the opportunity for further narrative and methodological stimuli. In the weeks that follow, the timeline of our padlet is enriched with new chapters, fantastic characters and familiar scenarios from our area. The pair takes shape in an ecological tale about environmental sustainability and the incommunicability between the human and natural worlds, about the disconnect between childhood and adult life. We will present the results obtained and the final product, which is the result of transversal work between cooperating teachers.

G.7. Enacting digital educational platforms. A critical take

622   The Datafication And Commodification Of Italian Schools During The Covid-19 Crisis. Implications For Future Research And Policy

Cappello, Gianna (University of Palermo, Italy)

Keywords: Commodification, Covid, Education, Platforms, Big Data

As the Covid-19 pandemic still troubles national governments across the globe, numerous commentators have focused their attention on the big tech industry's involvement in several fields (education and health care in primis) linking it to a longer process of privatization, deregulation and reorganization of the public sector (Couldry & Mejias 2018; Klein 2007, 2020; Lawrence et al. 2020; Magalhaes & Couldry 2020; Mazzucato 2015). Decades of outsourcing and budget cuts, justified by a dominant political discourse that governments are inefficient, have significantly hampered governments' abilities to adequately provide essential services such as education and health care. This situation has been nourished by a rhetoric of innovation that, while celebrating the role of the private sector as the driver of technological development and progress, creates a powerful and perverse self-fulfilling prophecy: the vacant space left by inefficient states is occupied by big-tech corporations offering their services and evidence-based expertise to address problems and needs that governments are failing to tackle with. "We need more Googles" the governor of California proclaimed after Google announced it would provide 100,000 Wi-Fi hotspots to support remote education in California (Elias 2020). Furthermore, the pandemic crisis has made apparent how it is increasingly difficult to untangle the link between philanthropy and capitalism (Bishop & Green 2008), to discern between what are profit goals and what are charitable efforts. Finally, questions need to be asked about how the industry-led digitalization and datafication of society – in act well before the outbreak of the pandemic crisis – is changing the very nature of the public policies and practices.

This contribution focuses on how these recent developments reverberate in the educational field arguing that they are also the result of broader changes in education practices, policy and theory over the past ten years or so (Williamson 2017; Selwyn 2017; Landri 2018). It will offer a review of the services and initiatives GAFAM (Google, Apple, Facebook, Amazon and Microsoft) techno-giants have developed during the pandemic crisis to support, quite often in overt collaboration with national education ministries, schools' efforts for distance education. While not denying the important role these initiatives have played for Italian schools during the crisis, this contribution intends to offer some critical insights on some of the implications involved. It is not only a question of digitalizing schools (for which a vast literature is already available), we now need to think of how education is also increasingly being datafied and platformized through various forms of learning and organizational analytics, and how this is going to affect education theories, practices and policies. Indeed, when actors such as GAFAM enter from the main door, so to speak, our schools, we need to wear much broader lens for developing research to consider benefits and trade-offs, and develop new safeguards (UNESCO 2020).

522   School Management Platforms And The Transformation Of Teachers' Work In The Context Of Self-Directed Learning Arrangements

Hangartner, Judith (PHBern, Switzerland)

Keywords: Platforms, organisation, teacher work, individualisation, self-directed learning

The contribution discusses the articulation of digitalisation and individualisation in schools by focusing on organisational practices. It analyses the use of a management platform in the context of a self-directed learning environment. Educational

arrangements in which students follow their own self-directed learning are confronted with complex questions of organisation: Teachers are required to supervise the work and progress of each student individually and they are thus demanded to keep track over a multitude of distinct learning pathways. School management platforms promise to facilitate the complex organisation, control, and support of individualised student work. Therewith, management platforms appear as a condition for advancing the individualisation of classrooms and self-directed learning environments. The discussion is based on the example of a small private school with a highly individualised organisation of student activities. The school is one of five research sites of an ethnographic study on self-directed learning arrangements on the lower secondary level in Switzerland (2017-2022). Based on a governmentality perspective and a practice-theoretical approach, the project scrutinises the articulation of practices of guidance with the proposed self-guidance and analyses the sociality and subjectivation such settings generate.

In the proposed contribution, we ask how the management platform interacts with the pedagogical rationalities and practices of the teacher team. The school maintains individual student dossiers on the platform that document the individual students' progress and behaviour. The student dossiers include exams with results, the protocols of individual coaching interviews and a mid-term feedback of the team. These dossiers are accessible by the teachers, the principal, the respective students, and their parents. Within the team, the platform facilitates the cooperation between teachers and allows the principal to be informed. While (in the pre-Covid-19 period of the fieldwork) teachers did not use the platform for teaching itself, they used it as a communication channel to keep the parents up to date. The transparency provided by the platform constitutes a panopticon, which allows principals, teachers and parents to observe the progress of students. Beyond, the platform enables the controlling gaze on teachers' practices which increases the teachers' accountability towards principals and parents. The panoptic (or rather, synoptic; Baumann 2000) constellation is related to the pedagogical aim of sharing the responsibility for student learning. This includes the cooperation between teachers as well as the responsibilisation of the parents for their children's schoolwork and behaviour.

The practices at the small school talks to the large issue of contemporary educational transformation: Management platforms participate in socio-technical assemblages of emerging educational forms (Decuypere, Grimaldi, & Landri, 2021) that transform not only student education but teachers' work alike. Platforms facilitate individualised guidance of student learning in the classroom, and beyond, they contribute to the responsibilisation of teachers (and parents) for students' learning outcomes. However, the discussion of the example points also to inherent limitations, inconsistencies, and disruptions.

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397 To Say, To Do, To Learn! Digital Education At The Museum: A Theoretical Reflection For A Review Of Studies On The Application Of Digital In Museum Education

Pastore, Patrizio (Università degli studi di Roma "La Sapienza", Italia)

Keywords: Museum digital education, lifelong-learning, digital learning.

The museum is the educational space that has always been at the forefront of change.

Since 2000, museums and galleries have gradually integrated the digital experience into the overall museum experience.

Today's museum does not communicate in the digital space but exists in it by experimenting with new forms of cultural inter-understanding while respecting the different expectations and skills of its audiences.

How does the interaction between virtual and physical spaces help or hinder learning? Does the interaction between physical and virtual reality require the construction of physical learning spaces realized thinking about the modeling of the virtual world?

Wanting to focus on the issue of how virtual environments can act as effectors or substitutes for our physical learning environments, this contribution, starting from a theoretical reflection that can describe educational digital contexts as virtual social

learning spaces, proposes a review of some international studies on the use of digital technologies in education starting from the museum space.

Among the different theories of learning, connectivism and activity theory, they suggest that our digital tools together with the historical-social culture that surrounds the public, become an intrinsic part of the learning process; It is interesting to consider how these same processes apply to both virtual and physical worlds, since virtual worlds and physical worlds are not mutually exclusive entities, but intertwined entities in parallel realities that not only influence each other but influence each individual within them.

Many researchers note that museums are placing an emphasis on education, today as never before, by highlighting that museums should be included in virtual learning environments where they explore the use of digital technologies to interact with visitors; in public environments respecting the mandate to transmit knowledge of cultural heritage.

The new attention of museums to digital is also attributable to the change introduced by the International Council of Museums (ICOM) regarding the museum mission, that is, the transition from a museum conceived almost solely for conservation to a user-centered museum. The museum is described as "a permanent non-profit institution, at the service of society and its development, open to the public, which carries out research on the material and intangible testimonies of man and his environment, acquires them, preserves them, communicates and specifically exhibits them for purposes of study, education and pleasure "(ICOM, 2007, p. 1).

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818   Enacting Educational Digital Platforms. The Google Suite For Education And The Re-Making Of Teaching In Ordinary Schools

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Keywords: Digital Educational Platforms, Google Suite for Education, Enactment, Teaching, Pedagogy

Critical analyses of the relation between digitalization in education and the transformation of teaching have shown how it seems unlikely that teachers' practices in everyday schooling will be radically altered or replaced in the near future (Selwyn, 2019). At the same time, they highlight the power of the new imaginaries and pedagogical logics that underly globally used educational digital platforms like G-Suite for Education, Blackboard or Moodle (Perrotta et al. 2021). At face of this debates, we argue that there is a clear need for research exploring in greater detail how imaginaries and possibilities for teaching emerging from the assemblage with digital platforms are enacted in the situated contexts of everyday schooling and how educational digital platforms are part of a re-making of the labour of teaching and pedagogy.

This presentation is part of an ongoing research project whose aim is to understand the effects produced by educational digital platforms on the contemporary experience of teaching and learning (Van Dijck et al. 2018). In particular, this work discusses the role of digital platforms in the re-framing of the teaching experience, with a specific reference to the changes in the spatial, temporal and ethical frames of education. The aim is to problematise how platforms' functioning influences the practices of teaching and the making of the teacher as a subject (Decuypere et al, 2021), but also how teachers enact digital platforms within iterative processes that involve the assemblage between: a) discursive practices that act as frames for the processes of teaching; b) non-discursive practices of education (recruitment and staff, budget, buildings, technologies and infrastructures); c) contextual discursive and non-discursive elements which act as situated educational environments; and d) the subjective processes of interpretation, translation and recontextualization (Ball et al. 2012).

We will draw on the findings of an ethnographic research which is currently being carried on in a comprehensive school in the South of Italy, the St. Mary. Since the school closure imposed by the pandemics, St. Mary is one of the many Italian schools that have continued their activities using the G-Suite for Education. Presenting the findings of the research, we will contribute to the debate on how one of the most used educational digital platforms, the G-Suite for Education, is part of the re-making of the labour of teaching and pedagogy in everyday schooling. In particular, we will discuss:

a) how St. Mary teachers have used the G-Suite in the period of Distance Education and how the move to a virtual classroom has changed their curricular, pedagogical and evaluative practices;

b) how some distinctive traits of the G-Suite for Education as a platform have been enacted and other not, through processes of selection, translation, interpretation, decoding, mediation, opposition, and exclusion in the daily practices of teaching;

c) how platforms' functioning shapes the practices of teaching but is also influenced by them, bringing out a re-making of the teacher as a particular kind of subject, who is enabled with distinct modes of acting, intervening and directing the learning experience.

G.8. Reinventing the Digital Literacy of Teachers After Covid-19 Pandemic

553 Effect Of Online Training On Teachers 'Technological Knowledge. The Concept Of E-Learning

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Keywords: e-learning, distance learning, instructional video, technological skills, instructional design

Introduction

The COVID-19 pandemic accelerated the digital transformation process of teaching practices. The OECD analysis (Reimers et al., 2020) highlighted how teachers' professional development must involve both technological and instructional-learning design skills. Skills straddling the areas related to digital resources (sourcing, creating and sharing) and teaching and learning (methodologically correct use of technologies).

Context, method, tools

During the professional training Distance teaching: methodological aspects and operational tools (basic level) held at the 'Alberti' Higher Technological School in Benevento, Italy (September-November 2021) a survey was conducted with the aim of know the effects of the training intervention on the knowledge of the teachers involved. The survey involved 49 teachers: women (87.6%), over 50 years of age (73.5%), over 10 years of service (75.5%), with previous professional training in the technological area (60, 7%) and middle-management experience in the technology area (68.5%). Referring to the well-known Kirkpatrick model, adapted to the e-learning delivery environment (Hamtini, 2008), the attention was focused on level 2 of learning, defined on the basis of the modification of focus knowledge and detected through the pre-post administration of an 'ad hoc' questionnaire, articulated in 4 areas: sociometric-professional data; knowledge of distance learning and e-learning environments; knowledge of audio-visual texts and synchronous-asynchronous delivery methods; knowledge on tools (software for conferences, apps for e-tivity; open-courseware, sharing sites).

Analysis and results

The data were statistically analyzed at two levels: a. description of the pre-post average variation, aimed at knowing the effect of the training on knowledge groups; b. correlation between responses with significant variation and four factors - qualification, length of service, previous training and position of middle managers. With respect to the core-knowledge, the following variations were obtained: distance learning and e-learning environments - DAD (+ 7%), e-learning (-3.1%); audio-visual texts and synchronous-asynchronous delivery methods (web conference, +12; video lesson, +25) - and delivery-interactive (web conference, +6; video lesson, +14); tools – web conference software (+ 3.7%), e-tivity apps (+ 5%), management systems (+ 9%), sharing sites (+ 4.8%).

The analysis conducted on the negative variation (X - e-learning) highlighted a low direct correlation ($\varrho xy = 0.024$) with respect to the previous training (Y).

Considerations

The research activity highlighted increase in the core-knowledge of the teachers involved, especially with regard to distance learning tools. However, misconceptions remain (Pittler et al., 2013) regarding the meaning of e-learning and audiovisual texts in terms of meaningful learning, which would deserve further exploration. The outcome adds an item to the query on the advisability of assuming the increase in knowledge as an indicator of the effect of the training programs and suggests investigating the misconception data as a possible interacting factor.

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476 Redefining And Reconstructing Teacher Education In The Digital Era: Indian Perspective

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Keywords: Redefining, Teacher education, Indian perspective

The Covid-19 pandemic has visible impact on all the citizens around the globe and bluntly forces us to stop (Bank et al, 2020). Apart from impacting the future of 320 million young Indian citizens, this has also pushed all Indian teachers (around one million) to reshape their techniques of teaching and shift to the new mechanism of teaching-learning (Hodges, 2020). Now, Teachers and teacher educators both are transitioning through a particularly uncertain time in terms of their professional lives and work.

This study aims at examining digital and blended teaching-learning modes adopted by the various teacher education institutions in India for teacher preparation. This research also seeks to examine the various elements and address the required essentialities of digitalization of teaching-learning in teacher education amid the COVID-19 pandemic. Study further explores that how can existing resources of a developing nation like India effectively transform formal and face to face teacher education into blended/ digital education with the help of virtual classes and other pivotal online tools in this continually shifting educational landscape.

Focal research questions probe into the new trends of teaching-learning adopted in teacher education during and post COVID-19 pandemic, enquire challenges faced by the stakeholders for teacher preparations and find out the impact of blended learning on teacher preparation.

The paper employs qualitative approach and data is collected through semi-structured interviews of 20 teacher educators and 20 student teachers from different teacher education institutions of Punjab state of India using purposive sampling design. The results pointed out various challenges of blended mode of teacher preparations activities including lack of motivation, mastery in technical and pedagogical skills among prospective teachers and experience of real practice teaching. This research also identified various issues and innovations shared across the various teacher education institutions of India and responses identifies four themes. Firstly, the disruption of the pandemic lead to innovations in pedagogy of teacher education. Secondly, the role of teacher educators is redefined and need rigorous techno-pedagogical training. Thirdly, school internship models must expand to include the digitalized platforms and specialized apps. Fourthly, a motivated leadership should come forward as a resource in times of crisis.

Overall, teacher education stands at the challenging crossroads. Instead of threatened by the pandemic. A need has arisen to develop the opportunities to reinvent teacher education from the existing paradigm to the appropriate paradigm and take the teacher education to the safer developing zones.

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614 Producing Inclusive Digital Learning Materials: A Study On Prospective Teachers

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Keywords: augmented PDF files, Universal Design for Learning, learning materials, pre-service teachers, learning content design

During the COVID-19 pandemic, the need for digitalized teaching and learning materials became prominent, especially in simpler forms of asynchronous teaching (Daniel, 2020), generating inequalities in opportunities for access (Jæger & Blaabæk, 2020) as well as organizational issues at various levels (Kerres, 2020).

The production of inclusive, digital learning materials became a priority for many teachers, who had to upgrade their digital skills. As a possible way to lower barriers to this process, we propose a simple technique to create "augmented PDF files". This technique is based on very low technological requirements (i.e., free software that most people already have on their computers) and requires very low levels of multimedia production skills (i.e., it is possible to incorporate various types of content in the same document in a very intuitive way). The teacher can hence concentrate on content selection and teaching strategy (Mangiatordi, 2019).

Initial testing of this technique with a group of in-service teachers (N=114) showed that it was perceived as compatible with a wide array of digital literacy levels, making the application of UDL guidelines and checkpoints (Meyer & Hall, 2006; Rose & Meyer, 2002) easier and more sustainable. Using again the UDL framework, we evaluated the learning materials produced in the context of a university course about educational technology for prospective teachers (N=99) after a specific class about possible inclusive uses of augmented PDF files.

By observing the digital learning materials produced by participants and the short descriptions of their intended use, we were able to confirm that also users with lower levels of perceived self-efficacy in technology use could take advantage of this technique to comply with major UDL principles. The main principle that participants could invest in was that of "providing multiple means of representation", but also the areas of "engagement" and "action and expression" could be empowered. The main issue we observed, requiring immediate attention especially in distant learning scenarios generated by the pandemic, is the high risk of cognitive overload that could derive from excessive or not focused use of this kind of learning materials.

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282   Rethinking School-Family Communication After Pandemic: New Protocols, Competences, And Alliances?

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Keywords: school-family, alliance, technology, communication, professional development

School-family communication is an extremely delicate issue, especially in times like the one we are currently experiencing due to the pandemic, which is strongly marked by the need to necessarily rely on technology to allow teachers and parents to exchange information or simply to communicate.

Although in Italian schools there are formal communication protocols that provide for the use of official digital channels, there is an 'underground' of communication situations that rely on unofficial channels and involve both parents and teachers. In many cases,

school regulations do not norm the above-mentioned cases and this causes some parents and teachers to be very wary of forms of communication that use unofficial channels. It is therefore more necessary than ever to reflect on this phenomenon, which is difficult to investigate precisely because it takes place in borderline areas that often escape regulations and scientific debate.

The research hereby presented, which has been in development for 18 months in a school institute in the metropolitan city of Bologna and is currently being extended to twenty other schools throughout Italy, aims to investigate how teachers consider the issue of school-family communication, trying to answer the following questions:

Are teachers' digital competences enough to guarantee a good level of technology-mediated school-family communication?

What is the teachers' perception, in terms of usefulness, of ICTs as a tool for communication between school and family and between colleagues?

Are the communication protocols used by the schools effective?

How can school-family communication processes be improved?

The research methodology chosen to conduct this study is Professional Development Research (PDR) (Asquini, 2018) combined with a convergent mixed-method approach (Creswell & Clark, 2018) involving the collection of quantitative and qualitative data in order to have a more careful interpretation of the specificities of the context.

What emerges is an extremely complex and delicate picture in which school-family communication runs on two parallel tracks: one official and one unofficial. The first one is considered by teachers as an efficient, fast and functional tool, but at the same time ineffective to reach the most problematic families, not very inclusive and more impersonal in the relationship with parents and among colleagues; the second one is seen with more diffidence and concerns more the communication dynamics among parents, even if sometimes it can be a vector to contact more easily some parents.

In this context, further accentuated by the situation caused by COVID, the teachers' need for training on the subject of technology-mediated communication has emerged strongly. There was also a need for a general rethink of communication protocols between schools and families, with greater involvement of parents in the post-pandemic period.

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548 School And Pandemic. For A Digital Literacy Of Teachers In The Incoming Training Phase

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Keywords: school, pandemic, incoming training

The contribution proposes a reflection on the new, possible development trajectories of teaching professionalism in the light of the experience with the Covid-19 pandemic. The health emergency soon turned into a didactic emergency and is producing, among other aspects, a rethinking of the relationship between those who teach and new technologies. The current experience can become an important opportunity for professional growth for the teacher if this profession becomes more and more open to the demands of the present time, ready to respond to emergencies that may arise in teaching practice, able to manage and master a conscious relationship and mature with technology (Limone, Simone 2020).

The pandemic has brought out, among other aspects, the uncovered nerves of the Italian school system: lack of technological infrastructures and, above all, lack of skills in teachers to advantageously manage distance teaching and learning processes (Censis, 2020). For teachers, adapting to an online learning environment has been stressful and tiring for many of them (Kong, 2020). It was necessary, among other aspects, to re-build the student-teacher relationship online, manage digital tools to support the delivery of content and respond to the changing needs of students (Deblurer, Denton, McKay, Sicily, 2020).

If in-service training remains an unavoidable need, due attention must be paid to teachers who are preparing to enter the world of school or who can still boast a few years of service. A particular pedagogical commitment must be addressed to them so that they can become agents of change of the educational context in which they are inserted. It is necessary to introduce newcomers to the profession by asking them from the beginning high-level techno-pedagogical skills in terms of distance learning planning, conducting mixed (presence and distance), relational and empathic teaching sessions, motivational support and emotional level of students in their online learning paths, distance assessment, willingness to compare with experts and continuous training, etc. as elements able to support their growth process as education professionals.

It should be emphasized, aligning with the reflections of Rivoltella (2010), that it is not "information literacy" that must grow among teachers, but the "technological culture", the one that allows you to rethink the methods of construction, representation and sharing of knowledge because, to manage the media, operational skills are not enough but cultural and critical frames.

In order to understand the specificities, the requests and the training needs of those who are preparing to teach, or who has been teaching for a few years, in a critical time such as the current one, a survey was developed, by means of a questionnaire, addressed to more than 500 teachers in training phase, involved in specialization courses for support activities for students with disabilities, activated in three distinct Italian universities.

The results collected highlight, among other aspects, the need of the respondents for digital literacy and to improve their levels of management of the dynamics of teaching and learning online.

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527   A Study Of "Mission Hundred Per Cent" Success For Secondary School Students Through Self-Developed Standardised Digital Modules In India

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Keywords: Digital module, curriculum, Academic Achievement

Education is the backbone of any society and school is its axis. But the outbreak of pandemic has caused a sudden and shocking shutdown of schools, colleges and universities since March,2020 and robbed the schools from the society. When whole educational world faced a confusing vacuum and to run education system for its survival, the academicians diverted towards digitalisation. Liguori and Winkler (2020) also suggested that innovative technological solutions by academic institutions can only help us deal with this pandemic situation.

In spite of all difficulties and challenges especially in country like India, marvellous work was done by the school teachers. Under the supervision and guidance of administration and policy makers, they created digital module "Punjab Educare app", which is highly cost effective, teachers and students friendly and best suitable for the transaction of prescribed curriculum aiming not only to transmit information but to a greater extent develop certain skills, aptitudes and interest to continue education process in the most distressed times. The technology based digital modules were made available to all concerned in the secondary schools of Punjab state and the public in general, which have given excellent results for the academic achievement of the students and the system as a whole was evaluated and rated at 4.4 out of 5 point scale. These digital modules developed in this state have become a leading path maker and flagship in the country. So, the authors made this study to find the status quo of this innovation and its implementation, techniques of developing these curricular digital modules, the process of this innovative preparation of various teaching lessons and it's on time transmission.

The records concerned with the administrative part, financial aspect, experts involvement, technological aspects were verified and are made available as part of this study. To verify its effectiveness, authors have conducted semi structured interviews of 20 teachers, 20 secondary school students, 5 administrators and 5 parents. It was inferred that teachers feel comfortable to use as it provides all learning resources at single platform. The dent and damage caused by the shutdown of schools was remarkably substituted to save the academic session of the students in time that too with appreciable level of learning. The administrators were satisfied to bridge the gap suddenly caused by the pandemic. The quoting of evidences and views of various stakeholders were video

recorded. It has found that this type of technique and digitalised module innovation for curriculum are also possible for various other classes in the schools as well as in the teacher education institutions. It has already been started in leading institutions and are being followed as part of this investigation.

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G.9. Active learning in classes. Analysis of experiences on technology-enhanced feedback in school and university contexts

835 The Use Of Data For The Educational Success Of Students In Online Universities

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Keywords: Feedback, Personalization, Drop out, Educational success, Learning Analytics

After Covid, online training was widely disseminated. This is also the case at university level. Telematic universities have had the advantage of being structured already to deal with this emergency and can be a valid model for observing how to make the course of study innovative and personalized.

Universities should use data regularly and systematically to identify high-risk students, target them with interventions, and evaluate those interventions' effectiveness. (Von Hippel and Hofflinger, 2020).

To add these goals, we move from issues of access and content delivery to issues related to collaboration, personalization of learning experiences and participation of different stakeholders in forms of open education. (Dirckinck-Holmfeld, Hodgson, & McConnell, 2012).

Customizing feedback through student monitoring is important not only for observing how students learn and allowing teachers to understand the best path for students, but also in order to predict future students feedback and take action before a drop out occurs.

Timely and personalized feedback will allow teachers to adapt to students' expectations regarding the contents of the courses and the teaching material and improve student learning experience satisfaction (Mbatchou, Bouchet, Carron and Pernelle, 2018).

The aim of this contribution is to illustrate a type of monitoring and data collection of students of Bachelor's degree and Master degree of the Italian University Line (IUL) on the Moodle LMS platform with the aim of provide feedback to students to improve their orientation and educational success.

The monitoring of students was carried out through several ways: Orientation Interviews, Path Tutors, Initial Student Data Collection, Platform Monitoring, Learning Analytics.

In this study, student monitoring will be done through:

(1) a Moodle built-in model called "Students at risk of dropping out" that predicts students who are at risk of non-completion (dropping out) of a Moodle course, based on low student engagement. the acquisition of log files from Moodle LMS, (students access, downloads materials and interact with the teacher, tutor, and other students).

Students' log files will be used for understanding learning behaviors and their impacts on academic results and predicting students' grades and/or dropout (T. Agasisti, 2021), therefore they allow the teachers to offer a personalized educational response tailored to students characteristics and needs.

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810   Analysis Of University Didactic Transformation During Covid-19: Which Opportunities For Innovation?

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The emergency from COVID-19 has forced the Italian Education System, including the university one, to transform its traditional training offer towards a "distance version" entirely delivered online through digital media. This research work focuses its attention on the university system and through a case study aims to investigate whether this forced didactic experimentation has turned into an opportunity for didactic innovation. The survey, through a mixed research methodology with a qualitative and quantitative approach, focuses on both the students' and the teachers' perspectives. The results highlighted a number of benefits during the adoption of this new teaching approach in the university context for the two analyzed dimensions and, at the same time, they allowed to detect some critical issues on which to work. The research is proposed as an element of reflection for the didactic and pedagogical dimension in the context of new forms of knowledge transmission in formal training contexts.

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858   Creative Processes In Minecraft: The Experience Of Failure And The Emergence Of Agency In The Primary School.

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Keywords: Minecraft, Creative Process, Failure, Agency, Primary School

The implementation of Virtual Worlds in the learning environment have become an emergent approach to learner-centered education in recent years, especially from the acquisition of the popular sandbox type video game Minecraft by Microsoft in 2014 and the related development of the game version specifically designed for education in a classroom setting Minecraft Education Edition in 2016. Research has shown how engaging in Minecraft enhances the acquisition of 21st Century Skills (Hewett, Zeng, & Pletcher, 2020) and learning in STEAM subject areas (Lane & al., 2017; Lilly, 2019). Minecraft is also suggested as a playful and useful tool to promote the creation of "learning spaces as affinity groups" (Dezuanni et al., 2015, p. 148) as well to provide the students' participation and self-expression, even for learners with disabilities (Ringland et al., 2017). However, few studies have examined the impact of the automatic feedback generated by the game on the student's actions in the virtual world and how students deal with failures in the creative process and overcome obstacles found while undertaking the open-ended tasks. To fill this gap, following the sociocultural investigation on the construction of students' sense of agency (Kumpulainen et al., 2014), the current study explored the creative process of 40 students attending the 4th grade in an Italian primary school during the lockdown due to the Covid-19 pandemic. Before the spread of the pandemic, the teacher had designed an interdisciplinary collaborative educational activity in Minecraft Education. During the lockdown, the activity was re-designed in order to comply with the imposed restrictions. The teacher assigned an open-ended task inviting the students to use Minecraft at home, guiding the students by sharing video-tutorials and organizing virtual meetings. Before the end of the school year the students were invited to present their own virtual worlds to the researchers, who had the opportunity to ask questions to the participants who accepted the invitation. The video records of the presentations and interviews have been qualitatively analyzed in order to examine 1) the difficulties and feedbacks that the students describe as relevant for their creative activity in the virtual worlds; 2) the strategies of problem solving that the students describe in their narrative account of the creative process. Unpacking the dynamics of creation in the virtual worlds, our findings showed the emergence of the following dimensions in creating virtual worlds 1) the students' perseverance despite several difficulties encountered during the activity; 2) the students' help-seeking, collaboration and use of external resources for problem solving; 3) the combination of new ideas and previous experiences. The analysis allows to discuss how the online activity and the constant feedback received during the game contributed to generate several learning opportunities and in some cases triggered educationally relevant social interaction with peers. Finally, we discuss how the students expressed their sense of agency as elicited by the difficulties experienced during the creative process.

762   Visual Feedback In Digital Environments For An Active Learning

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Keywords: visual feedback, learning processes, digital environments

The scientific literature of recent years highlights how in the didactic field feedback is a key factor in the development of the learning process (Hattie & Timperley, 2007; Thurlins, Vermeulen, Voerman et al., 2012; Gan, & Hattie, 2014; Ajjawi et al., 2017;

Rand, 2017). In particular, the paradigms referable to a socio-constructivist approach presuppose the development and monitoring of feedback throughout the entire learning path in order to support active learning processes (Barton et al., 2016; Henderson et. al., 2019). Specifically, for the cognitivist approach, the training or correction feedback represents for the teacher one of the main strategies at the service of the assessment of learning (Hattie 2009; Calvani 2014; Tacconi & Gentile 2017). This type of feedback, defined by Laurillard (2012), extrinsic feedback, focuses mainly on the inputs and takes the form of an evaluative comment that the student can follow to improve his performance compared to the expected results. However, the outputs produced by students through a continuous process of interaction with the teacher and with peers also represent an equally significant feedback. In fact, between input and output there is a close relationship as the output of a system depends on the nature and quality of the input. In this sense, feedback that, according to a socio-constructivist approach, is oriented towards learning and output, focuses on how students generate, produce meaning and use feedback for continuous improvement. Laurillard (2012) speaks in this regard of intrinsic feedback that does not require the instructive intervention of the teacher and is a natural consequence of the student's actions (Narciss 2008; Sansone & Harackiewicz, 2000, Pellerey 2014).

Several sector studies show how feedback processes are closely linked to the motivational dimension of learning (Murtagh, 2014; Fryer, & Bove 2016; Gan, Nang & Mu, 2018). With reference to the motivational dimension, the students' approach to disciplinary contents is more significant when information is provided through an integrated use of different visual languages (images, videos, diagrams, graphs, ...) (Stašák 2011; Raiyn, 2016; Cicalò 2016 ; Martínez-Arboleda 2018; Panciroli, Corazza, & Macauda, 2019). The production / use of an image promotes motivation in the student allowing him to activate cognitive and exploratory processes, categorization, memory, prediction, understanding, emotion and empathy. In this sense, the learning processes that develop through the construction of visual artifacts in digital environments take on particular importance (Rossi, Panciroli 2018; Panciroli, Macauda, 2019; Panciroli, Macauda, Corazza, 2020).

With reference to this theoretical framework, this contribution presents an experimentation carried out within a university training course, aimed at analyzing the impact of the visual dimension in digital environments on feedback management processes. Specifically, the students reinterpreted the contents of the lessons by setting up multimodal digital environments of visual nature, allowing the teacher to monitor the learning process and support the motivational dimension.

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847 "Classi In Rete". Rethinking Education In Small Schools. An Experimental Research In Abruzzo

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Keywords: small schools, classi in rete, knowledge forum, primary school

The school today is organized according to a specific configuration dating back to the sixteenth century and definitively established during the nineteenth century, called by Vincent (1994) the "dominant forme scolaire". However, there are other organizational forms developed above all in rural areas and typical of "small schools". Studies demonstrate how the adoption of network technology in teaching can better integrate remote students' classroom (Hannum et al 2009) and out-of-school activities (Hawkes et al. 2002; Panizzon and Pegg 2007), but it requires a support action for the teacher preparation (Azano et al. 2019).

INDIRE , in collaboration with le Centre scolaire du Fleuve et des Lacs (Ministère de l'éducation et de l'enseignement supérieur du Quebec) IUL, USR Abruzzo and expert of Valle d'Aosta University, is engaged in experimenting innovative methods to help small schools teacher to overcome the limits deriving from remoteness (Mangione and Cannella, 2020). "Classi in rete" is a framework developed with the collaboration of École éloignée en Réseau (Allaire et al. 2009) based on classrooms as Knowledge Building Communities (Cacciamani and Messina, 2011).

Delocalized classes aim to design a common disciplinary path involving student groups in parallel in the same activities by adapting calendars, spaces and teacher roles. Teachers of delocalized classes share cooperative educational practices such as "pairs aidants", "mentorat" or "delocalized equipe" by using Video conferencing and Knowledge Forum (KF) (Mangione and Pieri 2019). This study,aims to implement a hybrid model (combining online synchronous, asynchronous and face-to face activities) to work with classrooms as Knowledge Building communities, inspired to "Classi in rete" framework, and to analyse the propensity for change by small school teachers involved in the project. It explores the training and experimentation path that involved 12 Abruzzo small

schools, 11 digital animators, 31 teachers, 6 observers (school principals). The path recalls MOOC-Eds (Clark, 2014; Kleiman, Wolf and Frye, 2015) space were digital animators and teachers able to think about the model, to identify application contexts and themes on which to build twinning between different schools and classes. In this space teachers able to reflect through the construction of "notes" in the KF and the participation in synchronous meetings with research group, receiving regulative feedback aimed at improving experiences in their classes.

The "propensity for change by small school teachers" is identified with reference to the concept of readiness for change, defined by Armenakis (1993) as related to the beliefs, attitudes and intentions of members of the organization with respect to the need for change and the organization's ability to successfully make such changes.Through the application of MESI battery (Moè, Pazzaglia and Friso 2010), and at the same time the qualitative analysis of the texts produced in the "reflection notes" of the KF and discussed in moments of synchronous video reflection between teachers and researchers (Mangione et al., 2017), it will be possible to understand if and how the participation in the "Classi in rete" path promotes a change in the Motivations, Emotions, Strategies and Teaching routines of the teachers involved.

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176 Students' Perception On Feedback Strategies Activated By The Digital Learning Ecosystem In The Pandemics

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Keywords: Feedback, Digital Learning Echosystem, Survey, Distance Learning, Blended Learning

University didactics mediated through screens required a learning environments redesigning in their different dimensions (Vinatier, 2013): the epistemological aspects, the relational and the pragmatic ones. How can the setting of digital educational ecosystems (Laampere & coll., 2014) take responsibility for those dimensions? Has such ecosystem enabled to activation a feedback loop (Carless, 2019), set up like a process not only discursive and interactive between student and professor, but also reflexive and adaptative, namely as a structured and structuring dimension for schooling as well as for learning? The feedback loop has a generative value, it activates an inner process in the student (Nicols, 2018) through which students construct knowledge about their own ongoing activities and understanding, through their own evaluative acts. Students are the definitive source of all feedback as it is they who ultimately generate it and it is this that generates learning (Andrade, 2010). Furthermore feedback strategies favour the alignment (Rossi, 2016) between student and professor and the redesigning and the ongoing co-designing.

This paper would like to show the outcomes of a questionnaire administered to 274 students of 4 courses in the didactics of two Universities, aimed at verifying the impressions towards the educational ecosystem designed for the didactics in Covid-19 emergency. The student's perception (Cecconi & coll., 2019) was collected through the questionnaire, structured in 9 questions opened with a semi-closed request, but also asking to clarify the reason of such an answer, through the positioning of "why" about:

1) the condition of separation between the professor and the students experienced along the lessons,

2) the activation of the educational relationship and the feedback, through technological tools

The collected data were analysed according to a qualitative approach, through the identification, by the post-codification, of homologous semantic fields manually identified. Linguistic occurrences were pre-emptively cleansed to isolate common and recursive conceptualisations among the different answers (Ferrari & Piccardi, 2010).

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828 Ict And Teachers: A Pilot Project

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Keywords: Ict, Feedback, Planning, Learning, Teachers.

Information and communication technologies(ict) were really essential to develop students learning and key competences, in the last year characterized by covid19 pandemic. School teachers, had necessarily to recalibrate every educational operations using ict, always with the final goal of students understanding. So in this context, the aim of the work was to investigate about using ict, possible innovations connected to teaching with ict and all about educational feedbacks that teachers got using ict. In this phase, it was also important to consider the difficult process of educational re-planning, executed by teachers. The methodology used for this research was descriptive, giving a survey about ict to all teachers of an italian middle school. The survey was in digital form. Sample's results were different and motley. Results confirmed the necessity of a greater training about ict for school teachers and the need of sketching in a steady way ict in the teaching and learning processes.

G.10. Learning Ecologies. Educational methodologies in the relationship with the space-time of learning

528   Digital Platforms For Learning: A Plug-In For Teaching

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Keywords: e-learning, platforms, cloud, web, methodology

The social context of the 21st century is characterised by dynamism and complexity resulting from a series of events that began in the previous millennium and continue to make the long wave of their effect felt.

One of the main factors is the emergence of the Internet and the WWW (World Wide Web), which has accelerated all socio-economic and cultural processes, bringing about profound paradigmatic changes. The possibility of using a range of web-based services, determines the passage from functional logic to reticular logic, from offline to always on. In the era of the SARS-COV2 pandemic, education and training systems have been hit by a shockwave that has highlighted, in all its nuances and meanings, both positive and negative, the need to bring IT technologies and the collaborative working methodologies typical of the Net and the Cloud into daily teaching practice.

The perspective error that should not be made is to consider technology (digital and/or Network) as a patch on teaching. A patch is, literally, a patch: in IT, a piece of code written to make up for some bugs (errors), so it is an update of the system that continues to perform the same activities. Technology, on the other hand, must be a plug-in to didactics, i.e. it must increase its potential, making it possible, through its use, to carry out different activities or substantially modify pre-existing didactic processes, without completely abandoning the pre-existing ones.

The prohibition of face-to-face teaching for a prolonged period of time has certainly had a significant impact on the dynamics of teaching-learning processes. The lack of sociability, proximity and presence has severely tested the effectiveness of hands-on, minds-on workshop activities, based on constructivism and syntonic learning (body and mind as a unicum): these, even in a possible physical presence at school, are severely limited by the rules of containment of contagion. How to develop the key competences foreseen by the EU Recommendation of May 2018? How to promote students' digital competences foreseen by the DigComp2.1 framework? In this paper we analyse, with reference to classroom experience, the use of collaborative web, virtualisation, simulation platforms. These platforms are particularly useful in overcoming, at least in part, the limitations described above: beyond the horizons of the post-pandemic, their use makes sense both in "in-presence" teaching and at a distance, and makes it possible to extend the space-time of teaching. The science, mathematics and physics simulation platform made available by the University of Colorado (pheet.org) enables lessons to be structured on the basis of Cartesian enumeration of the phenomenon; the use of microcontroller circuit simulation and programming platforms (Tinkercad. com) makes it possible to set up virtual classes, assign students to work (also in collaborative mode) and follow their development; the use of learning and coding platforms (Repl.it) makes it possible to develop code for understanding problems of varying difficulty and level, of a computer-mathematical-physical nature.

608   Rethinking The Space-Time Of Learning: A Transformative And Democratic Opportunity For Education Systems In A Time Of Pandemic

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Keywords: space-time, transformative learning, democratic education, sustainability, pandemic

The COVID-19 pandemic has triggered an enormous transformative potential into our educational systems, offering an extraordinary opportunity to face the epochal challenge of sustainability. Emerging evidence has been gathered globally and paradigmatically reported and discussed by the International Commission on the Futures of Education, suggesting that the key to overcome this challenge is giving value to a cooperative and democratic school, which lays on a free, creative and empathic educational relationship between teachers and students, as well as on a shared responsibility with families, thus refusing resistance to change and bureaucracy-oriented processes which are top-down decided and often questionable. Into this challenge, whose endings are uncertain, requalification of the space-time of learning plays a central role, within the framework of growing multidimensional and digitally augmented Learning Ecologies, which work towards a cultural revolution for "ecosystemic relationality". An action research pathway realized in Italy, within the context of teacher training, is offering fresh ideas to rethink the categories of such requalification, looking at a space-time of active listening, reflective learning, transformative and transgressive learning, "immersive" and mindful learning.

304 Living In A Smart City

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Keywords: Sustainability, STEM Education, Design Thinking, Smart City, Energy Transition

This abstract refers to "Living in a smart city" project. This Learning Scenario was born as an urban environmental education path to address a need for educational approach that takes place within the context of communities, including cities, for better foster learning about social and ecological processes. This experience concerns about practices such as teaching about recycling or how to reduce energy use. It also fosters decision making, critical thinking and 21st century skills, with the goal of create conditions for students to become future world citizens with an effective participation in a democratic society that will reach the 17 SDGs (Sustainable Development Goals) of 2030 Agenda.

This project proposes research questions that cross STEM disciplines from environmental education to ecosystem science, citizen science, natural resources management, environmental sociology, and human health and well-being.

Civic ecology education, contemplated in this activity, describes urban environmental education programs and considers urban areas as linked social-ecological systems, on which students have the opportunity to reflect in order to redesign.

Learning Scenario concerns about sustainable development, built along the common thread of energy. Energy, increasingly sustainable supply chain, is analyzed in the several steps of energy transition, in the use of urban models (smart city) to implement electric mobility too.

This learning path is designed according to the "Project based learning" pedagogical approach; project involves the construction of manual and digital artifact (the robotic city). This activity concurs to build knowledge of urban models, city and buildings structure, examined by 2D and 3D Google Earth. Tools are developed in this artifact for testing changes in urban environmental education model for students, and benefits in their local community and ecosystem. These technological tools, environments and devices have been used and explored by students in classroom (also at home in the pandemic spread), allowing students relationships and communications and enabling simultaneuos sharing of a physical space.

City is equipped with buildings in 3D printed designed by students, with many trees and tiny robots walking on the streets designed according to coding unplugged. Artifact includes models 3D, led Lighting with poor materials and electronic modules and microcontrollers (Arduino) to make it a smart city; students build also learning virtual spaces with AR to enrich the city. Classroom is divided into working groups and with "learning by doing", they build electronic system knowledge; through "design thinking" and "problem solving" students combine the ability of designing and building with coding, with programming and simulating capability for electronic projects with 3D modeling.

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840 "Opening The Boxes" Of Digital Culture: An Ecological Approach For Promoting Media And Data Literacy Skills In Italian Educational Ecosystem

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Keywords: media literacy, data literacy, hacker culture, ecological thinking

Most of the media literacy projects targeting digital misinformation rely on a normative ("Beware of fake news") and binary ("Learn how to distinguish the true from the false") approach.

More importantly, most of these projects don't take into consideration the impact of data on the information ecosystem. As seen during the Covid-19 pandemic, our world is more and more "datified" (Milan 2019): data are now becoming more and more central in our political and social debate; understanding how data work and how they can be used to manipulate people is crucial for all citizens.

Open The Box is a media and data literacy platform, designed and developed by the Italian ed-tech company Dataninja, with the double objective of 1) introducing a novel ecological approach in media literacy projects targeting misinformation in educational contexts; 2) better integrating media literacy skills (like fact-checking, manipulated images spotting), together with data literacy skills (as analyzing how visualizations can "lie", understanding how artificial intelligence works through synthetic media or bots).

Open the Box wants to mitigate the effects of digital misinformation, through an ecological and long-term approach: attracting, training and empowering a community of 10,000 young "data-checkers" in a 3-year long project involving schools, no-profits, parents and other educational institutions.

At the core of Open the Box are three main mindsets:

1) Ecological thinking: "to encourage reflection about how deeply entwined we are with our environment and with each other" (Whitney & Milner, 2021);

2) Hacking culture: "to think just as much about how you build an ideal system as how it might be corrupted, destroyed, manipulated, or gamed. Think about unintended consequences, not simply to stop a bad idea but to build resilience into the model" (Boyd, 2017) (Moriggi & Pireddu, 2017)

3) Design principles: "Data literacy tools and activities that support learners must be focused, guided, inviting, and expandable" (D'Ignazio & Bhargava, 2016)

Synthesizing these rich theoretical approaches, Open the Box invites the main actors of the educational system (teachers, educators, parents, students) to start to think of the news ecosystem as an environment where digital awareness ("I am conscious of what I am sharing") and ecological responsibility ("What I do has an impact on the digital environment we live in") are the most relevant skills for "opening the boxes" of digital culture and better understand how they work.

163 Digital Citizenship: Reflections On Space And Time

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Keywords: Digital citizenship, space-time, education, App In Progress.

In this epochal moment we are faced with a subjectivity that moves unconsciously and that chooses on the basis of how reality is presented (De Caro, 2004) immersed in virtual digital environments. In this regard, the DigComp2.1 (2017) drafted by the Joint Research Center service of the European commission describes areas of competence that students should develop in the educational field to use the medium with conscience and knowledge. Starting from practice (experiences in classroom) this essay proposes to observe technologies and the way in which they modify the conception we have about us, the way we interact with others, in summary how they influence our understanding and vision of the world (Floridi, 2020).

The human being knows the world by filtering it through the senses, personal experiences, beliefs, values and universal categories (e.g. Space-time). The whole process determines the construction of a reality that is not objective but subjective. Today, for example, the categories of space-time are perceived through dimensions that are not physically evident (e.g. asynchronicity, multi-dimensionality, multi-spatiality) as was the case in the past (e.g. linearity, physicality, permanence). This is unaware of the mass (Accoto, 2017). In line with these indications, the guidelines of the Frammenti a scuola project (philosophical-artistic path) will describe how to activate a process of reflection on space-time dimensions. The effects produced by these new perceptions are unaware of the mass. The philosophical reflection on the space-time dimensions intended as tools for reading reality will therefore focus on educational practice and on operational interventions to raise awareness: in the way of conducting a lesson, in teaching and in classroom experience. Changes in perception these abstract categories relate and involve contributions from different disciplines (history, geography, language, science, etc.) and contexts (groups and individuals).

A reflection on the "digitally augmented pedagogical" intervention will be addressed to the high school and will be described using the example of a best practice conceived in 2016 in the multiethnic suburbs of Rome: App in Progress (Cavarra, 2016). The focus of the experience will be concentrated on the various forms of space-time interaction in school life through the various dimensions of the App in Progress project: real, virtual, concrete and abstract.

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717   Difficulty And Concerns Of Teachers During The Pandemic. Managing The Relationships, Space And Time Of The Dad

Di Donato, Daniela (Sapienza Università di Roma, Italia)

Keywords: Digital competencies, Distance Learning, Semplexity, Teachers

From February to October 2020, a research survey has investigated the teaching and organizational practices of teachers of all levels and their perception of effectiveness in the use of digital teaching technologies (Di Donato, 2020). The survey was administered to a sample of 1157 Italian Teachers, to monitor any changes that occurred during distance learning and in their design activities. The proposed questions have investigated the development of practices and skills, the configuration of learning contexts and environments and how they were eventually shaped by the transformation of the school into an almost completely digital learning device. The contribution aims to analyze the results that emerged from three of the open questions presented, which on the one hand collected the indications given to teachers by schools to activate remote teaching and on the other investigated what were the major concerns and difficulties identified from the teachers and what, according to them, they would need to overcome them. The answers return at least two types of needs and difficulties, which almost oppose each other: the internal ones are attributable to one's own digital and organizational skills, while the external ones are attributable to students, families and the school, not only as an organization but also as a community of Practice. Comparing the results with the construct of the reflective practitioner (Shön,1993) in a pedagogical perspective inspired by Simplexity and vicariance (Berthoz, 2011; 2015), there is a need for participants to recognize themselves in a community of practice (Wenger, 2006) in which to develop their skills, receive support and become familiar with the time and space of the ongoing educational emergency. The words of the teachers, their requests and concerns return an authentic photograph of a professional moment governed by extreme uncertainty, but also a generator of new questions and frontiers to be reached and overcome, a sign of a possible change. The transformation of educational systems could develop through a democratic process of didactic innovation if, once the emergency was over and the reflection on the critical issues of the Dad was completed, the teachers were able to recover the experiences of use of digital technologies frequented during The pandemic and the awareness of their transformative power. The ability to develop new, more flexible methodological and organizational

paradigms could support the design of hybrid learning environments, which are ecological, effective and consistent with the educational objectives of the 21st-century school.

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287   Space-Time Variable In The Teaching-Learning Process: Technology Affordances For The Educational/Didactical Relation

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Keywords: Teaching/learning space-time, instructional design, technology-enhanced learning, affordance, educational/didactical relation.

The study is focussed on the analysis of the space-time variable in a course on "General Didactics" that was redesigned to be developed online in the second semester of the academic year 2020-2021. Space-time is, thus, here meant as both the opportunities (didactical actions) created by the teacher to activate the teaching-learning process with the support of technology (synchronous and asynchronous tools), and the occurrences (learning actions) of generative processes activated by students (Duarte, 2014).

The educational/didactical relation is at the centre of the study and its efficacy has been analysed triangulating the space-time variable with the instructional design choices for the above mentioned course in order to be able to address the efficacy of the relation established between the teacher and the students and among students as peers.

The 48 hours course, located at the first year of the three-year degree in "Education Sciences" (University of Macerata, Italy), is being entirely developed online to adhere to the health assurance safety measures required by the COVID-19 pandemic spread. That means that students did not choose to enrol to an online course, but were forced to change their perspective as learners to embrace the online teaching process through the available institutional environments (LMS OLAT and video-conferencing system TEAMS).

The General didactics course was designed to offer a theoretical orientation along with an applied value with practical activities to be completed by students each week, individually or collaboratively (in small groups and /or collectively).

The course matches synchronous communication tools (TEAMS) with asynchronous study materials (textual resources and/or audio/video inputs), practical activities (assignments with a final outcome/artefact), reflection tasks (periodical guided reflections papers). Students can choose the level of their engagement in the course: attending the weekly synchronous class and/or participating to the asynchronous activities and in what extent. The only request is that students take their responsibility in collaborative tasks by keeping participating once they accepted to be part of a group work.

The qualitative study (Yin, 2013) aims at analysing how different structures of space-time have influenced the co-construction of an educational/didactical relation among the involved actors (teacher and students). Data were collected using a questionnaire (at the beginning and at the end of the course) and applying participant observation during the course, but source of data were also the students' artifacts (as outcomes of the assignments) and students' reflections (written reflection papers). Data were coded using a content analysis qualitative approach (Bardin, 1977).

The coding process brought to a set of interpretative categories (also indigenous): presence/absence; formal/informal; individual/collaborative, whose discussion can help describe the challenges and opportunities of a technology-enhanced teaching/learning process.

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119   University Students' In Education Competence To Use Potential Learning Environmens

Kubova-Semaka, Julija (Kaunas University of Technology) · Jucevičienė, Palmira (Kaunas University of Technology)

Keywords: potential learning environments, life-long and life-wide education, competence to learn, master degree students in Education

The fourth industrial revolution (Schwab, 2017), as well as Bologna process (Bergan, Deca, 2018) raises up challenges to the education system: to prepare future professionals ready for organizations that apply ever-improving artificial intelligence (DeCanio, 2020; Lyytinen et al., 2020) and where many jobs will be done by computer systems that learn (Lieberman and Selker, 2000).

However, very often educators not only are missing the competence to teach students how to see the opportunity to learn in different learning environments but also do not have the competence to use learning environments for themselves or transform the learning environments into educational environments (Biesta, 2015). This involves not only school teachers but also other educators, whether they work in formal or non-formal education.

University master degree studies in education most often attract people who work in various pedagogical fields, consequently, they have some working experience. Unfortunately, the experience often comes from teacher-centered, but not student-centered position. As usual, it does not involve knowing how to develop students' skills to learn continuously and everywhere.

Thus, the research question is how to develop the students' competence to use potential learning environments in the master course in education?

The paper aims to introduce the results of the empirical research of the development of the master students' in education competence to use potential learning environments.

Theoretical framework

The research is based on constructivism as an approach to learning and teaching (Adom, et al, 2016). A person's learning is influenced by his/her living environment. This influence on human development in the context of the interaction between the individual and the environment is explained by bioecological theory (Bronfenbrenner, 2005).

Educational and learning environments theory (ELE) (Jucevičienė, 2008) allows recognizing a learning environment (which could be understood as space (real or virtual) the person is in it or at it) only as of the potential learning opportunity. Therefore, it may be called a potential learning environment (PLE). Whether a person will use the entire environment for his/her learning, or part of it, or none of it, depends on various factors of the person and that environment. Therefore, only that part of the potential learning environment a person has identified and in which his/her learning takes place can be called a personal learning environment. Potential learning environments can simply exist in real people's lives or could be created with a particular purpose. A large part of the potential learning environments created with a special, educational goal, could be called educational environments (EEs).

To create new learning opportunities for the students in education and to empower them to learn purposefully by using various potential learning opportunities, the educator has: 1) to understand that PLEs exist everywhere in life; 2) to have a developed attitude why is this so important; 3) have the knowledge and skills to use them: a) for their learning; b) for other people learning, presenting them as potential learning environments and explaining learning opportunities;   c) for other people learning, by transforming potential learning environments into EEs.

525 Classroom Management In Space-Time Augmented By Technology: Teaching/Learning, Blended Learning, E-Learning

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Keywords: space-time of learning, design for learning, e-learning, blended learning

In 2020, education systems bore the brunt of the crisis generated by the pandemic. Due to the containment measures in Italy, as in other countries, schools stopped teaching in presence and started distance learning: a Copernican revolution. Several problems emerged from the outset, falling into two categories: network infrastructure and digital skills. In particular, the difficulties encountered highlight the lack of adequate e-skills of teachers and students. In fact, some researches carried out in this period on teachers' teaching practices show that most of them have transferred at a distance the teaching methods used in presence without thinking about the methodologies to be adopted. The problem, therefore, is not only technological but also methodological. This contribution aims to initiate a reflection on teaching practices in a space-time increased by technologies and to formulate some hypotheses for the design of learning: in the management of the classroom it is necessary to overcome the fallacious categories of distance and presence and to think on methodological approaches consistent with an ecosystem inhabited, not colonised, by technologies. What new characteristics can the classroom take on in the knowledge society? What role do technologies play in the teaching/learning process? How can education be rethought beyond the physical presence at school, understood as a school building? The classroom is dynamic and collaborative, no longer static and competitive and the teacher has to give a new shape to the teaching/learning process. The classroom as a social network and the classroom as a community of researchers are two models around which the teacher can build a dynamic approach to rethink the space-time of learning and think about a didactics that welcomes, not suffers, the presence of technology.

896 Teaching Philosophy In A Digital Environment

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Keywords: Philosophy topics, teaching methods, professional practices

Teaching Philosophy in a digital environment is a stimulating opportunity for teachers and students.

Since the school aims to prepare students to read and understand their own culture and the reality that surrounds them, it is important that the transformations in communications and in relationships due to the spread of digital technologies become the topic of reflection, across all subjects.

The experience of teaching philosophy in a digitally environment requires teachers to reflect on their professional practices, both from the point of view of methodological choices, as well as the themes and contents to be explored.

In fact, different teaching methods allow to recreate the condition of research and dialogue, typical of the discipline. The study activity is favored by the considerable availability of online philosophical writings, through which to develop research and textual analysis skills. Through shared readings, debate and role playing activities it is also possible to put students in a position to live the discipline and acquire argumentative skills.

These environments also favour participatory and collaborative methodologies and allow the production of artefacts in which the skills and competences acquired by students in informal learning can be integrated with formal learning , and it's possible to give these skills a new meaning and a different field of application.

In a digitally environment, in which the perception of space and time undergo an evident modification, the choice of themes and topics to be addressed cannot fail to consider the reflection on the concepts of space and time as central. Since these concepts have

involved important authors from the beginning of philosophical research , it is possible to build a multi-year research project, which allows students to examine the theme in its historical development, from multiple perspectives and with interesting interdisciplinary connections.

Even the reflection on ethics themes is enriched with new fields to explore and new questions to ask.

Digital technology creates the environments we are living in, in which we move and for which interesting reflections are developed in the field of applied ethics and deontological codes. Bringing students closer to ethics on these issues makes the discipline lively and engaging, develops citizenship skills and prepares students to face the complexity of the reality that surrounds them.

For the teaching of philosophy, the digital environment must therefore be considered as an opportunity and a resource, both when it integrates face-to-face teaching activities , and in an emergency, when it presents itself as the only possible space for work.

Stream H. Reinventing Practice in Teaching/Learning/Space/Time

H.1. Reinventing education in and through artistic languages

539   Art As A Didactic Tool: "The Bauhaus 2.0" Digital Workshop

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Keywords: avanguardia, sperimentazione, arte, didattica, novecento

Starting from Dewey's theories and his concepts of school as a "means of social reconstruction", "pedagogical activism", "miniature community" and "school-workshop", the Bauhaus school of art (1919-1933) was avant-garde not only in contents, but also in teaching methodologies. Its founder, Gropius, believed that the objective of the Bauhaus was to achieve social progress and improve human life through art.

The similarity between Dewey and Gropius is even clearer in the principle of learning by doing, which was applied to all the Bauhaus courses and led students to gain a highly practical experience.

The pandemic has accelerated the digitization process of Italian school, this context is the starting point of the present research, which aims to create educational digital workshops for primary and secondary school pupils. Such workshops follow the methods and contents of the Bauhaus.

"Bauhaus 2.0" is divided into 8 modules. Each module can be used as a single experience or as a step of the course. Each module follows the contents and teaching methodologies of the experimentation conducted within the German art school:

1) Knowledge of the artistic avant-garde: an approach to the context in which the Bauhaus was founded;

2) Theory of colors: starting from the research on the interactions among colors carried out by the painter Albers, students will be led to develop these interactions and to understand their dynamics;

3) Elements of composition: the experiments on collages and photoplastics, carried out by Bayer and Moholy-Nagy, will help students understand the importance of each element of a photographic and pictorial composition; thanks to what they have learnt, they will be able to create their own compositions;

4) Discovery of materials: just as the students of the Bauhaus attended the workshops of materials (Werklehre), so the students of "Bauhaus 2.0" will learn about the different materials they use in everyday life;

5) Relationship between the human figure and space: Schlemmer's studies on the human figure will be very useful for students to gain awareness of their own corporeity;

6) Relationship between words and images: television, advertising and social networks are more and more present in the daily life of young people, who will therefore have the opportunity to understand the foundations of such media, starting from the studies by Bayer;

7)- Relationship between interior and exterior: the glass and concrete buildings designed by Gropius will be an opportunity to reflecton the concepts of interiority and exteriority from the point of view of both architecture and identity;

8) Bauhaus toys: the masters of the Bauhaus believed that society should have an aesthetic education and for this reason they created numerous toys, which will be recreated in a digital key in "Bauhaus 2.0".

Following the teaching method of learning by doing, "Bauhaus 2.0" places students at the center of the learning process. Based on the principles of avant-garde and experimentation, "Bauhaus 2.0" appears to be a digital workshop that aims to exploit all the potentialities of technological tools, so that students can have a real workshop experience.

715 Reading Performing Arts In Education From A New Materialism Perspective: The Prison Theatre Example

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Keywords: Artistic languages, education, new materialism, prison theatre

In this paper, we reflect on artistic languages in the field of education from a new materialism perspective (Hood & Kraehe, 2017). First, we focus on the performing arts, arguing that, read through this lens, they can become resources for re-thinking and enacting educational practice as "affirmative", that is, as having the capacity to generate the desire for an alternative present and prompt a profound metamorphosis of the subject as an embedded and embodied subjectivity (Braidotti, 2012). We examine how adopting a new materialism stance allows scholars and practitioners of education to view the performing arts in education as performative practices: an ongoing intra-activity (Barad, 2003) of material and discursive, human and non-human elements. This perspective also draws attention to the entangled networks of heterogeneous actors that materially refigure educational institutions. Second, we further explore these concepts based on an example of how art has materially come into action at the 'C. Beccaria' Youth Detention Center in Milan. Citing the outcomes of a case study on the impact of a theatre laboratory inside the prison, we illustrate how building a door, that is to say, materially opening up the theatre to the outside community, and the performative activity carried out in mixed laboratories (composed of young detainees and peers from the community), have transformed the delivery of education within the institution. The model of re-education emerging from the theatre project is laying the ground for an alternative and more experimental approach: the young detainees are given the opportunity to immerse themselves in a system of signs and meanings (Thompson, 2000) that are different to those of prison life, and which, materialized and translated into the here and now (O' Connor and Mullen, 2011) of everyday life, make it feasible for them to enact new ways of taking part in the world. In sum, we show how the theatre programme subverts the underlying logic of the prison rehabilitation model which, albeit couched in pedagogical rhetoric, continues to rely on a 'correctional' approach aimed at inducing socially conforming behaviours, often making solely instrumental use of rehabilitation activities (including prison theatre) (Balfour 2004). Thus, theatre work as a performative practice lays the ground for 'challenging' the notion of re-education and developing a broader concept of prison as a place of culture and social inclusion.

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276 Improvisation In Teaching Profession: An Embodied Approach For Inquiry

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Keywords: improvisation, embodiment, teaching practices, pedagogical relationship, teacher training

This abstract presents the main features of a PhD research project which is developing in different scholastic contexts in Lombardy (Italy). Its aim is to describe the phenomenon of improvisation in teaching, namely the ability of teachers to grasp what's in the here-and-now of children contribute and environmental situation, realizing creative connections between their original intention and what is given from the world around. This posture is fundamental whenever a pedagogical action aims to take into account children as active participants of learning process, since none of democratic teaching methodology can overlook what comes spontaneously from children and reality. The perspective of this study is to describe improvisation focalizing teachers' bodies: their tensions, movements, gazes and locations in the space of the classroom when unforeseen elements emerge in the pedagogical relationship.

Improvisation is increasingly considered an inherent part of teaching, as evidenced by a growing interest in literature in the last 20 years. The axes of research in this topic are nowadays directed towards teacher training or theoretical understandings, while there are less contributions oriented to describe what actually happens in classrooms. This lack of literature manifests the need for an understanding rooted in schools' reality, in qualitative studies where teachers are considered active sources of knowledge.

The epistemological framework of Embodied Pedagogy [1], which enhances the sense perception and the holistic participation of body, mind and emotions in educational contexts, informs this study, besides the theory of educational dispositive [3]. This study aims to enrich the understanding of the pedagogical value of the bodily presence of teachers.

In order to embrace an embodied perspective towards the complex phenomenon of improvisation in teaching, I opted for a qualitative approach, expressed by an ontological position which can be considered phenomenological, and a methodology which comprehends ethnography, visual ethnography [3] and arts-based methods [4]. My axiology, lastly, entails a vision of schools as democratic and collaborative contexts.

The research currently involves 5 teachers of two schools of different grades, located in two provinces in Lombardy. From a starting slot of observations for each teacher, the study entails a following phase where teachers are involved in an improvisational theatre training, where they'll discuss their insights about their embodied participation in improvised moments in classrooms and in the training experience. Also, interviews will be performed for data triangulation.

Eventually, the epoch where this study takes place opens new questions and possibilities, such as, despite the spatial and movement restrictions imposed by the pandemic, how teachers' bodily presence is affected and how they find ways to improvise pedagogically building contexts and activities where children are protagonists.

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386   Musical Language In Montessori Education: An Ethnographic Research From The Sociology Of Music Education

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Keywords: Music education, Montessori, sensory experience

The sociology of music education is a very recent research field, focused on the educational contribution of musical language.

In this research area, most contributions suggest a new discourse on the educational action of and with music. In this frame, music is not just a symbolic resource for classifying and evaluating the students, or an exclusive heritage of the cultural elite. Moreover, music education is not only aimed at a professional career. On the contrary, music is a central device to develop the sensorial, emotional, social and intellectual potential of students as well as the starting point for inclusive and democratic education (Wright, 2010).

In this perspective, we carried out research on how "music comes into action" (DeNora, 2000) in a Montessorian educational context. Maria Montessori ascribed to music education a prominent role within her pedagogical framework. In her words: "Music can touch us in a way that nothing else can. No better gift can we give to the children than to open this door for them."

In Montessori pedagogy, music is a sensory experience, based on body learning activities. Music education has to focus on the interaction between a child's body and educational environment. Children have an "absorbent mind" and have the ability to take things in from their environment. Teachers are engaged, above all, in providing "materiality" to musical learning, either through "brief initiations" to sensory objects (bells, tone-bars, sound cylinders, etc.) or by preparing the classroom's physical space for sensory exploration. In traditional music teaching, a notional and technical dimension prevails. Students learn the names of notes in lines and spaces, without any connection to sensory experience and movement. In a Montessorian perspective, the educational space is constructed to link sound to movement. In this context, music becomes the expressive language through which children explore themselves, their bodies and their environment.

In order to better analyse Montessori educational practices in the field of music, we have carried out ethnographic research on a case study represented by one of the few public schools, situated in Rome, in which the Montessori methodology constitutes the qualifying and identifying feature. Here we present the first reflections that have emerged from the analysis of the interviews with the music education teachers.

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647 Preliminary Data From A Dancing Practice In Distanced Learning

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Keywords: Art, dace, pandemic, pedagogy, teaching

Before the pandemic, art-based teaching and learning approaches were used to enhance wellness and physio-social skills with adolescents and adults (Stueck & Tofts Paul, 2016). In March 2020, the rise of COVID-19 casualties in Italy required a national lockdown from which, a year later, schools and sports centres are still closed. According to the embodied theories, the body works as a link to both learn and communicate (Iachini et al., 2013), and deprivation in motor-cognitive experiences can leave a gap in adolescents' learning process (Bertagna, 2020), affecting their everyday social and relation skills (Bourdieu, 1986). The forced new normality re-shaped the between and within student-teachers relationships, and attention should also be upon new languages and novel patter of communication (Tota, 2020). Therefore, we are investigating the effects of a validated dance intervention carried out in distanced learning (DL). Between March and May 2021, 25 adolescents (3 male, 22 females; age range 14-17 years old) were recruited from the same institution. The students are performing 15 lessons of 2 hours each of unstructured, validated dance practice completely in DL, with one trained teacher. Questionnaires are being collected on the 12th of each month (March, April and May) in order to monitor the progression and perception of the intervention. Based on published research, the questionnaires focus on sports practices, movements' skills, eating habits, relationship with peers, use of technologies, and perception of learning in DL (Ferraro, Ambra, Aruta, et al., 2020; Ferraro, Ambra, & Iavarone, 2020). Preliminary data showed that the students reported previous obstacles from DL such as technical difficulties, lack of movement, and lack of social interaction, whilst DL's positive outcomes were the health safety for themself and their teachers. In conclusion, we aim to investigate the effect of a validated dance intervention on five domains (i.e., sports practice, movements' skills, eating habits, relationship with peers and use of technologies) and students' perception of DL. Preliminary data will be presented to facilitate and enhance the debate on research with novel education artistic practices in cross- and post-pandemic scenario.

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486   Epistemologies Of The South For Re-Imagining Education. The Artist Perspective

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Keywords: Decolonizing Education, Epistemologies of the South, teoria povera, Affective-Learning

How community-based artistic practices contribute to transforming the pedagogical experience into a dimension of mutual trust and reciprocal care? Which paths do contemporary artists imagine and pursue in order to decolonize those aspects of canonical education that tend to create power and hegemony?

A Sud dell'Immaginazione/South of Imagination by artist Valerio Rocco Orlando is the main source for expanding these issues into a broader analysis on education as an emotional, experiential, intellectual manufact encouraging the society towards its self-reflexive transformation. By acknowledging in the sociocultural horizon of the Global South the resource necessary to create an unconventional educational experience, the project deepens the student-teacher interpersonal relationship according to a transformative living knowledge that, while re-imagining education and nourishing deep socialization, pollinates an alternative pedagogical experience in Matera, Southern Italy. Away from the economic vulgata that rates it as marginal, the Epistemologies of the South by Boaventura de Sousa Santos recognizes the southern sociocultural space as the restorative basin of ignored knowledges retaining the transformative seeds to regenerate our understanding of the world. This direction recalls Antonio Gramsci's Questione meridionale problematization of the mechanisms controlling authentic knowledge–transfer processes. By involving the independent and multidisciplinary communities of artists Adrian Paci in Shkodër (Art House), Wael Shawky in Alexandria (MASS), Yto Barrada in Tangier (Cinémathèque de Tanger), the artist and Nomas Foundation carry out a series of workshops aimed to constitute a pedagogical action able to draw on the unconventional knowledges of the southern multicultural demo-diversities. Within such a process-based, inclusive, and participative research, the project intends to promote an anti-neoliberalist pedagogy able to create social space for subjectivity, hybridity, pluralism, mobility, and otherness. Results of these workshops are the basis for establishing an independent art school in Matera in a state-owned building that the Municipality has granted the artist for the next thirty years.

Under the scientific direction of Nomas Foundation and fully funded by Italian Council MiBACT, the research has also built up a community of partners hosting talks, screening, workshop on the project: Accademia di Brera (Milan), Aix-Marseille Université (Marseille), Al Ma'mal Foundation for Contemporary (Jerusalem), Arab Image Foundation (Beirut), Atelier Kissaria (Tangier), Casco Art Institute (Utrecht), CCA (Derry), CCA (Tel Aviv), CENTEX Centro de Extensión del Ministerio de las Culturas, las Artes y el Patrimonio (Valparaíso), Istituto Italiano di Cultura al Cairo (Cairo), Khalil Sakakini Cultural Center (Ramallah), MSSA Museo de la Solidaridad Salvador Allende (Santiago de Chile), Museo del Novecento (Milan), Museu Nacional Universidade Federal do Rio de Janeiro (Rio de Janeiro), MUSMA Museo della Scultura Contemporanea di Matera (Matera), New Art Exchange (Nottingham), PAC Padiglione d'Arte Contemporanea (Milan), PDP Miroslaw Balka Studio of Spatial Activities (Warsaw). In partnership with the Unit of Research Aesthetics

in the Social, DiSSE Sapienza University of Rome, a series of laboratories, reading rooms, seminars on the sociological aspects of the project. In 2022, Parsons The New School (New York) will hold a symposium dedicated to the project.

773 Commemorating Piazza Fontana Through The Arts: Learning Practices, Artistic Productions And Public Memory

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Keywords: commemoration, public memory, terrorism, artistic languages, learning practices.

This paper will investigate the relation between learning practices, artistic productions and public memory in relation to the case of the first Italian terrorist attack happened in Piazza Fontana (Milan, 12 December 1969), where a bomb explosion killed seventeen men. The blast additionally injured 88. The victims were in the National Bank of Agriculture located in Piazza Fontana for the agricultural market held on Fridays after normal business hours. This case is very symbolic in Italy, because it opened the "strategy of tension" and it still divides the city after over 50 years, notwithstanding the recent empowerment of the role of the association of victims' relatives and new reconciliation policies attempted. What still divides Milan is represented by two deaths that happened after the terrorist attack, Giuseppe Pinelli and Luigi Calabresi. Forty years after the massacre, in 2009, during the celebration of Remembrance Day for Victims of Terrorism and Massacres, Pinelli was considered by the President of Italian Republic as the eighteenth victim of Piazza Fontana bombing, even more than a victim, because of the way his memory had been treated. The President pronounced these words in front of the widows of Pinelli and Calabresi, in order to formalize an act of reconciliation between the two social groups that had competed for years to assert their own definition of the past. However, Calabresi has not yet been recognized as the nineteenth victim. The paper will illustrate a part of a long research on the public memory of this case. In particular, the paper will explore how and to what extent artistic productions, giving voice to the victims of trauma and mobilising the members of communities, affect the public definition of justice and the collective understanding of what happened. It will take into account different levels of analysis: from the public definition of the event recast through different counter-memories - the theatrical comedy "Morte accidentale di un anarchico" (1970) and the painting "I funerali anarchico Pinelli" (1972) - up to more recent artistic productions such as the movie "Piazza Fontana: The Italian Conspiracy" (2012) and other cultural forms based on victims. In the last years the association of the victims' relatives has very often lent their voices to writers, filmmakers, journalists, photographers, dramatists, and graphic novel authors. Moreover, the association organizes, with the agreement of the Italian Ministry of Education, meetings and discussions in schools, in order to disseminate the historical truth that emerged from the 2005 judgment and especially to make young people aware of it. The paper will consider the central role of these artistic productions in educational processes, documenting how they are often used by the association of the victims' relatives during these meeting with students. They became tools to support and relieve their evidence on the massacre, to produce less pain in young people who listen to their words and to transmit the public memory of the Piazza Fontana massacre.

478 The Aesthetic Thinking. Reconnecting The Subject With The Reality, The Society And The Cosmos.

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Keywords: Aesthetic thinking, overcome splittings, transformative education

In Bion's opinion (1962) the dreaming represents the fundamental organisative form of the emotional and mental experience. Therefore, people dreams even while awake. This paper will be argued that the basic form of thought is the aesthetic one because it allows us to give meaning to our basic experience of reality, which is above all emotional (something is always loved or hated, favorable or hostile, understandable or mysterious). Through aesthetic transformation this latter acquires that degree of generality without which there would be no civilization (Whitehead, 1938). The primary human experience aesthetically evolves into a further "mentalized" experience because the complex web of presymbolic operations (resonances, rhythms, transmodal interactions) and feedback between subject and reality is prolongued into ever more sophisticated plots, up to the abstraction of thought: "knowledge is a product of art" (Dewey, 1929, p. 382). The "cognitive" dimension of art, however, must not obscure its ability to touch the primordial meaning of being alive and it is for this reason that art is related to the sacred and the religious (Dewey, 1934). It allows us to realize that the "beauty is a grand fact in the universe" (Whitehead, 1938, p. 164). Starting from the "elementary contents of human life", from which we must never detach on pain of insignificance, art makes man "aware of what it means to be alive. There is no other final goal for this life" (Arnheim, 1969, pp. 417-419). Art testifies the understanding life process carried out by a civilization. So, Hegel suggests looking at works of art to understand a people.

The current socio-cultural context, however, does not allow to see art as an anthropologically foundational experience of the man-world-society relationship, reducing it to a form of self-expression or, worse, to a commodity capable of offering entertainment. In fact, on the one hand, the post-modern era does not believe that life can produce "organic forms" with their own spiritual content, on which the romantic idea of art as a "living form" was based; on the other hand, capitalism has contributed to seeing the artwork as a commodity endowed with sensory or cognitive excitement capacities for the benefit of a subject conceived as an individual isolated from the social context to which he belongs and consigned to his own autonomous mental operations. Result of neoliberal ideology influence on education systems, the school tends to propose a split between socio-emotional and performative-meritocratic aspects, attributing the emotional-expressive dimension to art, but not the cognitive one, impoverishing its transformative scope and its contributing to a collective feeling (so important for substantial democracy).

Using a critical-argumentative methodology, this study intends to re-credit the not only emotional, but also cognitive, social and spiritual value of the aesthetic experience.

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803 "Becoming A Musician" And/Or "Becoming An Adult": Music Education In Waldorf School

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Keywords: Music education, Sociology of music, Waldorf School, Rudolf Steiner's pedagogy

Is music education a necessary resource only for becoming a musician or for all future generations of citizens? Usually, in many countries a training in music is reserved to those who are willing to become music teachers or musicians. However, according to Rudolf Steiner music education plays a very fundamental role in the development of democratic competencies, independently on how and to what extent a child has musical talent. According to him music education represents a fundamental way to change the quality of life and shape the future of the world. The child of today will be the citizen of tomorrow. This is the reason why he suggests substituting the power of fear and ambition with that of beauty in all educational practices: "There are three effective ways of educating: with fear, with ambition, with love. We give up on the first two." (Calgren and Klinborg, 2009).

In Waldorf schools the artistic languages are considered as tools for developing a different gaze on reality since childhood. In particular, music is viewed as a necessary resource for educating future generations of citizens. Therefore, music education is not relevant just for future musicians, but it is a crucial part for educating every child.

This paper is based on the results of an autoethnography carried out by the author for eleven years in a Waldorf School located in Lombardy (2005-2016). The research aims at investigating the role of different artistic languages in a Steiner kindergarten, primary and middle school. During these years the author took part also to all the conferences and social activities organized by and for the families of that community and inspired by anthroposophical perspective. This specific contribution focuses on the musical education and the ways in which the children's "musical ear" is shaped through everyday musical activities in kindergarten and school. According to Steiner music is a fundamental language that literally shapes the soul and the mind of every child. This is the reason why from kindergarten until middle school singing and playing music are considered fundamental activities along with all other disciplines.

The sociology of music represents a very consolidated field of study and research. Several studies have underlined the role of music in constructing social meanings, shaping public memories, changing social perception of time and space (DeNora 2000; DeNora 2003; DeNora, Ansdell 2017). Moreover, the relation between music and social identities has been extensively investigated (for example, in relation to minority groups and migrants). However, the sociology of music education is a relatively new field of study focusing on the role of music as tool for shaping pupils' identities. Steiner's pedagogy is here conceived a key to better understand how music education in kindergarten and primary school can affect and literally shape children's emotional and cognitive skills. This paper aims at contributing to the sociological debate on the impact of alternative pedagogies on education and it focuses on the specificities of music as tool for educating all future citizens, not just future musicians.

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559   The Process Of Crossbreeding In Contemporary Artistic Production. New Routes In Aesthetic Education

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Keywords: art, aesthetic education, transculturality.

The world of art is often used inintercultural studies to decipher the processes of cultural contamination (Welsch, 2017). For the theorists of métissage, among whom they will be taken into consideration in the contribution É. Glissant (2007), F. Laplantine and A. Nouss (1997), S. Gruzinski (2008), the differences must neither be annulled nor absolutized: in fact, cultures are not static entities, well delimited from each other and homogeneous with their internal, but rather plural phenomena in perennial movement, crossed by continuous tensions, relationships and reciprocal exchanges (Appadurai, 2012; Hannerz, 1996; Welsch, 1999).

If Hegel affirmed that to fully understand a culture it is necessary to understand his art, this affirmation can be transposed into the contexts of transcultural contamination. In these context, the aesthetic elaboration expresses well the dynamics of the intertwining between the material and spiritual aspects of cultures in their encounter. Moreover, W. Welsch speaks of a "universality of beauty" which pertains not only to the aesthetic experience, but also to the appreciation, in every culture, of some specific "forms of beauty". In addition to naturalistic ones (the landscape, the human body) and the figurative ones (the golden section), there is the "breathtaking" beauty which, underlining its transculturality, seems to be explained by a more integral, holistic activation of the human mind (Welsch, 2017).

Art relates to the world by offering everyone the opportunity to experience a truth that cannot be represented in rational terms, but made accessible in existential ones through the various forms of "narratology" and to reflect on the great themes of human subjectivity.

This contribution therefore aims to look at the arts as a privileged discursive space to investigate the ways of a possible alternative representative paradigm and a new way of educating / forming being-in-the-world. The intention is to outline an didactic curriculum of an aesthetic, transversal type, also making use of the analysis of some works chosen from the literature of migration, from transcultural cinema and the performing arts produced between 1995 and 2020. They consitutes testimonies almost ignored by the large-scale distribution of cultural industry. From them emerges a model rich in both aesthetic and pedagogical implications that allows us to understand how artistic production effectively expresses the dynamic character of cultural identities, their being "open" to cultural contamination, to the cultural creativity that develops in the encounter with the other, re-crediting not only the emotional, but also the cognitive, social and spiritual value of the aesthetic experience.

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778   A Universities Programme Of Art-Based And Art Informed Research

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Keywords: arts-based research, art informed research, education, university, research

Recent decades have seen growing recognition of the role of artistic languages in educational and research settings. What was once an exclusive focus on the expressive production of children has now expanded to include far greater use of artistic languages in the domain of education, including with younger and older adults. Artistic production itself has become a key tool for interpreting society, and has thus been accepted into mainstream research as a language that it is no longer possible to do without. Proponents of arts-based research (ABR) and art-informed research are currently calling for a focus on "systematic use of the artistic process…as a primary way of understanding and examining experience…" (McNiff, 2008, p.29). These methods are alternative means of exploring aspects of reality that are inaccessible to traditional forms of knowledge and more conventional methods of inquiry. In a contemporary era that is different to the past and characterized by greater uncertainty, ABR offers a strategy based on a form of observation that is complex and wide-ranging, and thus more appropriate than exclusively linear and causal approaches.

This paper presents a post-graduate course in ABR that takes the form of a virtual international classroom entitled Global Classroom in Arts-Based Research. This programme involves – in addition to the Human Sciences and Education Department at Milano-Bicocca University – Florida State University, Drexel University, University of Leuven, FLAMES, and Northern Illinois University. It is offered to PhD students in education, with a view to familiarizing them with the potential of artistic languages, getting them to constantly compare notes concerning their practices and documentation, and helping them to design research actions that include the use of these languages.

H.2. Scaling Up Innovation: From Educational Practices to Systemic Change

480 The Art Ecosystem: An Integrated Model For Sustainable And Inclusive Learning And To Promote Innovation

Gadotti, Erik (Istituto Pavoniano Artigianelli per le Arti Grafiche, Italy) · Faitini, Tiziana (Dipartimento di Lettere e Filosofia, Trento)

Keywords: didactic innovation, learning ecosystem, systemic approach to education, innovation, problem solving

The article presents the integrated model for research, training, innovation and development which, since 2009, has been studied and implemented at the Artigianelli Institute of Trento, in collaboration with the Cognitive Sciences Department of the University of Trento. Born to support the curriculum of children suffering from pervasive developmental disorders, the model has evolved and has become extremely effective to develop the cognitive, emotional and relationship capability of all the students, as well as to support companies in the innovation development.

The model is based on systemic and constructivist theories, on the theory of complexity and in a relational reading of reality. It is a valid alternative to overcome the deterministic, linear and reductionist approach on which the current Italian school system is based. Through a deep review of the anthropological basis on which the training systems are based and through a redefinition of pedagogical and didactic approaches, it proposes a new training model capable of responding to the challenges - formative, epistemic, economic, sociopolitical - of our present.

The school is designed as a network of relationships. The result is a new idea of "school" based on the concept of "ecosystem", which overcomes the dualisms between knowledge and action, training and innovation, school and company. The model integrates these different elements into a single perspective. The Istituto Artigianelli, which in 2009 was a secondary school in the graphic arts, is today a complex ecosystem composed of a secondary school, a high vocational training school, an university course, a laboratory where students, researchers and professionals carry out product and process innovation projects for companies, a 2d and 3d graphics laboratory managed by a cartoon international company, a laboratory that studies the artificial intelligence application for the graphic art.

Systematic research in pedagogy for children with Special Needs and at risk of dropping out of school is carried out with the University. The ecosystem supports the bith of new companies by hosting them for a few years and helping them to increase their business involving them in the ecosystem's projects.

The didactic approach overcomes the traditional setting based on the subjects and on the division of students into homogeneous classes. The students can learn in all the realities of the ecosystem who interact with each other, adopting a training approach based on solving real problems. The development of a structured methodology for solving problems that synthesized the most innovative approaches in the field of design has made it possible to build a problem-solving teaching method taught to children from the early years of high school. The "courses" can be organized in all the realities of the ecosystem and can be attended by children from different backgrounds and different years. So it is possible to create, for each student, a custom curriculum that promotes the personal interests and that develops the individual skills.

793 Selfie: An Instrument Based Approach To Systemic Change For The Digital Empowerment Of Schools

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Keywords: Systemic change, digital education, instrument based innovation

SELFIE (Self-reflection on Effective Learning by fostering the use of Innovative Educational Technologies) is, customizable self-reflection tool designed to help schools to embed digital technologies into teaching and learning. SELFIE, consists of a set of questions aiming to support schools to take a snapshot of where they stands in the use of digital technologies, taking on board views of teachers, students and school leaders. The views of the school community are captured in a report with aggregated data, which can help to start a dialogue within the school on potential areas for improvement. SELFIE is designed to focus not on scores and benchmarking but on progress by supporting schools to take informed decisions on how to develop their digital capacity and monitor their progress over time.

But how SELFIE relates to systemic change? Anderson (1993) identifies three types of activities supporting systemic change: a) development of a common language b) development of a strategic plan and c) an ongoing self-assessment process. Looking at SELFIE from the point of view of the tool, we can see that integrates all three characteristics in its design: the questions of SELFIE offer to the schools and all relevant stakeholders –including policy makers- a common language to discuss about how technologies are used to support teaching and learning. The school report with aggregated data, supports strategic planning around eight key areas, critical for the development of the digital capacity of educational organizations. Finally, the possibility for schools to compare results between different SELFIE exercises, aims at facilitating a continuous process of self- assessment and quality checking.

Building on the above characteristics, SELFIE can mediate systemic change through interventions that support the involvement of the school community not only in providing their opinion but also in designing and implementing the plans for the digital development of the school. This way the change of the school becomes situated in a culture of participation, collective responsibility, ownership and mutual learning where schools can develop into learning organizations (Joseph & Reigeluth, 2010). Finally, SELFIE being customizable in the sense that it allows schools to add their own questions and set their priorities for development in relation to their needs and profile allows for a "personalized" approach in the implementation of digital education policies.

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706 Educational Policy And Schooling For Adivasis In A South Indian State

Kannamma, Emaya (Tata Institute of Social Sciences, India)

Education of Adivasis/ tribes in India have been formulated in terms of assimilation (Gupta & Padel, 2018) into mainstream society and they receive the poorest quality of education (NIAS, 2012). It is important in such given contemporary conditions to understand education from the perspectives of Adivasis with diverse realities, distinct histories, geographical spaces and hence diverse needs (Bodhi & Jojo, 2019) in a particular context. The study explores the conceptualisation of education and schooling for Adivasis by analysing the annual policy note by the government department responsible for welfare of Adivasis/ Tribes in the state and using a case study of a model school for Adivasis run by themselves to identify if there are any gaps and possible areas of change. In-depth, semi structured interviews were used to understand the needs and aspirations for education and the perceived benefits and concerns regarding school as an institution, schooling experiences, and educational policies and schemes by the state. Eight team members who work with the school in different capacities were interviewed. It explores the strategies that have been tried to negotiate curriculum, pedagogy, instructional language and educational bureaucracy in the process of balancing culture, identity and coping with the needs of contemporary socio-economic situations. Using the 'Adaptation-Negotiation-Freedom spectrum' as frame of reference (Bodhi & Jojo, 2019) thematic content analysis of educational policy was done to compare it with the needs of Adivasis and identify areas of possible change and further research. The annual policy notes released by the Department of Adi Dravidar and Tribal Welfare Board of Tamil Nadu from 2001-19 were analysed thematically for identifying the perspectives of the government about Adivasis and the developmental approach of the government towards education of Adivasis. The educational objectives, purpose of

government run residential schools for Adivasis, the policy decision, educational schemes and the rationale stated for them are analysed over the period. The themes are compared with the perspectives of the team of teachers and school leaders who run a model for school for Adivasis on the government policies, the innovations they have tried, possibilities and strategies for scaling up such a model and adaptation in government policies and schools.

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702 "The Innovation Selfie": Analyzing And Evaluating Educational Innovation Processes At School

Mosa, Elena (Indire, Italy) · Rossi, Francesca (Indire, Italy) · Panzavolta, Silvia (Indire, Italy) · Morini, Elettra (Indire, Italy)

Keywords: innovation, self-reflection, measuring innovation

The governance of innovation processes is a complex phenomenon, especially when confronted with a large number of schools. The Movement of "Avanguardie Educative" (AE), founded in 2014 by Indire, at present consists of 1,228 Italian schools. Since the rationale of the Movement is based on the transferability of the innovation processes as described in the model of social innovation (Murray et al. 2010), it is necessary to understand it according to a criterion of maturity that takes into account the different phases of change and the corresponding innovation frameworks (AE Manifesto, 2014; Kampylis et al. 2015).

Such a system, designed as the "Selfie of innovation" was conceived with the twofold objective of providing schools with a tool they can use to reflect on their own change, self-evaluate it with a view to continuous improvement ("micro" and "meso" levels) and of allowing Indire to monitor the impact of the AE Movement at a "macro" level.

The system is also based on the contribution of other research activities of the Institute. The first is the research "Evaluation of innovation processes" which focuses on the investigation of innovation taking place in schools as for impact on students, teachers and headteachers, and observing the changes in the educational and organizational dimensions.The research involved school stakeholders both at the class level - to innovate teaching/learning practices -, and at the school level, to improve the ability to account for what has been done (Scheerens, 2018). In this perspective, the evaluation activity becomes both an internal resource for the Institute, enhancing the possibility of analyzing the actions carried out, and a resource for schools for the possibility of reflecting on further improvement and innovation choices.

The second contribution, "INDIRE schools", aims at drawing, through the analysis of the projects carried out by schools, a map of the intervention strategies for the transformation of the education model that occur when schools are engaged in research, training and experimentation activities promoted by or co-conducted with Indire.

Some patterns are partly the result of bottom-up processes, others are promoted through top-down initiatives, as a result of ministerial proposals. Some processes originate from the initiative of an individual or a group of teachers, others from a choice that involves the entire school community.

This piece of research - documenting and analyzing school innovation experiences - contributes to the design of the "Selfie of Innovation" both by identifying those variables that characterize change and by detecting the "incubators" of transformation and their transferability to similar contexts.

A certainly ambitious research work that is also based on previous and current European research projects, such as "Piloting the European Framework for Digitally-Competent Schools" and the Horizon project "Mensi".

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718 How Can Dialogue Labs Develop And Sustain Large Scale Education System Innovation

Wastiau, Patricia (European Schoolnet, Belgium)

Keywords: Dialogue, multilevel governance, design thinking, scaling-up, theory of change

If educational innovation is a product or practice and a social process, making it sustainable and scalable leads to address two key questions: how can the (new) practice be acquired and meaningful for large groups of practitioners (teachers, school leaders), users and beneficiaries (students, parents and the community)? And which type of mechanism can enhance in practice the development of such sustainable and scalable process?

Building on an inter disciplinary approach combining the socio-constructivist theory of Vygotsky, the Bakhtinian view of dialogue as a social process of meaning, and recent developments of the use of design thinking as a way to support human-centered governance, we discuss the potential of using Dialogue Labs as an operational mechanism to scale-up innovation in multilevel governance educational systems.

To which extent can Dialogue Labs ensure knowledge building, i.e. the mental activity of re-organising one's thought system and existing knowledge through social interactions for such construction activity to take place? How can Dialogue Labs provide the arena for all stakeholders to explicitly discuss practitioners' and stakeholders' own assumptions, beliefs, cultural norms and values with those behind those innovations, so that social languages of practitioners and stakeholders interact with one another and become a common reference at systemic level? Under which conditions Dialogue Labs integrate the design dimension of 'exploring the problem space, generating alternative scenarios, and enacting new practices' (Bason, 2017) and the processes involved in such pathways, so that it leads to public action innovation?

Dialogue Labs have been designed as opportunities for people to come together to share their views and expertise through focused and structured dialogue to co-create new possibilities for their practice. They have been implemented by European Schoolnet in different types of European projects directly involving all together teachers, students, school leaders, as well as public agencies/authorities in education and other stakeholders concerned, in innovative practice. In particular, we discuss the scaling-up potential of Dialogue Labs in the TeachUP and Assess@Learning policy experimentations, and in the design of induction framework for beginning teachers, and draw first conclusions about their potential and limitations to play such role and support practitioners and stakeholders to develop their respective theory of change.

H.3. 'Boundary' practices: Reinventing education across and beyond the 'forme scolaire'

829   Building Windmills: The Educating Neighborhood Of Fonti San Lorenzo In Recanati

Casulli, Stefano (Università di Macerata, Italy)

Keywords: communityactivator, neighborhood, dynamics, diffusion, community

A transversal look at the Covid pandemic, which includes the micrological impact on the society and real subjectivations, but at the same time knows how to grasp the evolutionary dimension on the contexts, requires us to question the facts that have occurred in the last 14 months with the eye of change, seeing fractures and slowdowns, dangers and opportunities, new needs and unexpressed demands. The "Covid storm" produced two evident effects-reactions: it razed a large part of the educational experiences that still traversed territories, blocked by stringent protocols, risks and costs; it pushed a small but significant part to interpret the storm as an opening capable of producing innovation, pushing to reinvent itself between health obligations, new educational needs and coherence of practices. These experiences saw a possible wind of change and thus tried to build windmills, to translate energy into actions, practices, gestures.

A first general analysis will be followed by the study of a specific educational reality, that of the Cultural Center Fonti San Lorenzo. A significant everyday reality in Marche in the field of widespread education and community culture, driven by a strong pedagogical project that has innervated over time the entire social and cultural proposal, the CCFSL tried to expand non-formal and informal educational processes during the Covid phase. Since the first lockdown it has reconverted the entire socio-cultural, educational and recreational initiative into an online schedule that has had a following throughout the national territory, with 8 hours a day of activity; subsequently, he designed a widespread summer center (anticipating the same ministerial guidelines) which was one of the first to be deployed in central Italy, combining health coherence and profound rethinking of educational practices, converting the need for spaces for distancing into a claim the children right to the city.

This was accompanied by an investment of ideas, people and resources in the construction of educating communities that had its own specific framework in the neighborhood: workshops, courses, services were born that have relaunched the free initiative of youngsters, who have recovered an entire wing of the school, self-managed by themselves; they also intervened in the neighborhood with substantial changes in its organization. All this today evolves and is structured in the formula of a "Patto Educativo di Comunità", which brings together educational institutions, social realities, local shops, youngsters, parents and activists: probably, the first PEC of the national territory that has its direction in a social reality. The school-form, therefore, is overcome by a doing-community that integrates learning with the need for socialization, which introduces new words and new needs, new poverties but also new possible alliances into the teaching debate.

See this experience closely, analyze its impasses and limits, measure its impacts on the social, educational, cultural fabric and understand the potential of new figures (community activators, anti-educators) who carry with them a task of dynamization, network construction, antisystemic spirit and flexibility aimed at reorganizing and constantly rethinking social institutions: around these items the micrological experience can become a hotbed of innovations.

709   Forest Pedagogy And Neoliberal Challenges: Exploring The Construction Of Forest Children'S Subjectivities In Italy

Donzelli, Stefania (Pedagogia del bosco | Ricerca e formazione, Italy)

Keywords: Forest pedagogy, neoliberism, children's subjectivity

Forest pedagogy is emerging in Italy as an alternative to state education. This pedagogical approach stands out for valuing immersion in wild settings and learners-led curricula. It also has a strong democratic ethos which is expressed in the idea that each learner is met where she or he is (Knights, 2011). Yet, neoliberal assemblages shaping the educational field may undermine its emancipatory potential. In particular, scholars have pointed out that the neoliberal idea that parents have a right to choose the best education for their children may contribute to less inclusive educational contexts by fostering the marketization of forest pedagogy as an approach that brings an advantaged social intake (Hall and Pulsford 2019). Furthermore, it has been observed that forest pedagogy paradoxically develops skills in children that are valued by neoliberal institutions (Pimlott-Wilson 2019). These considerations lead to problematise the construction of children's subjectivity by those promoting this approach. This presentation intends to enter this discussion by exploring the construction of children subjectivities in the public communication realised by the main forest pedagogy organizations in contemporary Italy. Specifically, it employs Critical Discourse Analysis methods to explore four discursive constructions mobilised by forest pedagogy organizations to describe the subjectivity of "forest children": the competent child, the divergent child, the happy child, and the resilient child. In doing so, it contributes to explore points of tension between emancipatory and neoliberal discourses.

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639 Homeschooling And Unschooling

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Keywords: homeschooling, unschooling, education, learning

Homeschooling includes all kinds of education outside school and a number of possible approaches, as well as parent-led schools.

Unschooling is a stream of Homeschooling based on the ideas that:

family has a crucial role in education, as well as in the psychological, social and cognitive development of children and young adults

learner-centred education increases motivation, creativity and happiness; it allows the young person to become what he/she can be; it also promotes life-long learning in the young person as well as in his/her living and social environment

informal, non-formal and experiential learning processes offer the opportunity for a full growth and improve cognitive and social skills, soft skills and executive functions better than formal learning

a flexible curriculum can better respond to new challenges

learning in an everyday life context allows to learn in cognitive and social complexity, in a broad spectrum of ways, without the space and time boundaries of the classroom; it also allows a real relationship and confrontation with other people

technological progress and democratic processes have eased the access to knowledge and culture and increased learning opportunities; the pandemic has shown how deep this (r)evolution is

Unschooling is a long-term program where parents stay near their children, support their learning process and participate to it, in order to facilitate it; differently from teachers, they don't organize lessons but create learning opportunities.

Unschooler children and young adults don't stay in a closed classroom but move in real world, in the space of town and nature, where they meet people, different situations and institutions.

Unschooling parents support free play, exploration, hands-on experiences, learning by doing, and in general informal, non-formal and experiential learning. Formal learning usually starts spontaneously from curiosity and creativity, which have been activated by an informal and experiential approach.

In general, Homeschooling shares with school the same educational goals in order to give the children the chance to participate democratically and critically for a better society (although there are some exceptions).

North-American studies about Homeschooling and Unschooling[1] have shown that they normally reduce social distances and promote political participation.

Homeschooling or Unschooling families sometimes cooperate with public school. This could also create some opportunities for new professionalisms and for rethinking education.

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512   Piccola Polis, A Parental School In Rome. A Case Study.

Vianello, Luisa (Associazione L'Asilo nel Bosco, Italia) · Castagna, Catia (Associazione L'Asilo nel Bosco, Italia)

Keywords: Parental school, outdoor education, homeschooling

The project Piccola Polis began its activity in September 2017 as a parental school, with the support of Associazione "L'Asilo nel Bosco" of Rome. Education is the right/duty of parents in the Italian Constitution. Therefore, homeschooling is allowed as a family choice. The possibility to find similar objectives converges in parental schools when several families intend to share together a common project and the costs to support it.

The mission that Piccola Polis intends to achieve is a full and free learning of children, focusing on the relationship with them, in a teacher/pupils ratio of 1/7, for all ages from 6 up to 14 years old (primary and secondary school first degree). The child must be recognized as a capable subject, he must be seen as such, expressing his body, his talents, his passions, his curiosity, his imagination, his natural desire to learn.

These are proposed fundamental elements of the project:

- absence of evaluation, understood as judgment in the form of a numerical mark;

- creation of fields of experience that are not comparable to individual school subjects;

- presence of the external environment, experienced not only as a learning environment but also as a classroom;

- body care.

The absence of evaluation allows children to enter into a profound relationship with the reference adult, since they feel free to learn not in a coercive context. Teachers support students in their own learning and self-assessment path, eliminating any form of numerical mark on the students' written and oral productions. The error is seen as an active element of the learning process.

The creation of fields of experience refers to the proposals that are structured for children. It is a non-predefined curriculum, in which we start from practical activities, most of which are done in an external environment, and then lead back to specific objectives according to the National Guidelines.

The external environment is what mainly characterizes the project, with the organization of shared outdoor spaces, which can be used by groups. Depending on the age, explorations are organized in the surrounding countryside for natural environments, as well as discover urbanized environments that the city of Rome offers for free. We go out daily in the surroundings, while weekly in

the city. It should be noted that, due to the restrictions and closures that have taken place since February 2020 due to Covid19, trips to the city have been suspended completely.

Body care passes through every activity that is offered to children, including daily planning, where, for example, the morning welcome is done in different environments, including the outdoor space to allow for an adequate adjustment and muscle awakening. Among the proposals that have a greater emphasis on movement there are circus activities of acrobatics, juggling and aerial, break dance, theater in different forms, cultivation. We have a special art space available, where children's bodies can relate to matter as such.

The project, to date, welcomes 65 children, who regularly carry out the examination at the end of each school year at a reference state institution.

H.4. Training A Democratic Teacher: Between Individualized Teaching and Formative Evaluation

538 Between Well-Being And Poverty In Educational Contexts. What Is The Role Of Teachers? A Narrative Literature Review

Baroni, Sara (Free University of Bolzano) · Di Genova, Nicoletta (Sapienza University of Rome)

Keywords: Well-being, Poverty, Educational Contexts, Teachers, Democracy.

Several researches have highlighted how the global pandemic emergency impacted on many dimensions concerning poverty and well-being of the actors involved in educational and training processes and contexts (Save the Children, 2020). These two concepts are becoming increasingly central in the pedagogical debate aimed at understanding the perspectives and the challenges that education has to face in order to pursue values of equity, sustainability and good quality of life for all in the design and management of educational instances. In this scenario it emerges how important the role of teachers is in fostering equity and well-being not only for pupils but also for the whole educational community (Benvenuto, 2011). In such a vision, the school is in constant dialogue with the environment through the interdependencies existing between the actors and their connected systems (family, social, recreational, etc.). Thus, allowing the sharing of responsibilities and actions in full continuity and educational integration (Bronfenbrenner, 2010). In Dewey's (1992) vision, the school is at the center of this process, not only as the product of a democratic system, but also as a producer of democracy and, indeed, able to revive it in its best forms, even becoming a social and political laboratory. In this approach, teachers become guardians of democracy, assuming an active role that requires a specific action of systemic reflexivity (Luhmann & Schorr, 1999), functional to the assumption of specific educational postures (Nuzzaci, 2009) to implement actions to overcome the educational poverty and to promote well-being.

The contribution proposes an in-depth review of the concepts of poverty and well-being, assumed in their multidimensional character (Ghedin, 2017) and seen as two sides of the same coin (Sen, 1987), through a narrative analysis of the literature on the issues. The aim is to reflect on which dimensions of these notions should be considered for the implementation of educational pathways aimed at equity and authentic democratic participation, and to reflect on the role that teachers and educators play in their implementation.

Keeping these aspects in mind means implementing the possibilities of educators to fulfil their role of promoting social change by breaking the reproduction of inequalities by empowering individual potential in a context of educational equality.

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786 Large-Scale Assessment And Inclusion: Not Necessarily An Oxymoron

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Keywords: Large-scale assessment, open learning, Item databases

The learning of mathematics plays a prominent role in the educational path of a student. It requires the accomplishment of high cognitive standards, in terms of creativity, rationality, control of several semiotic registers, metacognition etc. Mathematics can be a field of knowledge where the individual's self-esteem and self-efficacy can flourish.

We can also recognize a social and political value in the learning of mathematics, since it is a fundamental tool for contemporary citizens to have access to the complexity of our society. Mathematics is at the core of science and technology that are moulding the world in unpredictable, unexpected and rapidly changing scenarios. The Italian national curriculum in mathematics attaches significant importance to the "mathematics for the citizen" as an important guideline for mathematics teachers. Mathematics can be both an instrument of equity or discrimination according to how and how many students can grasp its cognitive and metacognitive potentials. The important accomplishments available through mathematics clash against the serious and acknowledged difficulties that research in mathematics education has precisely outlined.

We believe inclusive mathematics is an unavoidable milestone in the accomplishment of a democratic school that fosters equity. Furthermore, inclusive mathematics addresses a two-fold objective, in that it allows both high learning standards in mathematics and access to all students to the competences, which transform them into an aware citizen of our complex world.

Our notion of inclusion goes beyond the idea of a practice devoted to a specific individual with sociocultural disadvantages or some kind of physical, intellectual or sensorial impairment. In our view, inclusive education should not work to restore a so-called condition of normality; instead, promote the construction of subjectivities who position themselves in their cultural-historical environment according to their specific needs, potentials and difficulties. We are referring to a broad perspective of inclusive education, focusing on meeting social and academic needs for all pupils and contributing to an equitable and democratic learning community. Thomlinson's notion of differentiated learning and open learning methodologies allow us to realize such a broad notion inclusion. Open Learning focuses on learning instead of teaching and encourages the development of class settings where learning processes are decentralized and plural: several students working on several tasks and each of them is going through his/her own valuable learning process.

Large-scale assessment data, when interpreted with the lens provided by Mathematics education research, can be used to realize in the small-scale of the classroom inclusive learning of mathematics in the sense mentioned above. The structure of Gestinv database, a collection of all the items administered in Italian national INVALSI tests, allows teachers to design open learning environments that allow each student to act and learn according to his/her specific potentials and cognitive needs. Gestinv provides materials for mathematics activities, organized according to features that foster open learning. Gestinv has been used in many teachers professional development programs to enhance the capacity of designing inclusive learning environments.

The presentation will show practical examples of differentiated learning based on the implementation of Gestinv.

827 The Pre-Service Teachers' Democratic Teaching Beliefs

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Keywords: beliefs, democratic teaching, pre-service teachers, Primary Teacher Education

Today the data on the phenomenon of scholastic dropout, especially in secondary school, are alarming (Eurydice, 2014) and the evaluation and communication methods of teachers continue to be implicitly selective and present in our classes since the

kindergarten. It is now known that the learning outcomes of students are also influenced by systems of variables (Fenstermacher & Richardson, 2005) connected to both psychological and motivational factors of the students; both to social factors, related to their family and socio-cultural environments of reference; and again to contextual and organizational factors, linked to constraints and resources present within schools; and finally to political and institutional factors that influence practices, cultures and therefore innovative pressures or resistances within the institutes. Precisely, with regard to the cultures present in schools, it is interesting and fundamental to observe how some teaching or evaluative practices of teachers, sometimes unfair, are supported and guided by specific beliefs. For this reason, it is of great importance that the initial training of teachers promotes teaching beliefs oriented towards the quality and equity of the didactic process. In this perspective, this contribution intends to present the design, the results and the reflections of a survey on the democratic beliefs of students enrolled in the PTE Degree Course of the Alma Mater-University of Bologna, carried out through the administration of an online questionnaire.

With regard to the specific design of the survey, developed by an interdisciplinary research group of the Department of Education "G.M. Bertin" of Bologna, it is characterized as a longitudinal - cohort - correlational survey on the beliefs of democratic teaching (Ciani, Vannini,20017; Ciani, 2019). These beliefs of PTE students were analyzed both in their evolution over time and in their correlations with other pedagogical-didactic factors such as the motivations for teaching, the perception of competence on individualized teaching, images of teaching profession and visions on didactic planning.An interesting picture emerges from the correlational analysis: building the planning, teaching, evaluation and relational skills of future teachers supports the formation of democratic teaching beliefs, which in fact are consolidated over the years, strengthening one's relationship with a positive vision on didactic planning and the one with a reflective and collegial attitude.

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579   Teaching Practices And Use Of Digital In The Dada Model (Didactics For Learning Environments)

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Keywords: DADA Model (Didactics for Learning Environments), Digital Skills, Grid, Learning Contexts.

The opportunities and changes that digital technologies bring to learning and teaching contexts are at the center of the reflection of several international studies (OECD, 2015; OECD, 2016), which declare that digital has the potential to improve learning, to provided that the use of the tools is linked to an effective pedagogy (OECD, 2016). The paper presents the results of the monitoring of digital augmented teaching, in a lower secondary school in Rome, which adopts the DADA model (Didattiche per Ambienti Di Apprendimento - Didactics for Learning Environments). Based on a radical pedagogical-didactic and organizational innovation, the Dada model is characterized by the presence of "classrooms - learning environments": each space is assigned to one or two teachers of the same subject and the students move from one classroom to another, during school hours. The monitoring study included one hundred and twenty hours (one week in December 2019) of systematic non-participant observation of the four "experimental" classes. During the observation, designed according to the principles of Research-Training (Asquini, 2018), particular attention was paid to the use of digital devices (iPads) by teachers and students. A grid was used to collect the data, designed to identify the time dedicated to three moments of teaching: the activities carried out (e.g., construction or transmission of meanings, consolidation, planning), the functions of these activities (e.g., introduce new knowledge, monitor and verify learning or manage the organization) and actions (e.g., frontal lesson, design, discussion). The research questions investigate the use of the digital device in relation to

other media, such as the IWB (Interactive Whiteboard), and what are the educational activities, which involve greater use of the digital device. In general, the analysis of the observations revealed the distribution of time on five functions indicated in the grid: Manage the organization and relationships within the classroom (38.65% of the total time), Introduce new knowledge (23.84%), Monitor learning (17.63%), Manage organization and relationships within the Institution (17.21%) and Empower students towards study activities (2.68%). Differences between the classes in the use of time were found, based on the different actions carried out with digital devices, but it should be noted that more than 50% is dedicated to management and organization activities, while teaching (and therefore also learning) covers just over 40% of the activities. The 2018 European Parliament Recommendation establishes the role of digital skills as key competences for lifelong learning: they have an impact on education, training and learning and lead to the development of more flexible environments. The potential of digital becomes propulsive for a democratic attitude, oriented towards the construction of active citizenship and social justice. Bringing a non-linear logic into the school of organized knowledge could lead to dedicating more time to learning.

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611 The Epistemological Question Of Digital Citizenship At The Time Of The Pandemic

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Keywords: Digital Citizenship, Teachers Education, Democratic school

The last few months have been marked by profound changes. Uncertainty, fear and risk have found their place more and more in the individual and collective imagination in people who have had to change their lifestyle due to the pandemic. The education system has suffered the impact of the pandemic and has had and is facing a new educational challenge called Dad (Distance Learning) and Did. Was the school system organized to deal with this unexpected emergency situation? It is still too early to state this clearly, even if for years he has been talking about the school's technological and educational innovation processes. One question is clear: the school has the task of welcoming the educational challenges of contemporary society and has the cultural and institutional duty to reflect on the transformations taking place, paying particular attention to the crisis of the educational systems. The global, European and national political system has devoted much attention to the crisis of the educational systems and the relaunch of the school as a laboratory of democracy, even if the predominant idea is that of a school based on the epistemological paradigm of a pervasive assessment regime and oriented to training for work in contemporary society, arousing numerous criticisms that identify in this school model, a school-company, which reproduces social divisions and inequalities and does not train citizenship and solidarity. It is therefore necessary to bring out a new image of the school that is the point of reference for a new dimension of democratic citizenship. Being a citizen and, even more so, exercising citizenship means acquiring values, skills, qualities that, starting from participation, acceptance, care, a sense of responsibility, refer to specific categories of pedagogical thought. The challenge of pedagogy therefore lies in the possibility of finding value and comparison networks so that the current sense of loss, the characteristic loneliness of the global citizen, the new social emergencies such as a disruptive individualism, racial hatred, gender disparities, the various dimensions of violence become a stimulus and not an obstacle through which to build an educational project that is able to bring the person back to the center of educational relationships, to define a new educational humanism. This condition can only occur if the subject - person who feels part of a community, cooperates for the construction of a new shared paideia, capable of supporting and nourishing horizons of humanization and educational and political choices characterized by meaning and responsibility. What educational challenge does the teacher of the 21st century face in this new situation? In this short contribution I will try to reflect on the importance of digital citizenship expressed by the concept of human development and democracy for the definition of teacher training in the context of the contemporary pandemic situation that is fundamental for a democratic school and an inclusive society.

296   The Influence Of Training On Teachers' Teaching Strategies: Study Of A Sample Of Lower Secondary And High School Teachers

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Keywords: teacher training, didactic strategies, openness to change, innovation, teaching practices.

In recent years we have witnessed the evolution of society which has affected not only the world of schools but also the teaching staff. Teachers are no longer required to simply transmit knowledge, but to have a style of teaching capable of stimulating students' participation in learning through discovery, group work and use of technology. Initial and in-service training, therefore, not only become the basis for professional development, but are also fundamental practices as they allow the acquisition of didactic-pedagogical techniques and strategies necessary to train a reflective professional who knows how to relate to the heterogeneity of classes, with special educational needs and with the need for an inclusive school. Nowadays, professional updating is foundamental to acquire relevant transversal skills to face daily educational challenges and it is considered as an openness to change and an interest in innovative aspects that should increase with the growth of knowledge acquired throughout life (Vieluf et al., 2012; OECD, 2019).

Starting from these assumptions, this paper analyzes the results obtained thanks to the implementation of a field research conducted by DPSS at Sapienza University of Rome which involved 701 lower secondary and high school teachers. Through a self-administered questionnaire with five-point Likert scale the objective was to evaluate how often teachers use some teaching practices that were grouped into four strategies: consolidation, work on strategies, transfer of meanings and active construction of meanings (Cesareni & Rossi, 2013). The first results show on one hand the relationship between some aspects concerning the ongoing training received by teachers and the teaching strategies, on the other hand the correlation between the interest in innovation, the predisposition to change and the amount of training hours received in the year preceding the administration of the questionnaire.

In an increasingly complex and diversified society where educational institutions are required to provide the tools to be able to understand the present and future reality and to help train the proactive citizens of tomorrow, the relevance of this contribution is to stimulate reflection on importance of teacher training, as it can influence teaching practices which in turn affect the quality of education and students' school performance (Helms-Lorenz et al., 2013; Baldacci et al., 2020).

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437   The Schoolyard As A Teachable Space: A Research-Training Project With Teachers And Parents

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Keywords: Outdoor education, schoolyard, research-training, professional development

The covid19 pandemic forced schools to reorganize. By and large Italian schools were not ready for online didactic. Teachers had to learn tools and reinvent their teaching rapidly and without a clear institutional mandate. While this process proved to be extremely

stressful, it also fostered a greater sense of agency, independency, empowerment in teachers (Jones, Harris, 2014). It also consolidated informal professional learning communities (Watkins, 2005). These gains are proving to be lasting and are bridging across different sectors. In summer 2020 teachers at a primary school in Reggio Emilia (Italy), started a deep reflection on the new school year and how to make the best of the difficult and uncertain situation ahead of them. More specifically, the schoolyard was identified as a 'teachable space' that is a healthy environment, given the pandemic, where teachers can extend classroom learning to natural and authentic environments (Feille, 2019). Teachers had no lasting experience on outdoor education (Humbestone, Prince, Henderson, 2016), so they reached out to outside experts (environmental educators and researchers). A research-training project (Asquini, 2018) has been structured and is currently on the way to redesign the schoolyard on the basis of the educational potentials highlighted in the literature and in the training path itself. This study refers a preliminary account of this process that involved both the teachers and the parents of the school. It will present: the documentation of the process of co-projecting; the results of a survey, analyzing teachers' perceived self-efficacy (Glackin, Hohenstein, 2018) and believes regarding outdoor education before the project started; the presentation of the reflective notebooks that accompany the teachers throughout the training meetings (Moon, 2003).

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H.5. Reinventing Professional Learning and Development

267 Toward A Phenomenology-Oriented Transformative Education In Adult Life

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Keywords: Phenomenology, Eidetic Evidence, Lifeword, Reflexivity, Adult Learning.

The paper aims at presenting Husserlian phenomenology as a fruitful pedagogical paradigm for adult education philosophy.

Through a comparison with the Transformative Learning approach as developed by Jack Mezirow, phenomenology is presented as providing a theory of education with more effective instruments – ontological, epistemological, and methodological - to escape from the enslavement of a neoliberalism attitude. This for several interrelated reasons that will be detailed in the paper:

1. The phenomenological perspective implies a wide-ranging attitude against the different forms of positivistic reductionism, such as psychologism, materialism, and utilitarianism. Namely, its critique of a idea of "evidence", only meant as empirical and measurable, goes hand in hand with the search for "eidetic evidences" envisaged by Husserl and hid disciples.

2. Therefore, even if both Merizow and Husserl argue for the need for an epochè, i.e. for a bracketing and suspension of judgment, the Husserlian idea is more radical, insofar as it is referred not only to natural attitude and common sense but also to scientific empirical knowledge and its "facts".

3. This allows Husserl and his disciples to focus on the "lived experiences" and "lifeword".

Actually, the phenomenological method entails - as it is well known – the effort for descriptions as accurate as possible of the considered phenomena from the perspectives of the people involved, which implies that researchers refrain from any pre-given framework as well as any decontextualized idea of education. The phenomenological educational researchers try to unfold what usually remains implicit, allowing the essence to emerge and be illuminated (Cameron, Schaffer & Hyeon-Ae, 2001; Dahlberg 2009). Hence the peculiar practice-based learning that goes far beyond an "employability skills discourse" (Hyslop-Margison 2010, Allatt-Tett, 2019), as can be examplified in teacher education.

4. A focus on emotions is embedded In this learning model. Indeed, it is presented as able to explore how emotions can help an adult to learn and, mostly, to develop a deeper understanding of themselves as well as of the other.

5. Finally, phenomenology implies a peculiar idea of reflection. More precisely, a stress on the value of reflection in adulthood can be fruitfully sought both in the Deweyan line of thought - as expressed not only by Mezirow but also in Donald Schön's "reflective practitioner" - and in the Husserlian one - as in Hannah Arendt and Paul Ricoeur. However, it will be argued that the phenomenological reflexive attitude can be more precious in adult education, although, so far, not fully explored. Actually, it paves the way not only to some professional skills but, more deeply, an existential and ethical competence, i.e. a genuine adult life.

357 Citizenship Education In Secondary School: Teacher Representations And Student Voices

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Keywords: citizenship education, teacher professional development, student voices, mixed methods research

This contribution illustrates a case study (Yin, 2013) carried out at the IC Gobetti of Trezzano S/N (Milan) on the topic of citizenship education aims at enhancing teacher professional development; the research investigate the representations and the teaching practices, through the voice of teachers and students (Cook-Sather, 2006), in relation to Citizenship and citizenship education social constructs (Pineda-Alfonso et al., 2019).

A mixed-method approach (Creswell & Plano Clark, 2017), was chosen consistent with the need, on the one hand, to involve the entire educational team (n. 129), and on the other hand, to make a qualitative in-depth geared towards understanding teaching/learning processes. A questionnaire survey for teachers and two focus groups with students of low secondary classes were conducted.

Analysis of the questionnaires shows that the most frequently used terms ("right", "respect" and "duty") refer to an idea of citizenship stricto sensu of a mainly political-legal nature (Costa, 2005). In defining citizenship education, the term "respect" is the most recurrent, however, it presents a multiplicity of meaning, that refers to ethical and value dimensions and, in the case of respect for others and differences, to a cosmopolitan approach (Benhabib, 2008). The different constructs are reflected in the responses on educational objectives, compared with those of the National Indications of 2012 and the New Scenarios of 2018, declared pursuable by 76% of teachers.

About teaching practices, emerges the use of texts/websites attested in 34% of respondents and only 32% declare to have activated collaborations with institutions or associations in the local territory (for example, the experience of the Municipal Council of Boys and Girls).

The focus groups with students evidence the skills acquired as pertaining to the complex level (García Díaz, 1995), of engagement with socially alive issues (Legardez, 2016) on sustainable and durable development mostly. The transcripts analysis identifies significant evidence: the connection between the local and global experiential dimensions and the shift from recognizing problems to proposing solutions, an attitude characteristic of an active citizenship, and emblematic of the construction of an awareness of political dimensions.

The comparison between teachers' and students' voices provide input for evaluating, reflecting on, and rethinking teachers' practices.

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507   A Digital Work-Integrated Learning Model To Encourage A Positive Attitude Toward Professional Learning & Development In Future Lifelong Learning Professionals

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Keywords: work-integrated learning, professional learning, professional development, lifelong learning professionals

Higher Education is internationally encouraging actions and strategies to foster the development of academic knowledge more situated and 'real world' oriented (Winberg, et al., 2011). These strategies can be framed under the umbrella term Work-Integrated Learning, which is often adopted quite broadly with reference to the connection of theory with workplace experiences. It is also used interchangeably with the terms practice-based learning, vocational learning, experiential learning, and co-operative education. WIL refers to curricular, pedagogic and assessment practices, across a range of academic disciplines that integrate formal learning and

workplace dimensions. It is instrumental in achieving several educational outcomes, such as the development of employability skills (Jackson, 2015), of professional identity (Bowen 2018; Del Gobbo, Frison, & Pellegrini, 2021), and the facilitation of students' transition to the workplace (Billett, 2009).

The contribution focused on a work-integrated learning experience carried out at the University of Florence with the aim of supporting future lifelong learning professionals in exploring career opportunities, developing a professional identity and a positive attitude toward Professional Learning and Development.

At the international level, we find blended practices and experiences referred to as virtual or simulated work-integrated learning (Fong & Sims, 2010; Sheridan, Gibbons, & Price, 2019) or digital workplace learning (Littlejohn & Margaryan, 2014) in which students, teachers and stakeholders cooperate within an ICT-mediated learning community. The aim of these proposals is to provide students with a digital, de-situated environments that allow them to benefit from a connection with the world of work, even if at a distance, by incorporating elements that refer authentically to professional contexts and challenges. Due to the Sars-Cov-2 health emergency and the forced stoppage of regular traineeship activities in Italy, a digital work-integrated learning model was proposed to master's students on Adult Education and Lifelong Learning. Four modules were designed and implemented, each of them with a different focus:

encouraging a reflection on professional prefiguration

enhancing knowledge about educational services and organizations

enhancing knowledge about educational services' management processes

designing a personal and professional development plan (PDP).

The PDP was proposed at the end of the process to encourage future professionals to reflect upon their own learning, take responsibility for their study and career path, and plan for their personal, educational and professional development. A total of 147 volunteer students were involved. The contribution will present the digital WIL model, based on a collaborative partnership between the research team and representatives of local educational organizations. Business representatives were involved in the design and implementation of the modules through interviews and the development of problem-based activities and work-related assignments.

Modules and activities will be widely described. A specific focus will be devoted to PDP. Results from the content analysis of steps and strategies identified by students and their final reflection on their Professional Development will be presented.

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500   Explicating 'How' 'Participatory Action Learning Action Research Community Of Practice' Processes Transform Teachers 'As' Teachers, Leaders, Researchers And People

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Keywords: Transformative, PALAR, CoPs, Professional Learning 'as', Teacher Identities

Taylor and Cranton (2013) accuse transformative learning [TL] theory researchers of being "stuck on a treadmill...repeating the same research over and over again" and plead with them "to enhance the theory" (p. 34). This paper suggests that TL theory does not need to be re-invented but that it must be used less to retrospectively 'evaluate' professional learning [PL], and more to prospectively 'create' (Anderson and Krathwohl, 2001) PL models that explicate 'how' TL may be realised in reality. Whilst communities of practice (CoP) are believed to potentially stimulate TL experiences (Kennedy, 2014), further research needs to be conducted to better unveil 'which' and 'how' PL interactional processes result in growth and transformation (Van Kruiningen, 2013; Holland, 2021). In addition to PL questions related to 'with whom', 'which' and 'how', this paper promotes the consideration of an 'as what / whom' question. It addresses the traditional neglect of teachers 'as' primary beneficiaries of PL by exploring 'how' a participatory action learning action research [PALAR] CoP can facilitate teachers' personal 'growth trajectories' (Holland, 2021) through an array of professional identities (Boylan et al., 2018), including: teacher, researcher, leader and person (Poekert et al., 2016). This study considers an under-explored phase of the PL continuum for early career teachers, whose PL is more likely to be washed out due to their lack of influence (Hick et al., 2018), and how schools can be hierarchical (Nugus et al., 2012) and vertically structured settings (Pyrko et al., 2017).

This study tracked 7 primary early career teachers (3 years) as they engaged in a PALAR CoP focused upon 'leadership for inclusion'. Participation included attending 6 PALAR CoP workshops and interacting online through What's App and a Trello Board. Teachers also engaged in projects such as: presenting at conferences, acting as 'teachers in residence' and writing for publication. Engagement with PALAR processes including but not limited to: setting priorities; exploring and solving problems; evaluating projects (Chevalier and Buckles, 2013); presenting and celebrating (Zuber-Skerrit, 2002), were used to explicitly drive PL. Data were gathered through the audio-visual PALAR CoP workshops, artefacts and interactive e-technologies over a period of 3 years. Inductive and deductive data analysis was undertaken with the teachers as co-researchers.

The findings address Evan's (2019) question about whether particular forms and sites of PL are more transformative than others, offering PALAR CoPs as one answer. The findings indicate that teachers' personal and professional growth as teachers, leaders and researchers can be attributed to the explicit development of the three CoP dimensions: domain (leadership for inclusion), community, and practice. The findings also indicate that PALAR processes provided a pedagogical framework (Anderson et al., 2015) for the CoP, infusing the CoP dimensions with democratic interactional and dialogical transformative experiences and outcomes. It was also deemed significant that the co-adaptive approach of the PALAR CoP provided time, space and support for teachers to evolve through the multiplicity of identities (Amaral-da-Cunha et al., 2020; Holland, 2021) at different stages of the journey and to varying degrees.

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589 Supporting Critical Professional Learning And Development At Primary Education Degree: The Voice Of Pre-Service Teacher

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Keywords: Pre-service training, professional development, primary education degree

This contribution reflects upon ways in which to support professional learning and development (PLD) from the initial phase of the teacher's career, i.e., the first years of the primary education degree program. In particular, we want to explore the role of the degree program as a crucial resource oriented not only toward providing prospective teachers with the professional skills required to teach children and to manage learning environments but also toward honing the prospective teacher's capacity for continued development and learning throughout the course of his or her career.

The debate over the meaning of professional learning and development (whether transformative, reproductive, durable, individual or collective) and over the conditions under which it is to be implemented in work environments is to be placed within the context of pre-service training in order to provide us with an overall view of the prospective teacher's training resources and strategies. It is therefore appropriate to examine the primary education degree program and the way in which it is designed closely. To what extent does pre-service training promote "transformative professional learning"? What ideals does the primary education degree program promote in terms of professionality and professional skills? To what extent does the degree program, as a prominent part of the teaching and learning system, work "in and against" this system or offer prospective teachers the opportunity to question the system itself?

This contribution analyzes the perceptions of prospective teachers enrolled in the primary education degree program at the University of Milano-Bicocca of their own initial PLD. The five-year master's degree program, which was introduced in 1998/1999 and is a requirement for all kindergarten and primary school teachers, entails 300 credits (CFU) distributed across three main areas: four traineeships (at the primary school with a teacher supervisor and at the university with a university supervisor); thirty courses in educational psychology, teaching and learning methodologies and subject didactics; and workshops and practical activities.

The research question addresses the way in which pre-service teachers conceptualize their own professional development and learning throughout the third year of the degree program. We want to reflect upon the impact of the degree program, and of two courses in particular (Research Methodology in Education and Models and Elements of Curriculum Design) on this process of conceptualization. We are interested in exploring the collective teacher identity as well as the reflective and critical dimensions of teaching practice as represented by the responses regarding PLD provided by pre-service teachers.

Data was collected in January of 2021 via questionnaire administered to third-year students in the primary education degree program at the end of the aforementioned courses. A reflexive thematic analysis of the data from 169 valid questionnaires was performed. Only one item from the questionnaire, a brief narrative strictly related to PLD, is considered in the present contribution. According to the received responses to this question, perceived PLD depends primarily upon the ongoing availability of opportunities to supplement teaching and learning theory with practice and upon opportunities for self-reflection.

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273   Transformative Learning Of Teachers And School Leaders For The Development Of A Learning Community And Their Professional Agency

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Keywords: transformative professional learning, learning community, professional capital

Research question: How transformative model of teachers' and school leaders' professional learning is helping to create a learning community at municipality level focused on students' learning, as well as their professional agency?

In the last 30 years Lithuanian public education experienced an especially rapid and contradictory transformation. Despite complex external and internal pressures, today educators are looking for new opportunities to enhance their professionalism. In 2009, The Ministry of Education and Science initiated a long-term educational project entitled "Time for Leaders" which has aimed on the development of leadership capacity at municipality level and included teachers, school heads, municipality's decision makers and stakeholders (Pranckuniene et al., 2011) all focused on impacting the learning experience of students in Lithuanian schools. The project is intended to be completed in 2021 by which time all 60 municipalities and 15,000 educators in Lithuania would have been involved.

The conceptual basis of the project integrates several theoretical frameworks, such as:

System leadership – improvement of each school and the entire education system by nurturing educating leaders at all levels – classroom, school, municipality and state (Pont et al., 2008).

Leadership for learning – creation of powerful and equal conditions for learners, professionals, and the entire system in which leaders "persistently and publicly focus their and the attention of others on teaching and learning" (Fink, Hargreaves, 2005);

Professional capital, which is the foundation of enhanced educational performance and sustained educational improvement as it unites individual and collective responsibility at the system level (Fullan, Hargreaves, 2012).

The project provided multiple professional development opportunities: group and individual coaching, creative project-based work, long-term training programmes on educational leadership, MA studies in educational leadership, national and international study visits and short-term training programmes based on individual needs of each municipality. The complexity of our work demanded us adapting a model of transformative learning offered by Kennedy (2014) , one of nine different models in relation to their capacity for supporting professional autonomy and transformative practice. Another underlying approach embraced the notion of developing professional learning communities, as these appear to hold 'considerable promise for capacity building and sustainable improvement' (Stoll et al., 2008). Transformative learning cannot happen effectively unless working alongside each other. The project team is conducting an on-going study blending the theoretical frameworks of "leadership for learning" and "professional capital" which includes more than 9000 teachers and 500 school leaders. The findings of this paper reveal the potential of a transformative model of professional learning by creating sustainable learning community taking into account unique social and political context of municipality. The analyses of data indicates that transformative professional learning practices are helping educators to strengthen their professional agency by focusing on a concrete educational innovation in parallel with building professional networks. The auto narrative of project team members uncover challenges trying to weave all the threads of the project together for the main goal –the enhancement of professional capital in Lithuania.

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388 Teacher Merit Restyling Through Inclusive Teacher Leadership

Salvadori, Ilaria (University of Florence, Italia)

Keywords: Teacher merit, professional development, inclusive teacher leadership

Teachers have been gradually considered a key variable in improving students' learning and formative success (Biesta, 2017; Capperucci, 2013; Darling-Hammond et al., 2017; Franceschini, 2019; Margiotta, 1999). Global education policies have heavily invested in their professional development to meet the demands of the current highly competitive knowledge economy but have often ended up reproducing the functionalist model of an accountability and profit rationale. The Italian Ministry of Education developed a plan for continuing professional development. Law 107/2015 also established the allocation of a bonus as a form of teaching merit according to criteria identified by the School Assessment Committees.

According to a qualitative analysis carried out on a sample of comprehensive institutes in Tuscany (Salvadori, 2020) the indicators considered more valid for a merit-based system refer to responsibility and participation, but it remains the implicit risk of a functionalist drift (more work = more merit = more salary) with a school at the crossroads between market laws and democratic principles (Baldacci, 2019). A new vision of merit (Boarelli, 2019) is required rested on shared involvement with colleagues.

The paper proposes diverting teacher professional development towards the acquisition of expertise as the exercise of shared, inclusive, and collaborative leadership for professional learning in which teachers can transform daily practices starting from their micro-level development (Evans, 2014) in conscious acting (service) for the others. It can happen in a community where everyone can best express their abilities as talents, "giving voice to the polyphonic and uninterrupted song of divergences" (Sadin, 2019, p. 189). Effective professional development focused on teachers' needs (Korthagen, 2017) and inclusive teacher leadership can become a responsive tool to empower educators, since we are always in search of the optimal mix (Guskey, 1994).

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H.7. Reinventing school between pedagogy, architecture and design: A dynamic laboratory

592   Educational Experiences In Nature:The Characteristics And Potential Of Outdoor Settings

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Keywords: affordances, environment, experience in nature, inquiry

Over the past ten years, Italian early childhood education centres (0-6 years) and schools – especially primary level – have spearheaded renewed interest in outdoor education, supported by a vibrant Italian education literature that has pursued different related lines of inquiry (Oliverio & Oliverio Ferraris, 2011; Bertolino & Perazzone, 2012; Bardulla, 2014; Farnè & Agostini, 2014; Malavasi, 2014; Schenetti, Salvaterra & Rossini, 2015; Guerra, 2015; Chistolini, 2016; Antonieti & Bertolino, 2017; Farnè, Bortolotti & Terrusi, 2018; Bertolino & Guerrra, 2020; Guerra, 2020; Mortari, 2020). Outdoor experiences bear rich potential and educational value, enhancing children's wellbeing, their global, contextualized, and interrelated learning, and their environmental/ecological awareness (Raith & Lude, 2014; Humberstone et al. 2016; Waller et al. 2017). The debate on outdoor education has also examined the competences that teachers/educators need to have, or develop, in order to deliver such experiences.

Outdoor education offerings vary according to the identity of the education services providing them – which in Italy are particularly diverse – but also as a function of the different kinds of outdoor environment where they are implemented, which present differing degrees of anthropization, despite being generically defined and perceived as "natural spaces" that have undergone little or no intentional modification by humans. A key aspect of an individual's relationship with the environment – whether the person guiding an outdoor educational experience or the one who is actively benefiting from it – is affordance (Waters, 2017). Introducing the theme of affordances into the debate on outdoor experiences that offer direct contact with natural environments means acknowledging the need to reflect on the kinds of perceptions and intuitions that are elicited by the features of a given environment. As noted by Fjortoft (2001, p. 111), affordance concerns "awareness of environments and their functional significance, or their functional meaning", an awareness that has expanded over time, even within socio-constructivist paradigms (Kytta, 2002, 2004; Waters 2013). The focus of this paper is the affordances of natural environments in which outdoor education activities are intentionally offered by educators and teachers with prior interest and experience in the field.

Importantly, on the post-graduate course in "Education and Nature: role and skills of the outdoor professional" – currently on its fourth edition – future practitioners of outdoor education are invited to explore the different settings/environments in which outdoor educational activities can take place, with a view to identifying and developing an appreciation of their distinctive features, including from an interdisciplinary perspective. In this paper, we analyse materials documenting outdoor experiences conducted by around 200 educators/teachers as part of their course work, investigating the reasons why particular environments are chosen for educational activities that are intentionally implemented in non-traditional settings, including the perceived and observed characteristics of these environments, their potential advantages, and their impact on the quality and meaning of educational experience.

661   Green Set 4 Unibz

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Keywords: wellbeing, learning spaces, university community, green

Green SET (Shared Experiences Toghether 4 Sustenaible Enviroments Towards Nature) is the acronym for a project launched at the Faculty of Education of the Free University of Bozen/Bolzano in 2017, when the new dean, Paul Videsott, took office. The data showed that students were cogently dissatisfied with the building, making it urgently necessary to consider measures to make the university's communal areas more liveable. With the collaboration on the project of Beate Weyland, who had already gained experience in shared design processes for school buildings (Attia et al. 2018, Weyland 2015, 2020), a series of steps were taken to involve both the students and professors' community in defining trajectories of intervention.

With this contribution, we intend to present the evolution of the project from 2018 to 2021 and to focus on the current constitution of a group of students with a formal mandate to study how to actively involve the university community in the ongoing development of Green SET.

The "SET 4 Unibz" group, currently is composed of four students - who collaborate with the university - and one thesis student, is coordinated by Professor Weyland. The aim is to make the university more welcoming, enhancing its spaces by adding elements that generate and transmit wellbeing and comfort. Another goal is to create a project that will be recognisable, developing a social campaign and initiatives to involve students.

This project intends to develop a model that will inspire us to enhance the educational spaces of university students, who are studying and training to become teachers. The faculty represents our living laboratory for experimentation.

This format rises up from the Alto Adige territory, but it could also become an example for other institutions.

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400   Modern Architectures For Contemporary Communities: Learning And Inclusion In The Open Work

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Keywords: modernism, inclusion, learning, totality, perception

«The artwork is a fundamentally ambiguous message, a plurality of meanings that coexist in a single signifier [...] that is, to define the limits within which a work of art can achieve maximum ambiguity and depend on the active intervention of the consumer, without however ceasing to be a "work"» (Eco, 1962).

According to the definition of "Open Work" it is possible to reinterpret experiences of Modern Movement in architecture through some eminent experimental model-schools that were able to define spaces for learning as places for communities, at the same time didactic and social ones, starting from the pedagogical methods developed at the beginning of the 20th century, which have deeply affected the experimental practices linked to the field of design and art. The most relevant case of the Bauhaus school, expressed through new pedagogies the need to re-found the entire society, in order to retrieve the totality and complexity of mankind (Einstein,1914), in search of a constant balance between the Apollonian spirit and the Dionysian spirit (Schlemmer et al., 1925).

Starting from these assumptions, the research investigates the most significant design experiences carried out in the suburban areas of Italy in the 1950s and 1960s, such as the villages and hamlets of Sardinia (ETFAS, 1962).

However, the spatial outcomes of the local schools built, shows how their design principles are still valid in the contemporary world, re-proposing of the concept of a democratic school (Scharoun, 1951).

Following the current pandemic crisis, the role of school space has acquired new centrality, opening up a necessary debate on the inadequacy of current places of learning. The school space, seen as a natural extension of the body that acquires knowledge through exploration and motion, requires special attention not only in relation to proxemic distances and the new possibilities of aggregation that these imply, but also in relation to interactions with the urban dimension. Strengthening the role of architecture in educational processes and reinforcing the relationship between the school and its extension to the outside world, integrating experiences of the territory to make community (Weyland, 2014) is the topic investigated during the fourth edition of the International Summer School "ILS _ Innovative Learning Spaces - a city for everyone", in the workshop "Architecture and education

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814   How Do We Negotiate Innovative School Design Among Different Expert Profiles?

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Keywords: Brief, learning environment, space, pedagogy

The research activities that Indire has carried out since 2012 in the field of rethinking school spaces has a tradition that has its roots in the pedagogy of Montessori, Malaguzzi up to all those teachers who look for meaningful and effective school learning spaces.

The research outreach has had unexpected effects through the participation of researchers in the drafting of calls for tenders for the design of new school buildings, participation in design competitions, the development of guidelines also with European partners, or the stipulation of memoranda of understanding with local authorities or associations of stakeholders within the field.

The national (Weyland, 2015) and European (Bojer, 2018 Barry, 2018) experiences in participatory processes, evidences the adequacy of these approach to overcome barriers and use the new spaces in effective way; to develop an educational vision shared with the community and to activate a sense of belonging to the space by students and teachers of a school community (Imms, 2016; Barrett, 2015).

The importance of translating pedagogical visions and orientations into educational principles that can then be reflected in the architectural forms and languages of an educational space emerged in the evaluation experiences for the construction of new school buildings as experts.

The contribution outlines how important it is to proceed through a research design approach that does not prefer only the technical dimension, identifying professionals based on an economic offer, or entrusting a single design phase to a generic technician or based on a defined preliminary by a person lacking adequate skills. But provide for the participation of teams of professionals able to respond to the needs of the users. This necessity emerges from the analysis of some calls that use the 2013 guidelines as a tool of inspiration for the design of schools. The novelty of these guidelines concerns the constructive approach of a performance type, capable of offering a meta-project proposal in which spaces are characterized according to their symbolic and functional value.

At the same time the inspirational value of the guidelines, allow the necessity to identify some criteria to evaluate the overall project. What criteria should be used for reading the pedagogical aspects of an innovative school building project that takes into account the national rules but also the pedagogical aspects? How to negotiate the design of an innovative school that focuses on the learning process?

These questions open up some areas of reflection that will be addressed through the presentation of some case studies of school project that have been evaluated by Indire researchers as pedagogists in commission. The goal is to highlight the importance of dialogue between experts from different fields such as those belonging to the world of pedagogy and architecture; to begin to identify a series of common and shared criteria to be used for the evaluation of projects that architects can also take into account and finally hypothesize the participation of a mediator or an expert profile in the project evaluation commissions or competitions for the assignment of construction projects.

416 School Buildings As A Pretext For An Architectural Manifesto

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Keywords: Architecture, City, De Carlo, School

Giancarlo De Carlo is one of those who has been most interested in the relationship between architecture and education, exploring it not only through projects, but especially with his writings. An article entitled "Why / How to Build School Buildings", published in 1969 in the Harvard Educational Review, deals specifically with the relationships between education, school, architecture and the city. In continuity with some anarchist theories of the time and with the architectural-pedagogical debate that in those years was particularly vivid in investigating the relationships between school and the city (texts by other members of Team X were inserted in the same issue: Van Eyck, Hertzberger and Woods who refers here to the concept of non-school), De Carlo recognizes the real focus of education in the globality of the experience, which take place only beyond the school walls, in the city. This idea of a de-institutionalized education anticipates the subsequent Deschooling Society by Ivan Illich.

De Carlo analyses 'why', before analysing 'how', it is important to discuss about the construction of school buildings. On the one hand he proposes a fragmented school, spread in the city in order to overcome the barrier that unties it from urban space. On the other hand he suggests a project-process modality able to arrange open-ended spatial configurations and capable of accommodating a multiplicity of uses and programs: this possibility enables an increased richness of the experience even within an enclosed architectural space. The comparison with the current trend that conceives school spaces as metaphors of urban space, often leading to vague and allegorical representations (corridors as streets, atrium as agorà, classroom as educational landscape), highlights the importance of De Carlo's interpretation of the city in its relation with education: the city as a space for events complexity and richness of the experience.

The translation De Carlo makes into operational indications for the conception of a possible other architectural space stands as one of the most interesting and less explored readings regarding the design of school spaces. The aim of his indications leads to the possibility of a space capable of promoting any kind of event and hosting any unexpected development. The need for a de-institutionalized design both for educational spaces and in general for architectural space, reaffirmed by De Carlo, becomes crucial if contextualized in the contemporary socio-cultural panorama (knowledge society, lifelong learning), that recognizes education as a fluid process that occurs in continuity into space. The article try to offer an original and contemporary reading of the vision of De Carlo where the debate on school buildings is considered as a pretext for the construction of a proto-manifesto for an architecture of global disorder.

894 Re-Reading History. Contemporary Innovative Spaces From The Past

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Keywords: innovative spaces, school architecture, classroom, pedagogy and architecture

The contemporaneity that lies before us - looking at the theme of the school - increasingly urges us to recognise the need for a critical break with what has preceded us in the time that has just passed, in order to consolidate in a new unity the two terms of a single story, architecture and pedagogy, which for over thirty years have travelled along different roads without the capacity for comparison or encounter, for a concrete idea of a school suited to its time. Certainly the near past - closer to the field verification of the suitability of space for its possible educational use - clearly shows us the consequent distances that lead to the need to act in opposition, instances well expressed by contrasting expressions such as "The classroom is broken". And yet, this need for revolution,

this concrete need to invent "anew" an idea of a school suited to our times in the close dialogue between architecture and pedagogy has made us forget, at times, that attitude well expressed by Paul Klee's Angelus Novus.

But if Pedagogy has more easily found the comparison with the past more familiar, even a critical one, finding within some principles of the major pedagogical thoughts of the twentieth century a possibility of restarting, Architecture has been divided - contended with no possibility of a solution - between the desire to protect almost "uncritically" the compositional value of some historical examples capable of responding to its own time by placing them at the same time in an ideal atlas of twentieth-century architecture and on the other hand an instinctive tabula rasa in the young illusion of an easy redefinition without constraints of a new typological idea of the School building.

This impasse has removed, in this way, the possibility of serious work on the discipline of architectural composition and design for a discerning look at history capable of restoring experiences that even today might seem revolutionary.

The time of the school, the chronological juncture in which it is the protagonist of the necessary transformations with all the reflections and hypotheses that follow, in a certain sense crosses much of the twentieth century, so much so that often, if someone try to deceive contemporary critics by re-proposing some projects for new schools from the mid-twentieth century or texts from the last century - falsifying their temporal source – it would risk attributing with shameless confidence to the most fruitful research on the adequacy of learning spaces of our time, reasonings by Arrigo Arrighetti (1956), by Ciro Cicconcelli (1952) or precisely by E. N. Rogers (1947).

Thinking about the school of the future is therefore not a slogan but the re-proposition in the present of those central examples, those peaks of harmony between disciplines that punctuate the last century. It means - again - being sure of the critical capacity of comparison, believing in a generation of architects who are well aware and capable of facing and advancing the quality of Italian architecture.

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744 School Atlas South Tyrol. A Case Study

Galateo, Simona (Fondazione Architettura Alto Adige, Italy)

Keywords: architecture, design, pedagogy, pedagogical orientation

Today, South Tyrol is a reference point for contemporary Italian architecture. Over the decades, local policies have invested great resources in promoting, through quality architecture, the potential and heritage of a thriving region, but with a complex geographical and environmental configuration.

A highlight is undoubtedly the school architecture sector, recognized nationally and internationally, which shows how South Tyrol is a laboratory of open-air experimentation of how pedagogy can be an integrated tool in architecture. As the result of large ten-year public investments and particular attention in considering it one of the cornerstones for the development and consolidation of territorial identity, South Tyrolean school architecture has developed processes, methodologies, best practices, regulations, and truly innovative solutions, such as to make it one of the most advanced sectors in the region. In fact, the Directives adopted in February 2009 define new parameters on teaching and the involvement of schools in the construction procedures of school buildings of different grades and types, thanks to the formal inclusion in the legal document of the indication that the project is based on an "organizational concept with a pedagogical orientation and the predictable development of the school", almost a unique case in Europe.

Over the last few years, the South Tyrolean Architecture Foundation, through its magazine Turris Babel, has investigated and deepened the topic of school architecture by dedicating several issues to the relationship between pedagogy and architecture, publishing unpublished texts, researches, and the results of conferences, and the many quality projects carried out in the South Tyrolean area. To document this process of the formal and conceptual evolution of school buildings in South Tyrol – based on the intuition of the director of Turris Babel, arch. Alberto Winterle –, an atlas has been created with a selection of 28 built schools considered exemplary witnesses of the change.

First of all, to set up the atlas some selection parameters have been determined to make the architectures and data collected comparable and interpretable. The reference time frame is from 2010 to 2020. All schools were built as the result of a public competition or a direct assignment.

Later, through confrontation and interviews with two architecture experts, arch. Sandy Attia, Modus Architects, and pedagogy, Prof. Beate Weyland, for each building 4 aspects were highlighted: location and client, type of intervention (new construction, extension, renovation), shared design, organizational concept with a pedagogical orientation.

The atlas clearly shows a local disposition to include pedagogical processes in the construction processes of school buildings, even in cases where the official participatory program and the "pedagogically oriented organizational concept" have not been formally activated. That is an important result for the local architecture, which can be referred to as a model for other territories.

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513 The Inclusive Design Of School Spaces Framework Based On Icf, And Its Applications.

Galletti, Alessandra (Padlab, Italia)

Keywords: inclusive, design, ICF, school, space

Inclusive design applications aim to foster a new culture. In this logic, each person has characteristics and differences, conceived as entities to be respected. In a school designed according to this logic, each pupil would be able to express his peculiar talents.

Consequently, Architects have to meet the needs of the maximum number of people with solutions suitable for users with heterogeneous needs. So they have to design the school space in line with the principles expressed by the biopsychosocial model of the ICF Classification.

The International Classification of Functioning, Disability, and Health (ICF) describes disability as a condition that can affect anyone during their life, not as depending only on physical characteristics but determined by the complex relationship between people and environments.

Schools should be considered as places inhabited by people with socio-cultural peculiarities and different ways of learning. They represent a complex scenario of needs, they have to represent a context of well-being and self-fulfillment for all, going beyond the concept of spaces dedicated to differentiated approach.

The inclusive design is necessary to obtain school environments aimed to develop the autonomy, well-being, and personal growth of all students.

On this basis, a design framework was developed with the Research group on inclusive school spaces of Indire with the aim to develop pactical solutions for teachers, to experience inclusion also through the intervention on the space.

This process was implemented through the creation of an ICF-based online questionnaire able to suggest teaching situations (space configurations and related teaching activities) concerning the 1+4 Manifesto of Indire spaces (frontal lesson, independent study, playful activity, peer to peer, laboratory experience, presentation, discussion, small group), based on the included ICF profiles and therefore more compatible with the features of the analyzed users.

This questionnaire was designed to support teachers, during a streaming training course organized by Indire and USR Tuscany between October and December 2020. It was composed of intensive workshop sessions, where they were asked to design inclusive teaching activities by carrying out interventions also on space, based on the results of the questionnaire.

The principles contained in the questionnaire were put into practice and used for the design of the interior spaces and furniture of the Elvas Kindergarten (BZ), that, consisting of a brand new intervention, it could be entirely planned from the beginning. Therefore

the distribution of spaces, niches, transparencies, colors, sensorial landscapes, and surface treatments was designed to create spaces of well-being and autonomy for users with different needs.

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621 Participatory Actions For Fostering An Open Idea Of Education

Guerra, Monica (Università di Milano-Bicocca, Italy)

Keywords: participatory action, public spaces, environment, outdoor education

Participatory actions in public spaces are a mode of practice at the intersection of architecture and education that takes shape outside of traditional educational and academic settings, yet is intentionally educational in a variety of possible ways. This construct comprehends actions, mostly temporary in nature, which take place in open and accessible places in cities and whose aim is to foster different ways of contemplating shared spaces, a sense of belonging to places, and relationships among locals or passers-by (Guerra, Ottolini, 2019; Guerra, Ottolini, Ferrari, 2019; Ottolini, Guerra, 2017). They are initiated by a call to action on the part of the organisers, usually seek to draw attention to sensitive social or environmental issues that impact on the quality of life of individuals or groups, and may be recreational or political.

Since the onset of the COVID-19 epidemic, education centres and schools have organized a variety of such actions, responding to the invitation to "take back the streets" – which is emblematic of the participatory action perspective – by attempting to reduce the distance separating children and their families that has been generated by the public health response. More specifically, during periods of lockdown when early childhood education centres and schools were closed, some educators and teachers designed and implemented actions which, while respecting physical distancing requirements, were intended to maintain and strengthen relationships by making them visible and to literally bring fragments of the places of education into nearby public spaces.

In this paper, I outline the typical characteristics of participatory actions in public spaces, in light of existing research, and based on some of these initiatives taken by education centres and schools during periods of forced closure. I discuss the meaning and potential of such actions in relation to two outcomes: on the one hand, the temporary transformation of public spaces into educational spaces and, on the other, the engagement of children and families, and members of the wider community, in participatory events that make children more visible outside of the spaces explicitly dedicated to them (Bertolino, Guerra, 2020; Guerra, 2020a, 2020b).

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488 All Out Of Class: Educating Between Inside And Outside

Leone, Terence (University of Bolzano, Italy)

Keywords: educational spaces, educational environments, well-being in school, outside the classroom, outdoor education

The macro-theme of learning spaces, although in northern European countries it boasts a more consolidated tradition, in the last decade has found increasing attention in Italy as well, at all levels of education. The OECD, see the work around the concept of "Innovative Learning Environments", of the European Commission (in particular the work of the Joint Research Centre, Institute for Prospective Technological Studies around the concept of "Creative Classroom"), defines "educational spaces" as physical places that support multiple teaching and learning programs and different teaching methods, including current technologies. Scientific studies (Hughes et al. 2019; Barret et al. 2016) confirm that school environments with functional, high-performance characteristics contribute to improved well-being and school performance. Many scholars agree in expanding the concept of a learning environment from the conventional classroom to a broader learning landscape composed of a set of formal and informal educational settings in which learning takes place both inside and outside schools (Weyland 2015, 2019; Tosi 2019; Ellis, 2018; Castoldi, 2020). This new awareness greatly affects what it means to improve educational-didactic action today and stands as a strategy to actualize the role and meaning of school-based education through a redefinition and extension of the broader educational setting.

The first research question is to understand the extent to which pupils have the opportunity to leave the classroom and use the other spaces in the school (laboratories, common spaces, special classrooms, outdoor space). The second question concerns the possibility of designing teaching activities also in non-classroom spaces, therefore outside the classroom of reference for the group of pupils. The hypothesis is that the space outside the classroom has unexplored teaching potential.

The research aims to analyze and understand how the choice of the places in which to allocate the teaching and learning process is able to change the active participation, interest, motivation and well-being of secondary school pupils. The empirical study takes place in South Tyrol and focuses on two German-language secondary schools in Bruneck (Italy).

The study uses a qualitative and quantitative methodology. In its initial phase, questionnaires were used to obtain baseline data on the status quo of students' perceptions, use and degree of appropriation of instructional spaces. The exploratory phase of the research uses the method of action-research through the active involvement of teachers in the development of educational paths outside the classroom.

From an initial analysis of the questionnaires distributed to 756 students in the two schools, it emerged that students have the opportunity to appropriate the environments and personalize the spaces in a limited way: the traditional classroom remains the focus of teaching, special classrooms are devoted only to explicitly laboratory disciplines, the corridors and common areas of walking in the school are used sporadically, outdoor teaching is manifested only for some temporary projects. At the same time, students ask to get out of the classroom and have the opportunity to integrate it with other environments in the school, even in an interdisciplinary way.

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505 Pianta Dei Luoghi

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Keywords: green, service design, map, participatory, outdoor

The city is an extension of our home and our everyday life. We are the ones who have furnished it, built it, trampled on it and abused it. We are the ones who have gradually stopped taking care of it, immersed in an anthropocentric vision of the environment in which we live. Wondering how the city would be today if we paid more attention to its diversity and its body as an ecosystem produces a reversal of perspective that is worth exploring. The aim of the study will be to provide tools that can encourage the creation of new narratives of space, collected from a set of different paths and participatory visions. The practice of walking will be proposed as a diffuse and multisensory learning method to rediscover and explore the potential of urban space. The aim is to provide new keys to reading the city as an unexpected and stimulating common place. Pianta dei luoghi stems from the urgency to consider urban green space as a place of the possibility of meeting the different. It translates into a system of participatory and emotional mapping of subjective green places both online through an app, and offline through the presence of appropriate signs in public space.

321 Transforming Teaching And Learning: Collaborative Design Of Educational Environments By Students "Drop Out" To Improve Soft Skills, Creativity And Steam

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Keywords: EDUCATIONAL FACILITIES DESIGN, COLLABORATIVE DESIGN, SOFT SKILLS, STEAM, STUDENTS DROP OUT

Research topic/aim

The action-research involved a group of students "drop-out" aged 16-18 of CIA (Centro d'Istruzione per l'Adulto e l'Adolescente) A. Manzoni of Municipality of Milan, a second chance school in Milan that offers to young and adult a shortened upper secondary course (two-years-in-one) to recover school years and reach a diploma. It is focused to:

- improve soft skills and STEAM through collaborative design for re-designing some unused spaces of their school;

- convert some project proposals and ideas into a shared design for each spaces;

- the teacher role as an expert teacher.

Scientific significance

The research is significant to identify positive aspects and critical issues in order to propose a new path for improving soft skills, creativity and STEAM, to personalize the learning and the teaching, to improve the students' motivation and the teacher transition from a traditional methodology to a new teaching approach.

Theoretical framework

The design process was carried out through peer education, cooperative learning and sensorial didactic.

Research questions

It focuses around three questions. Is it possible to:

- develop soft skills, creativity and STEAM and improve motivation?

- promote the students' metacognitive reflection on the development of their soft skills through a self-assessment form?

- transform the traditional teaching centered on teacher in a role as a teacher as change agent?

Methods

The transformative participatory action-research with the ideographic purpose has been used, a critical approach induced students to find strategies to reach the objectives through hermeneutic and reflexive modalities.

The action-research had two phases: theoretical-design and laboratory-practice.

Contribution and findings.

The action-research findings are:

- six project proposals, two for each of the three different spaces;

- assessment of the students' skills through an evaluation form by teacher and a self-assessment form;

- questionnaire by students to evaluate the design process path;

- self-evaluation through an interview to teacher about the teaching and educational expertise.

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585 "Lo Spazio Flessibile" And The Pedagogical Role Of Architecture

MONTI, DANIELA (Lo Spazio Flessibile, Italia)

Keywords: architecture, art therapy, space, emotions

Why are we so subjected to what the spaces in which we live convey to us?

What information do we receive from space and how do we interpret it?

The reflection on the capacity of space to generate emotions has always accompanied me: some spaces have the ability to touch the soul and speak, to the point of moving us: space, like life, is made up of relationships and always communicates in a symbolic way with our "inner" space.

At all times, we dialogue with space at an unconscious level and the research of "Lo spazio flessibile" connects two disciplines, art therapy and architecture, working symbolically with space: space awareness laboratories that, starting from the reflection on one's inner space, open the way to a critical elaboration on the lived space and the influence that the space around us has on us. Just as Architecture is the discipline that deals with the organization of space at any scale, Art Therapy is the discipline that deals with the organization of the "inner" space.

"Lo spazio flessibile" believes in the pedagogical role of architecture, in its ability to shape our shell on a symbolic level, through play, creativity and relationships.

Observing space, listening to it, acknowledging the feelings that it conveys, retracing it with our memories, are key milestones in this journey of the senses and of the critical knowledge of the environment that surrounds us.

Learning to listen involves a work on the recognition of one's emotions and an emotional growth: working on a symbolic level through a metaphorical dialogue with ourselves opens direct channels on our awareness and suggests ways to work on to become active and aware users of our space, external and inner.

The pedagogical aspect becomes fundamental, the arts and architecture become a privileged channel as they dialogue directly with our emotions.

Space awareness courses are promoted in schools of all levels, starting from childhood where dialogue between structural elements assumes a role of "foundation" for the discovery of the reality that surrounds us, up to secondary schools where the pedagogical role of architecture becomes more conscious.

Proposing space awareness workshops with children in kindergarten means helping to form and consolidate a structure that is still in its embryonic phase.

We all need a structure, and this is formed through our life experiences, a structure that supports us and identifies us, that allows us to orient ourselves in relation to the outside world.

" What is needed most in architecture today is the very thing that is most needed in life- Integrity. If you defend the integrity of your building, you will defend the integrity of society as a whole: a mutual relationship is inevitable."

 (Frank Lloyd Wright, "Integrity" in "The Natural House" in "F.L.Wright, Writings and buidings" Horizon Press, New York 1960, pag 292-293)

580   Learning Space Development – Learning And Spatial Design Linking By Participation

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Keywords: Innovative Learning Environments, Participation, Re-Thinking Old School Buildings, 21st Century School Design, Learning Space Development

A clear trend of increasing municipal participation procedures can be stated at present in Germany: Pupils and teachers are invited and intensively involved in school building planning processes, called "PHASE ZERO" starting before experts professional planning. City councils have adopted their school building guidelines with new participation procedures. Involving pupils, parents, teachers and the surrounding neighborhood in planning or reconstruction of public school buildings becomes the "NewNormal". Until 2030 around 50 billion € (KfW Bank, 2018) will be invested in Germany's schools, and a correspondingly large number of participation procedures are being launched.

While in the past school leaders had hardly opportunities to participate in (re)building their schools, all school stakeholders are now involved in a concrete and time-consuming planning process that at least involves three stages. Trained process facilitators design participation procedures tailored for the very specific school and translate the jointly developed results and needs of all school stakeholders into the technical language of architecture, technical planning and municipal building management. The multi-professional participation processes generally lead to a change of the school building type, e.g. corridors and hallways are turned into innovative learning spaces. In turn after schools occupancy of the new space the changed environment is influencing the further development of teaching, education and school organisation (Mulcahy, 2015). Thus, participation is a motor for school development.

The influential role of participatory planning is becoming an important force for change not only for the spatial learning environments, but also for school culture, school organisation, and democratic development (Sigurðardóttir, 2016). According to Sanoff (2012) "Its strength lies in being a movement that cuts across traditional professional boundaries and cultures. Its roots lie in the ideals of participatory democracy where collective decision-making is highly decentralized throughout all sectors of society, so that all individuals learn participatory skills and can effectively participate in various ways in the making of all decisions that affect them."

Furthermore, at personal level experiencing a Phase Zero process leads to new perspectives, more tolerance and self-efficiancy or like a 13 year old boy claimed: "My opinion matters!"

The significance for education and democracy development is acknowledged recently by severe financial support of EU-Erasmus+ Innovation funds supporting two related projects (LEA, MOBILE, 2020).

Methods

 20 Phase Zero processes were analysed, evaluated and reflected upon. Relevant indicators e.g. structure, process transparency, interactive methods, influence of time e.g. duration, school seasons etc. were identified. Essential conditions for success as well as obstacles are described. An efficient basic Phase Zero procedure is presented added by tailored variations. For audience involvement within the conference an online participation tool is integrated in the presentation.

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377   Space And Education In Dialogue. A Meta-Analysis Of Current Specialist Literature

Oberhauser, Gabriel (Freie Universität Bozen, Italy)

Keywords: Space, Education, Educational Space, educational space Design, Learning environments

Schools, kindergartens, daycare centers and university buildings have been built, converted and renewed across South Tyrol in recent years. The question arises as to whether people who take part in the design process of educational spaces and are actively involved in design can also fall back on a theory that supports design decisions with scientific results. It is therefore necessary to understand whether there is scientific specialist literature for people who are involved in the design of educational spaces.

The aim of this master's thesis is to determine how the topic of educational space has been treated in the scientific literature of the past 15 years. This raises the question of how research literature from the field of architecture differs from that from the field of education and how theoretical and empirical findings are made available to people from practice.

In order to answer the research question, a meta-analysis of the current specialist literature on the subject of educational space was carried out. The focus is on publications that appeared in the period 2005-2020. The results of this meta-analysis show that, in addition to the independent developments in specialist literature from education and architecture, an increasing flow of publications is emerging that bundles scientific results from these very fields and uses them to produce practical literature for creative people to create.

As a result, there is a good theoretical basis for future design processes, which, however, also needs to be used.

463   Eden Educational Environments With Nature: A Project For Building Ecological Consciousness

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Keywords: Sustainable Education, School children living and learning environment, Nature Experience, Global Citizenship Education, Teachers

The Eden project focuses on the cultural and social dimensions of sustainability. According to UNESCO (2006), education can generate a quot; positive social transformation that produces behaviors and practices that will allow everyone to live a full life without being deprived of the basic (UNESCO 2006). Sustainability education, therefore, underlines the importance of contributing to the creation of a future that explicitly revolves on teaching and learning, as well as on experiences and attitudes in which the ecological, economic, cultural and social dimensions are concretely thematized.

This research intends to develop a specific project on natural educational environments, precisel EDEN, in which the initiation of a treatment process develops through significant proximity relationships with houseplants. The relational question is not a detail: if we enter into a positive relationship with these indoor living beings, we can also create a bridge with the outside world.

In line with the ongoing debate promoted by the United Nations 2030 Agenda, the project aims to develop a concrete action plan for people, the planet and prosperity. The survey focuses on the introduction of plants in educational spaces to contribute to the development of the inclusive teaching / learning relationship in the direction of open, cooperative and research-oriented approaches in order to concretely implement Global Competences. It also explores the possibility of complying with the new requirements of the Civic Education Act, which include health and wellness education for all among its goals.

The project is based on interdisciplinary cooperation between the fields of pedagogy and teaching and natural sciences with an active partnership with 10 educational institutions that collaborate in data collection.

This research project aims to investigate whether the introduction of plants in educational spaces contributes to the development of inclusive teaching/learning relationships in the direction of open, cooperative and research-oriented approaches in order to concretely implement the Global Competencies, the 2030 Goals.

The objectives of the project are the development of a theoretical framework on the theme of education and sustainability inspired by plants and the definition of a field-tested review of plants suitable for the educational space.

During the project we are focusing on the development of tools for the enhancement and care of the school space through the introduction of plants inside it. At the same time, the activities carried out to develop nature care experiences in the name of health education and well-being for all, are mapping.

The activity with the schools is guided by the action research method and will consider the teachers and the referring children as real explorers in the field.

As for the qualitative data, we will move within the constructivist-interpretative paradigm by adopting the epistemology of naturalistic investigation.

The theoretical framework will be guided by the Grounded Theory and will make use of narrative and reflective approaches characterized by a shared construction of the interpretations emerging from the data and the formative value in terms of reflexivity.

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776 Design As An Educational Project

prey, kuno (libera università di bolzano, Italy)

Keywords: product design, interior design, creativity

My path as a product designer has known different phases. But always a careful attention to the product has led me to take into account the people who would be confronted with my projects, my products with also a particular attention to the contexts in which they are inserted.

Not only as the founding dean of the Faculty of Design and Art at the Free University of Bolzano, I worked on the design of spaces and furnishings so as to achieve optimal functionality of the environments for what I knew was necessary to offer students and lecturers. But I also worked on a series of projects in which the meeting with children and young people was aimed at stimulating their interest, curiosity and the discovery of the product-object as a mirror of a precise way of thinking.

In this contribution I will review some design experiences that have been particularly focused on the educational relationship with children: from the "hittl" house to "gestaltung zum anfassen" to the "stampatelle" and "croquei moi" workshops, I will offer an interpretation of product design as an educational project.

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458 Modern School Heritage: Architectural And Pedagogical Models In Sardinia

Pujia, Laura (University of Sassari, Italy)

Keywords: Agazzi, learning space, modern architecture, school, Sardinia

After World War II, the innovative educational methods of the sisters Rosa and Carolina Agazzi (Agazzi 1929) and the contemporary spatial paradigms of modern schools (Pezzetti 2012), experimented nationally and internationally, found their application in Sardinia as a result of a special regional program. The Autonomous Region of Sardinia, in fact, with the aim of resolving its own condition of social and economic backwardness, established and entrusted the E.S.Ma.S. Ente per le Scuole Materne della Sardegna with the construction and management of more than one hundred new nursery schools built between 1950 and the early 1960s throughout the island's territory. This important initiative enabled the development of an architectural 'model' for nursery schools, repeatable and based on three typologies, which from time to time allow for variations and adapt to the context in which

they are set up. These modestly sized schools were designed in the wake of Ferrante Aporti's directives, which proposes the diffusion of educational role of the nursery school with a precise pedagogical value (ESMAS 1957).

The kindergarten models correspond to a precise image of the spatial, layout and educational model referred to (Calidoni 2018). The educational method in ESMAS school was learning that well reflects the educational styles of the working class in a historical period marked by a strong rural and Catholic tradition. Physical education and hygiene care also assume an important role, which will see translated respectively into unstructured open spaces for play and interior service for psycho-physical well-being of the child (ESMAS 1957; Weyland-Galletti 2018). The learning environments, influenced by the authorial experiences of the modern movement, experimented with an internal flexibility with overcoming of the corridor (Hertzberger 2008). Although the schools did not have continuity with the outdoor spaces, due to safety requirements, they contain a potential that can be traced back to the experiences of outdoor education which constitute a school model that looks to the future. Today not all ESMAS schools are in use – some are abandoned, and others have changed destination or are being demolished – the research, in addition to recognizing the historical-patrimonial value, aims to reinterpret and update them.

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426 Urban Play As A Tool For Educating To Democracy

Shmitko, Daria (xxxxxxxxxx)

Keywords: urban play, children's right, civic transformation, public challenge, generation Z.

Contemporary cities are full of transformative processes that allow to gamify the urban environment and create new ways to enjoy public space and experience social relationships.

Urban play is a practice that helps to enhance all these aspects, as well as to build (or rebuild) a link between citizens and the territory, redefining the environment with new meanings. Urban play is an outdoor activity that promotes space learning, the re-evaluation of common goods and intergenerational community. Joining an action of urban play helps to feel part of the surrounding community, to develop urban resilience and it is also a resource for the urban transformation.

From these considerations, Daria Shmitko and Emilio Grazzi, two information designers based in South Tirol, started their journey. Their project "Genz4bz: Urban play for the Bolzano we wish" was selected for the 2020 edition of the regional call "Generazioni". The project, made in partnership with the social cooperative Studio Comune and the scientific supervision of Prof. Beate Weyland (Free University of Bolzano) and Alessandra Galletti, expert in inclusive design, addresses the needs of the generation Z. The project involves several boys and girls between 13 and 25 years old. This generation is one of the most highly exposed to the psychological and economical consequences of the pandemic.

The project is structured as follows:

→ Urban play workshop, held in Bolzano (South Tirol, Italy, August 10 -14 2020)

→ Workshop results shared with the community and the city authorities

→ Implementation of the developed ideas (in progress)

A part of the workshop included a reflection about the 17 Global Skills and the 2030 Agenda for Sustainable Development with a particular focus on objective 11, sustainable cities and communities, and inclusive design, a feature that takes care of various aspects for sustainable city development.

At the same time, the participants engaged in a reflection regarding article 31 of the UN Convention about the Rights of the Child (1989). The article establishes the right of the child to recreative activities, culture and leisure.

All the activities of the workshop were designed together with the participants, with different cultural backgrounds, and were suited to the today's social distancing context. The same participants had the opportunity to rediscover their city districts, reshaping them basing on the needs of young people and with the help of the resources in the urban space. The workshop was aimed to stimulate the emancipation of generation Z by promoting their ability to make independent and responsible decisions, based on common, creative and multidisciplinary work. The participants, organised in teams, worked on different projects to create urban spaces for well-being and leisure activities. A jury made up of designers from the Free University of Bozen-Bolzano and representatives of the Bolzano municipality gave their feedback, assessing the feasibility of the ideas.

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536   New Scenarios For Learning Spaces. An Experimental Laboratory At The Department Of Architecture

Sigillo, Bruna (Università degli Studi di Napoli Federico II, Italy)

Keywords: learning spaces, architecture and pedagogy, interiors, reinevnting the classroom, university spaces

How will the "classrooms" of the future change?

What scientific relationship is there between space and learning?

How to foster a multidisciplinary design approach between Pedagogy, Neuroscience and Architecture?

Tackling the theme of places destined for education in the planning field demonstrates the condition of profound influence that architecture exercises on generations, as it concerns the community.

The role of "educational" architecture in Italy is in fact currently at the center of important debates that aim to explore new frontiers on a renewed way of living spaces, strengthening the role of design through the dialogue between pedagogy, sociology, neuroscience.

There is still a lot to do in the places dedicated to training. From school buildings, to educational gardens, to educational areas in museum circuits up to the enhancement of the informal places for the construction of knowledge.

There is also a substantial chapter about universities. The changes in teaching, due to the pandemic, imply relational and spatial mutations which, nowadays, cannot be solved exclusively with technological equipment: it will be important to contemplate an active involvement of the academic community. For architecture students in the singular condition of learners and designers, the space acquires further value and the training-didactic action must convey the responsibility of future Professionals on the quality of the space and the dialogue in multidisciplinary work teams.

To start an experimental research on the theme of the design of learning spaces, a laboratory with the focus "Reinventing Learning Spaces" was set up this year at the Federico II University in Naples, at the Department of Architecture, specifically dedicated to the theme of rethinking of the university classroom. Proposed by two teachers of Interior Architecture in collaboration with the research group P.A.D. Living Lab conducted at the Free University of Bolzano, the course aims to explore the unexpressed possibilities of the space lived by students and teachers and build an analytical basis, a reference framework, on which to define possible scenarios of transformation.

Pedagogy, Architecture and Design will dialogue to lead students in a metaproject experiment by observing the space from the inside, on the small scale of the classroom with the aim of extending its boundaries to explore the potential beyond the enclosure

and trying to investigate the needs of users-inhabitants of the academic community to restore a perspective towards the learning spaces of tomorrow, beyond the Pandemic and the inevitable repercussions it will bring to living the spaces of everyday life.

The articulation of the work foresees a seminar base that will support the laboratory actions with scientific contents and in a transversal way thanks to the interventions of professionals and teachers, providing students with a toolkit to investigate the design theme of the learning spaces through the identification of spatial areas typical of interior architecture and with a highly multidisciplinary approach. The survey will be contextualized in cultural terms in the contemporary debate which increasingly attests to the need for dialogue between experts - pedagogues, architects, innovators - in the context of the re-definition of places for growth, sociability, learning.

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469 Analysis Of The Impact Of Pedagogy On The Design Process In School Building Construction

Weyland, Beate Christine (Free University of Bolzano, Italy)

Keywords: pedagogy, architecture, learning spaces, pedagogical criteria, schoolbuilding

In recent years, the design of educational spaces is moving in an interdisciplinary direction to include in the design idea not only the technical-economic, urban planning and compositional discourse, but also the quality and typology of the didactic-educational activities, so as to design with greater precision the relational qualities of the environments among themselves and the furnishings in order to a coherent and pedagogically reasoned thinking (Weyland, Attia 2015, Woolner 2015).

Currently, the knowledge and approaches developed to engage school communities in the development of a new school idea have evolved greatly. In particular, a culture of participation aimed at a more active and responsible involvement of users has matured nationally and internationally (Montagstiftung 2012, Attia et al. 2018, Tosi 2019).

The contribution first presents an analysis of the current situation with respect to the relationship between pedagogy and architecture in the process of school building construction, highlighting if, when and how the pedagogical contribution is included in the design process (from the idea, to the competition-tender, to the construction of the school) and how it can contribute concretely to improve the proposals.

Secondly, it explores with a case study (participation in a jury in a design competition) the possibility of adding pedagogical criteria to the design criteria generally described in the competition briefs. The purpose is to highlight how they are important in contributing to the choice of the best project.

The scientific analysis of the effects of the pedagogical contribution to the selection and the development of the architectural projects is aimed at raising awareness of how important it is to include in the commissions of competition for the design of schools figures with accredited expertise in the field of pedagogy and didactics, movement and inclusion. In fact, it is not taken for granted that among the professionals invited to the competition juries there is a specific figure who represents the school component, despite the fact that it has been involved in participatory processes. It is also not taken for granted that a professional from the pedagogical-didactic area is used to analyze the qualities of the buildings to be constructed. The hope is that greater balance and reciprocity will be created between pedagogy and architecture throughout the design process.

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779 Rethinking Schools And Redesigning Them Together

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Keywords: architecture, education and teaching methods, co-design, student voice, teacher voice.

This paper tells the story of an initiative, underway for some years now, that is based on collaboration between architects, education specialists, teachers, and students. It originated in 2015 from a basic research project funded by DAStU, the architecture department at the Politecnico di Milano, on the theme of existing school buildings, liveability, and the wellbeing of students and teachers. The research aim was to build up a knowledge base on the condition of school buildings, and the relative problems and expectations, to be shared with all those with a role in the sector: architects, teachers, policymakers, etc. The first steps in the research process included a comprehensive review of the salient literature, encounters between architects and education specialists, and interviews with the head teachers of lower secondary schools, a segment that is often overlooked in innovation projects.

Field work was then conducted involving: careful observation of school spaces by a mixed group of architects and education specialists, with the help of floor plans; an on-site visit during which the research team first engaged in free exploration before being given a guided tour by school staff; further in-depth observation of the use of the spaces; focus group discussions with students and teachers to elicit their opinions and suggestions for change; administration of a questionnaire that was adapted from a European project to fit the present research aims and context.

The results of the different research phases were analysed, compared, and integrated, and ultimately disseminated, mainly via open access outlets. The study gave rise to further developments. On the one hand, it led to the setting up of the transdisciplinary work group Ambiente Scuola [School Environment], which continues to promote cooperation across a growing network of schools, local authorities, associations, etc. On the other hand, the field work fostered enhanced awareness, on the part of the participating schools, on the topic of school spaces, leading in some cases to continued reflection on the innovation goals to pursued and/or the independent implementation of improvements. Thus, teachers and students became direct actors in the revisiting of spaces and their uses, and the enhancing of the physical school setting with help - proactively offered in some cases - from parents.

An example is the Sabin school in Segrate, where renewed interest in school spaces inspired both an educational project that qualified for national funding and engaged the students themselves in redecorating the school, and the design and implementation of maintenance and furnishing projects by the students' families.

H.8. Peer feedback and peer assessment as new perspectives for teaching and learning

441 Assessment As Learning: A Reflective Approach To Making Feedback Literacy Sustainable For Pre-Service Teachers

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Keywords: Assessment as Learning, Peer-assessment, Self-assessment, Reflective practice, Pre-service teachers.

Assessment as Learning (AaL), which is considered a sub-set of assessment for learning approach, helps improve students' learning processes thanks to the development of personal metacognitive and self-regulation strategies. It occurs when they monitor what they are learning and use the feedback to make adjustments, adaptations, and even significant changes in what they understand (Earl, 2014).

This paper aims to present the AaL approach implemented at the University of Verona in the 2019-2020 academic year within the Educational research course. In addition to lessons aimed at acquiring knowledge, the students were also offered to carry out an authentic task (the elaboration of a proposal to participate in a simulated call for the financing of educational research projects), which implied a real relevant activity that presented complex activities, to be carried out over a prolonged period of time (Herrington & Herrington, 2006) also to acquire research skills.

This teaching strategy was flanked by a parallel AaL path consisting of moments of peer and self-assessment and reflective activities. This strategy's objective was not only to allow students to improve the assignment during the course but, above all, to make them acquire a greater awareness of the assessment culture and practices.

The teachers also proposed a feedback literacy path inspired by the Winstone & Nash model (2016) to make the evaluative judgments and the feedback formulated during the peer and self-assessment more effective Nicol & Macfarlane-Dick, 2006). Its goal was to facilitate the students' acquisition of understandings, capacities, and dispositions concerning assessment, feedback, and evaluative judgment (Winstone & Carless, 2019).

Combining a feedback literacy path with an authentic task, albeit complex in its design and challenging in terms of carrying out for students, is considered effective in the literature (Wang, Wang & Huang, 2008). It is configured, like few other experiences within the Italian panorama (Grion & Serbati, 2019), within the broader framework of sustainable evaluation, i.e., an evaluation that meets both the students' present and their future needs (Boud, 2000).

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430 Mutual Feedback Exchange And Peer Assessment During Text Revision In Primary School

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Keywords: mutual feedback, peer assessment, primary school, text revision

This paper aims to highlight how text revision in primary schools, through the use of collaborative approaches, can be an opportunity to promote the development of peer assessment skills by exchanging mutual feedback. Starting from the analysis of practices related to text composition (audio and video-recorded) collected by graduating students in the Teacher Training Course (University of Milan-Bicocca), in contexts where writing is considered a socio-cultural practice, it became evident how both teachers and pupils can be protagonists in the revision of texts despite the fact of its complexity (Bereiter, Scardamalia, 1995). For this to be possible, however, it is necessary for revision to become a subject of teaching that enables reflection upon what needs to be corrected, what strategies should be put in place and who oversees correction. In addition, it is essential that certain conditions are fulfilled. Firstly, it is important to create a relational atmosphere within the class in which pupils realize that all texts are changeable and can always be improved. In this way, revision does not become a "chase after errors" but encourages pupils to propose changes to correct the text and to provide formative evaluations, in the way that they indicate to their peers the actions they can take to improve the text. Secondly, in order to develop pupils' competence in providing feedback and mutual evaluation, it is necessary to propose collective revision teaching practices in which the teacher works together with the pupils to identify what can be corrected in a text, how it can be corrected and what strategies should be used. Without this type of collaborative revision, which requires a lot of teaching time, the risk is that feedback will be superficial, focusing only on the orthographic aspects of the text, without developing adequate revision skills such as coherence, cohesion, and relevance of the text to the purpose. Finally, it is necessary to promote a diversity of teaching practices in which pupils can revise texts in small groups, in pairs, by exchanging or self-reviewing them (Teruggi, 2019). Particularly effective have been activities where, for example, texts are hung up in the classroom and displayed for a week, allowing pupils to leave an evaluation of the text and suggestions for its improvement on post-it notes. This strategy is particularly significant both for the author of the text, since he receives more critical and improving looks at his own work, and for the post-it writers, since they have to explain to their peers the strengths and weaknesses of the text, as well as the aspects to be improved. In doing so, authors and reviewers necessarily reflect on the process of writing (planning, transcription and revision). In these school contexts e-learning also offers precious opportunities for peer correction, exchange of feedback and evaluation. On different platforms (Classroom, Padlet, Edomodo, etc.), children write, give feedbacks on word choice, syntactic forms, spelling mistakes and on the global quality of the text.

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424 Peer Feedback Practices In Student Teachers Laboratory Course: A Case Study In Primary Education Program

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Keywords: Peer feedback, Primary Education Program, Teachers training, laboratory approach

Hattie, while studying empirical evidence, assumed that feedback is the most important single influence on student achievement (1987); as the specialist literature shows, peer feedback has many advantages compared to feedback provided by the instructor (Smith, 2017) and positively impact on students' learning and responsibility (Boud & Soler, 2016). Peer feedback connects objectives, contents, and results of the learning process. The student that is significantly engaging with the work of his peers needs to be focused on strategies, methodologies, contents and, gives attention about the task's consistency with the aims. Furthermore, the student which has done an assignment and is then invited to provide feedback to another student on that same task, is forced to examine in depth teaching materials, having the opportunity to further advance his knowledge. This effect can be observed in the student's knowledge, skills, and attitudes: in fact, peer feedback helps the learner maximizing his potential, improving his awareness of strengths and weakness, and suggests actions to be taken to improve learning performance.

This paper will offer the findings of a case study about peer feedback practices in a university course. Qualitative case study research project is still in progress: the study involves about 70 Primary Teacher Education students attending the Educational Technologies Laboratory, planned for the fourth year of the academic program. The validity of the laboratory activities in the teacher training program is declared in the Ministerial Decree no. 249/10, which provides for the acquisition of no. 33 University Formative Credits (UFC), in the five years course. In future teachers training, the transition from theory to professional practice is one of the most relevant aspects (Calvani, 2011; Zecca, 2014): the practical knowledge becomes knowledge-tool if future teachers can learn by doing, in a learner-centered context of teaching and learning.

Laboratory activities are structured in self-organized working groups: each group should carry out an assigned task, using a collaborative learning model. In accordance with the specialist literature, the teacher in charge of the Educational Technologies Laboratory has provided peer feedback training (Li, 2017; Restiglian & Grion, 2019), informing the class about the value of judging each other and supporting self-assessment and peer reflections models. On completion of the laboratory, each group will present the work done to the class, with visual support. At the same time, each group will fill in an observation schedule, prepared by the teacher and should report the peer assessment results. The research analysis will be oriented to investigate trust and reciprocity, fundamental factors to the success of these peer feedback practices and in balancing educational relationships.

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530 Peer Assessment And Peer Feedback To Foster Collaborative Learning And To Consolidate University Students' Writing Skills

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Keywords: Collaborative learning, digital writing, peer assessment, peer feedback, university teaching.

National and international research highlights how peer assessment and peer feedback have an important role in students' learning processes (Topping et al., 2000; Moretti et al., 2015; Grion & Serbati, 2017). In the construction of knowledge, working among peers fosters collaborative learning and the development of critical thinking. Shared writing can be an effective teaching tool to consolidate language skills. In the University context, providing writing activities in peer groups, introducing peer feedback and peer assessment, allows to activate processes of analysis, revision and own self-assessment (Boscolo, 2014; Piemontese & Sposetti, 2014). The use of online learning environments and appropriate supporting technological tools motivates students to perform digital text production and revision activities creatively (Guash et al., 2013; Bradley & Thouësny, 2017; López-Pellisa et al., 2021). The paper presents the results of an exploratory research conducted with 380 students at the University of Roma Tre. The main objective was to investigate the effectiveness of peer assessment and peer feedback to develop strategic skills and to enhance collaborative digital writing skills. The research involved online group work among peers using digital resources in order to produce an argumentative essay. For the peer assessment activities, pairs of groups were formed and they evaluated each other using a semi-structured grid, expressing an assessment on specific aspects of the paper and formulating written feedback. At the end of the course, the students were invited to answer a semi-structured questionnaire. The analysis of the data showed that the work done in peer groups, activating a process of collaborative learning, helped the students involved to develop both metacognitive skills and the exercise of leadership. The outcomes of the research confirm the importance of introducing writing tasks in the University context that, by making use of peer assessment and peer feedback, improve the quality of the educational path.

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H.9. School system and daily school. Learn about practices and make sense of evaluation to promote innovation

563   Measuring The Mathematics Abilities Of Students With Special Education Needs Through A Computer-Based Multilevel Adaptive Test

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Keywords: Adaptive test, MST test, mathematics, special educational needs, evaluation

In this paper we present results on the estimation of mathematics skills of Italian grade 10 students with special educational needs. The estimation was carried out by means of a computer based multilevel adaptive test 1 - 3 - 3 (MST) constructed within the framework of a doctoral research in Social, Developmental and Educational Research Psychology. An item bank was used to construct the MST test. Verification of the unidimensionality of the bank was done through exploratory factor analyses (EFA) and analysis of model fit indices with Rasch's model (Rasch, 1960) being calibrated. Verification of the best measurement properties of the test compared to a linear test was performed by comparing information functions. It is shown that this type of test is able to provide estimates of the ability of students with a considerable level of accuracy, even at the extremes of the range of abilities and not only in a neighborhood of the mean value. In particular it was observed that the test is also suitable for students with special educational needs. Such students are distributed across all ability levels, although the majority of them are in the low ability range.

175   Educational Ecosystem: The Value Of New Evaluation System

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Keywords: Educational Ecosystem, Co-research, Co-evaluation

When the School is supported by an interdependent and diversified education system, in its educational actions of citizenship growth, sustainability representation, coherent expression of equity, the factors of dispersion and poverty seem to be more contained. The integrative education system – moreover, never intentionally implemented by national policies - could be represented by the emerging educational ecosystem metaphor. This perspective presumes some interrelated aspects. Firstly: the School is an ecosystem itself, just as every single school represents its own and different one. This means that the learning and education outcomes are the consequence of the choices operated within a specific ecosystem. Its roots are nourished by a territory with its meso-specificities, by a culture of the School, by the research that comes close to the daily practices of teachers. Secondly: the ecosystem climate is what its inhabitants "breathe", generated by the quality of relationships, by the capacity to modify any practice through the evolution of contextualized and connected learning communities, by becoming a "pedagogical place". Thirdly: the ecosystem is a communicative network that feeds - and feeds on - knowledge and cultures, training and continuos learning, research and development. The ecosystem co-evolves, co-generates and co-operates for its development: it is necessary to and for the life of its living beings. Keeping it in fair equilibrium is a common good and a good in itself. Therefore, autopoiesis and structural- coupling are fundamental processes for ecosystem maintenance and evolution. Enhancing ecosystem sustainability is giving shape to bio-diversities and their possibility of survival. Considering the School as an ecosystem has consequences: - it is necessary to look at the conditions in which it grows, as a common good. Taking care of it means creating autopoietic micro-climates, autonomous in the definition of constraints and resources, in order to carry out the task of educating intelligent and intellectual people. Recognizing bio-diversities, and enhancing them is an act of justice towards the incessant work of women and men who generate capital daily; - in addition to the heterodirect competences - never finished index, remodeled at every transformation, mirror of a system unable to

recognize the specific aims to the different school levels and the Constitution declarations - it is necessary to achieve the recognition of the foundamental conditions necessary to keep in good health those who generate daily capital: first of all the continuous learning meant as co-research and based on co-assessment of needs, which co-builds learning experiences; - the territory must be interpreted as an extended, original educational system of the communities, therefore an ecological place for participation and experience, in a didactic continuum that recognizes and creates proximity, inter-cultural-generational-professional, which becomes a place of humanity and service through learning. School meant as an ecosystem needs policies that are able to recognize it as a place of research, growth of intelligence, equity and difference; where the evaluation returns the value generated and discriminates what is necessary for improvement, and at the same time "educates" at the innovation as a self-directed, social and democratic mindset.

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421 Assessment, Power, Subjectivation Processes. Biopolitical-Transdisciplinary Hypotheses

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Keywords: learning assessment, disposition assessment, subjectivation, biopolitical dispositifs, democracy

This essay aims to investigate the relation between learning assessment and biopolitical dispositifs as follows:

Postulate: dispositif is «literally anything that has in some way the capacity to capture, orient, determine, intercept, model, control, or secure the gestures, behaviors, opinions, or discourses of living beings» (Agamben, 2009, 14).

Corollary: a dispositif «must always imply a process of subjectification, that is to say, they must produce their subject» (Agamben, 2009, 11).

First hypothesis. Learning assessment, both within micro- and macrosystem, is a dispositif of disciplinary power (cfr., e.g., Foucault, 1975, 137-173 and 186-196).

Second hypothesis. Assessment dispositifs enable processes of subjectivation (cfr., e.g., Bloom, 1979, 178-194).

Third hypothesis: Processes of subjectivation, as enabled by assessment dispositifs, are ambivalent (cfr., e.g., Bazzicalupo, 2013).

Recognition. Since the late1980s onwards, the production of dispositifs to assess and develop the students' inner disposition has been increasing.

Fourth hypothesis. Assessment and development dispositifs represent a proposal to formalize moral education.

Fifth hypothesis. Assessment dispositifs represent a technique of non-religious and often structured confessional, deeply effective in holding over students.

Sixth hypothesis. Assessment dispositifs have a biopolitical nature (Agamben, 1995; Foucault, 2004).

The aforementioned hypotheses do not apply immediately. But they are, at least partly, conceivable, thus it would be appropriate to involve them in a research program à la Foucault, that is, a transdisciplinary research program – with all due respect for the disciplinary-scientific classification. Such a program should investigate the mutual legitimation between power and knowledge and, more specifically, between power and docimological knowledge. Research findings are unpredictable. They would clearly deal with assessment and, more generally, paideia, as a whole of political deeds and works. In this respect, it will be essential to define the meaning of "biopolitics", as it could challenge the relation between Education and Democracy.

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588   Educational Innovation: Making Sense Of Practices, Changing Meaning Perspectives

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Keywords: innovation, transformative learning, teacher practices

The contribution aims to discuss, from a pedagogical point of view, the issue of positive change in educational contexts. Drawing inspiration from a case study concerning a project of innovation of practices in the evaluation area at school, the topic will be treated with reference to the promotion of pathways to earn transformations of meaning perspectives (Mezirow, 2000), capabilities (Nussbaum, 2011) and emancipating processes (Freire, 1967).

Starting from a demand for training by a high school having a long educational tradition, formulated in a phase of significant organizational changes that led to reconsider the cultural identity of the school, an action- research was conducted to support an educational innovation about evaluation practices. It was an opportunity to set in motion and govern processes of co-construction of knowledge, of reworking of "knowledge of action" (Barbier, 1996) according to a critical-transformative approach (Orefice, 1997, Dirkx 1998), in a context of experiential learning and reflective practices inspired by the epistemology of the practice developed by Schön (1983), namely its transpositions in the educational field (Leitch, Day, 2000) as well as in teacher training (Mortari, 2004; Guillaumin, Pesce, Denoyel, 2009). We questioned in depth the professionalism of teachers in relation to their practices, investing in the construction of meanings and on the ability to pose problems with clarity and relevance. For a whole school year, 12 teachers were involved voluntarily in the action-research group, and all of the 73 teachers in the institution participated in the data collection, the wider debate and the follow-up. The outcomes were progressively discussed with respect to the internal coherence of the identity dimensions that emerged, the relationship between evaluation practices and the conception of the school's mission, the positive changes to be promoted, their validity, practicability and sustainability.

Beyond the specific results and developments of this action-research, the case study offers insights to illustrate and deepen in the "school innovation" construct some pedagogical dimensions, such as intentionality; some processes, such as persistence, resistance and marchandage; some assumptions, such as frames of reference; some strategies, such as active development methodologies.

This analysis enhances the interest of a pedagogical approach to the genesis and implementation of innovation, which is configured and developed through a critical-creative expansion of the meanings, leads to new perspectives of meaning for the reading of a given educational theme or problem, welcome them critically in view of a conscious choice of a change, considered positive in the adopted system of reference. In fact, the evaluation of the improvement of change is not given a priori but depends on the interpretative keys available: positive change is located, in a genuine and necessary way, in a horizon of sense continuously de-built, co-built and re-built. The pedagogical commitment is then deployed in the shared research of conceptually founded meanings, ethically oriented, able to feed and interrogate recursively teaching practices, thus increasing the opportunities of agency in order to improve the educational offer.

446   Supporting Innovation In Daily School Life: Lessons Learned From The Field

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Keywords: Innovation, school, training, methodological support, university

School systems require innovation to adapt to a constantly changing society; the success of learners in fact is highly dependent on the capacity of the school system to manage different needs and to keep pace with rapid societal and economic changes. As a consequence, both at national and international level, schools are pushed to adopt innovative approaches (OECD, 2013). However, changing without reflecting on processes, meanings and implications can have negative effects: change is not in itself positive (Biondi, 2020). Innovating, in fact, is more than changing: it is bringing real benefit to subjects and contexts involved (Checchi, Chiosso, 2019; OECD, 2019). In this way promoting real innovation in daily school is necessary: being aware of school functioning at micro level; adopting a bottom-up approach (OECD, 2013); involving a wide range of internal and external stakeholders; enhancing the resources of the local context (Anderson, Herr, 1999).

In any event, schools can't manage this challenge alone. Universities can support them by offering methodological training, which is a critical driver for putting innovation into school practices (Pirard, Barbier, 2012). Specific support training will be described from the point of view of the researcher (Montalbetti, 2017). Therefore, the researcher is required to recognize teachers as holders of a "knowledge in action" (Anderson, Herr, 1999; Barbier, 1996) and to mediate between different cultures and languages (Desgagné, Bednarz, 2005) by adopting a participatory, dynamic and flexible approach (Biasin, 2010). Supporting schools also gives the researcher the opportunity to learn about innovation from the inside in its daily and concrete development (Paul, 2016).

In this paper, moving from the presentation of some different cases (in terms of: duration, number and type of subjects involved, specific work object), some practical implications for researchers and for schools are highlighted; in these experiences teachers and schools have been guided in defining innovative educational practices and in structuring evaluation tool design.

Supporting innovation at micro level by adopting this methodological approach needs sharing of purposes by all those involved. It is a complex, challenging and "time consuming" process that allows the university to place itself at the service of school improvement.

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656 Innovating The School: Comparing The Point Of Views Of Students, Teachers And Head Teachers

Mori, Sara (INDIRE) · Rossi, Francesca (INDIRE) · Storai, Francesca (INDIRE) · Toci, Valentina (INDIRE)

The contribution aims to reflect on the evaluation of innovation processes as an empowerment tool, with the aim of involving school actors both at class and school level, to improve the ability to report and use the results of the training to guide decision-making flows (Scheerens, 2018).

The ability to measure innovation is a fundamental improvement strategy for the educational system and evaluative research becomes fundamental as "evidence-based research" for continuous improvement (Calvani e Marzano, 2020).

This contribution illustrates the results of the evaluation research carried out in a sample of schools belonging to the Movimento Avanguardie Educative for at least two. The sample consists of 52 schools and includes 1880 students, 144 teachers, and 52 school leaders of secondary schools.

Two types of quantitative tools were used, with two main objectives.

Questionnaires about the perception of internal stakeholders relative to four dimensions of innovation that make up a framework developed by researchers INDIRE (Nardi, Rossi, Toci, 2020) starting from the main studies on the topic (Kools&stoll, 2016; OECD, 2017): "the propensity to change"; "the transformation of teaching-learning practices"; the "Leadership and organizational development"; the "openness and interrelation with the outside".

Standardized psychological tests aimed at detecting aspects of skills that are: for students, study strategies, metacognitive sensitivity, motivation, (Mori, Morini, Storai, 2020); for teachers, aspects related to teaching practices and one's own job satisfaction.

The correlations that emerge at the school level between the different actors are reported here. There is a strong association between headteachers and teachers both on the use and sharing of good practices as a fundamental aspect for the dissemination of innovation, both on collaboration and internal sharing as central levers in defining effective leadership.

There is also a strong correlation between headteachers, teachers, and students in describing the schools as institutions with a strong attitude of openness to the outside. However, students consider their Institutes to be more efficient than innovative.

The results will be discussed as evaluation elements to stimulate the rethinking of the school in an attempt to give voice to the three main subjects of change (Oliva & Petrolino, 2019).

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231 Assessment And Inclusion. Teachers' Experience Of Emergency Remote Teaching During The Lockdown Period

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Keywords: Assessment, Emergency Remote Teaching, Qualitative analysis, inclusion, emergent situation.

In March 2020 the emergency situation has forced the suspension of all in-presence teaching activities for all school grades in Italy. In its first operational indications, the Ministry of Education underlined that distance learning has having two meanings: keeping alive the classroom community and avoiding the interruption of the learning process.Collecting data from experience and reflecting on evidence (Lucisano, 2020) is essential to verify not only whether these results have been achieved by the schools but also what are the meanings they have acquired in different territorial and individual contexts (Save the Children, 2020). The Emergency Remote Teaching (ERT) seems to have extended the learning gap among students depending on their family and territorial socio-economic

context, amplifying fragilities and raising the risk of school dropout (Save the Children, 2020). Among the major weaknesses of ERT, related to inclusive processes, are the difficulties of evaluative processes that have strongly characterized the distance learning (Batini et al., 2020; Ferritti, 2020). This paper aims to present findings from the qualitative analysis of data collected through the questionnaire used in the national research SIRD titled "A comparison of the approaches to distance learning adopted in Italian schools in the period of the COVID-19 emergency". This research aimed to detect information useful to describe and understand the ways in which teachers dealt with the distance learning during the lockdown. The questionnaire involved a sample of over 16,000 teachers distributed throughout the Italian country. We explore the regional data from Lazio (1,918 teachers) with the aim of analysing the contents of the categories related to inclusion and assessment. We take into account all answers to the open-ended questions that underline the main strengths and weaknesses of the ERT, the main difficulties encountered by the students, and the reflections of the teachers.The inclusion category emerged across the four open-ended questions of the questionnaire, with a high percentage distribution of occurrences in the experience of teachers of all school grades. The assessment category characterized the teaching difficulties related to the new learning environment, bringing out the main difficulties of teachers in the evaluation process. The study's results show that the critical issues did not only concern the difficulties related to the network access, the possession of devices and digital skills - already known issues of the digital inequalities - but are also related to the didactic issues.

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195 Construction Of A Pedagogical Open Badge Model

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Keywords: Open Digital Badge, Competence-based Approach, Non-formal Learning, Open Education, Professional Development

Open Digital badges are visual tokens and online records of students' achievements certified according to common criteria. They assume different functions depending on the meaning and values we ascribe to them, such as: motivator of behaviour; pedagogical tool; accreditation system (Ahn et al., 2014).

In the same way, our research project addresses different needs. The main objective was the construction of Digital Open Badges that would allow to define certified competence profiles, useful for:

- students to learn about their potential, demonstrate and build upon the skills they acquired in different places of learning, even informal ones, orient themselves professionally and build a highly individualized curriculum;

- the university to know the levels of competence acquired by students, update the summary of qualifications and competencies that are relevant to the teaching profession, plan to create complementary-skill-based courses and strengthen university preparation of teachers.

Another purpose of the project was to engage second-year students of the Degree Course in Primary Education of the University of Rome La Sapienza in the research process.

The students and professors who took part in the project identified the transversal skills that are most relevant to the teaching profession, the extracurricular learning of students that is most interesting to validate and promote. They defined sets of criteria and indicators to assess learners' performance and developed evaluation tools including three different methods of assessment designed to test hard and soft skills.

The badge candidates must demonstrate that:

- 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).

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

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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 – Researc 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

these evaluation fields must all be strategically linked to each other and that evaluation is first of all a lever at the service of the institute as a whole and of each actor in it.

H.10. Quality Ecec In Italy: Teaching and Learning In The New 0-6 System

380 Educating In The Cooperative Model Through A Structural Dialogue Between Face-To-Face And Digital Environments

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Keywords: digital education, gamification, storytelling, cooperation, coopcamp

This abstract presents the European Coopcamp project, launched in March 2020 in 5 countries: Belgium, Italy, Poland, Spain and Sweden. The project aims at proposing a training course in high schools to improve the knowledge and values of the cooperative model (mutuality, democracy, participation) and related skills (Fazzi, 2019). Very rarely, a co-operative economic model is a choice for young people. However, they are a particularly suitable target group for a business model that focuses on personal skills rather than on the availability of capital.

In a preliminary research phase, a questionnaire was administered to some of the project partner schools, based upon the experiences of previous projects and the EntreComp framework. The analysis of the results contributed to the design and implementation of a training package, taking into account three main conceptual pillars:

a narrative framework on cooperative values in line with young people's imagination;

a gamified structure eliciting interest in content and training activities;

the design of experiential learning activities based on problem solving, challenges and simulations, to be carried out either face-to-face or online.

All this, by using a digital tool created specifically for the project, with the function of providing teaching materials, guiding groups of students and teachers in scheduled meetings and keeping track of the training process.

The choice of this approach is due to two main reasons. On the one hand, the choice was made to stimulate students' interest by going towards their habits and imagination (Bolin 2017), betting on the meaningfulness of learning experiences (Ausubel 2000). On the other hand, it is necessary today to rethink training interventions in a media education and media construction of reality framework (Couldry, Hepp 2017). To facilitate learning, technological tools are embedded into a constructivist and collaborative logic, focusing on the quality and quantity of interactions: between students and teachers and between students themselves. In concrete terms, the digital tool consists of an online learning environment that gradually indicates the activities to be carried out, guiding teachers and students in their learning process. The online environment is not seen as a 'mere' expansion and continuation of what happens in the face-to-face context; it enhances the offline experience by guiding the educational process, just as a dashboard to refer to in order to conclude the learning path.

The project is currently in a pilot phase. Actual testing will take place in schools in the project partner countries by April 2021. So far, about 150 groups of students and 50 teachers registered in the online environment, exploring sections and functions of the digital tool.

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590   Learning To Learn In Preschools: An Exploratory Qualitative Study In Italy And Mexico

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Keywords: Learning to learn; preschool, Italy, Mexico, qualitative comparative study

Learning to learn (L2L), one of Europe's key competencies, is increasingly central in the post-modern world. International experts define it as a survivor tool in the mutable employment landscape, or as a means of self-fulfillment and development in work and domestic life (Stringher, 2014). Citizens should be equipped with this hyper-competence, yet international comparative studies are scarce.

It seems that primary and secondary education around the world is particularly good at thwarting key components of this notion, such as creativity and curiosity, and these components are much more developed in the early years (Chernyshenko, Kankaras e Dragsnow, 2018: 80). However, the literature has devoted much less attention to the acquisition of L2L from early childhood.

In our international qualitative study, within a socio-cultural tradition, we intend to start filling in this gap. Our aim is to offer examples of practices conducive to the acquisition of L2L in early childhood. We take a theoretical stance grounded in the international literature and in order to understand how L2L is conceived of in these two preschool systems, we examine normative documents.

We analyze nine qualitative interviews to Italian and Mexican preschool teachers within the wider international study. The interview guide tapped L2L in everyday school-life, so to collect preschool teachers' authentic responses. The methodology is a descriptive, phenomenological content analysis with a focus on teachers' L2L conceptions, which we classified as wide/narrow according to Hounsell (1979). From our corpus, we searched for theoretical L2L categories, and reported excerpts exemplifying teachers' L2L conceptions, functions and practices to support L2L acquisition in children aged 3-5.

Results show that teacher´s conceptions of L2L vary from wide representations to narrow/vague ones. Even if the sample is qualitative, evidence suggests that teachers with a complex L2L conception show greater quantity and quality of activities favorable to L2L development, although teachers with a narrow conception also implement L2L-conducive strategies. We interpret this as evidence that L2L is culturally bound. Teachers' activities foster L2L in different ways: stimulating children's curiosity, active participation and questioning or promoting their self-confidence and meaning making.

We also found high compatibility between the Mexican preschool curriculum and our theoretical L2L framework. Conversely, the Italian preschool curriculum only defines L2L in a footnote. However, the Italian interviewees do show some activities conducive to L2L, although only one in five definitions is wide. We attribute this apparent contradiction to the fact that the Italian preschool curriculum is organized around key experience fields and this didactic organization seems adequate for supporting children's active exploration and meaning making. However, Italian preschool teachers seem unaware that their didactic practice is also supportive of L2L in early childhood.

We conclude that, provided adequate teacher training, preschool teachers could do even more to help their children thrive, keeping them curious about their surrounding world and supporting them as autonomous yet collaborative explorers with self-confidence to face uncertainty and perseverance to look for the beauty of discovery and knowledge construction.

813   Who Is The Preschool Coordinator? Profile And Tasks Of This Key Role In The Italian Preschool System

Huerta, Maria Carmen (INVALSI· · Imperial College, United Kingdom) · Stringher, Cristina (INVALSI)

Keywords: preschool, coordinators' profile, coordinators' role, leadership, Italy

Literature on quality in Early Childhood Education and Care (ECEC) attributes a key role to ECEC leaders in developing quality at center level (Bertam et al, 2016; Douglas, 2019; Melhuish et al, 2006; Sim et al, 2019; Siraj-Blatchford and Manni, 2007). ECEC leaders may support children's outcomes by promoting improvement in the teaching-learning cycle (Sim et al, 2019). They may set shared and measurable goals, support training and teachers' professional development and may facilitate teachers' data use to improve quality (Schildkamp & Poortman, 2015). Despite these quite remarkable contributions to ECEC quality, the role of leadership in ECEC centers is still under-researched (Douglass, 2019), particularly in Italy (Stringher & Gallerani, 2012).

The aim of this study is shed light on the characteristics of leadership roles within the Italian preschool landscape, characterized by mainly two types of leaders: directors operating within State preschools and coordinators in other public and private preschools with equal state status. We concentrate on the latter and perform a descriptive and exploratory analysis of their profile, including main activities.

We use data from the preschool questionnaire administered within the 2018-2020 experimentation of the INVALSI PSERF and we specifically analyze data of the second part of such questionnaire (19 questions), dedicated to preschool leaders of municipal and private settings. Scope of this section was to collect information on personal and professional characteristics of non-State preschool leaders, together with their leadership style.

In the period May-June 2019, the questionnaire has been administered online to a statistical sample of Italian preschools (N 397) and to another sample of self-candidate schools to the PSERF experimentation (N1100), for a total of 1497 questionnaires collected. However, given that the questions concerning leadership were reserved only to non-State preschools, we filtered answers to the second part of the questionnaire, as State leaders were not asked to fill in the questionnaire for institutional reasons. We consider this selection to be a convenience sample (N 517) of Italian preschool leaders in private and municipal settings. We performed descriptive statistics on this data and cross-tabulated leaders' responses by their main demographics.

Results show that non-State preschool leaders are predominantly females (94%), aged 50 on average, with a total of 10 years of experience in that role. Almost 55% hold an ISCED 3 or 4 degree, and only approximately 45% hold an ISCED 5 degree or higher, though these percentages vary according to leaders' age (the younger being better educated). According to their responses, responsibilities of coordinators are mainly concentrated on: 1) keeping contacts with local stakeholders, such as social services and municipal authorities (67% of interviewees selected this option); 2) liaising with parents (58% of coordinators); 3) defining procedures for the observation of child developmental outcomes (almost 51%) or setting behavioural rules for children (almost 51%).

We discuss implications of these findings for policy in light of the TALIS 2013 survey, particularly considering the concept of "instructional leadership" and "educational leadership" and respondents' demographics. We address study limitations to be considered in future studies of this kind.

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445 Sustaining Ecec Quality In The New 0-6 System In Italy. Preliminary Findings From The Intrans Project

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Keywords: INTEGRATED 0-6 SYSTEM, ECEC ACCESSIBILITY, INCLUSIVE TRANSITIONS, GOVERNANCE STRATEGIES, PEDAGOGICAL APPROACHES

Structural and pedagogical quality concerns have featured prominently in contemporary ECEC debates. This attention has coincided with a more general interest among researchers and policymakers in the potential of high quality ECEC to interrupt the inter-generational transmission of disadvantage by nurturing children's learning and development as well as by fostering families' participation (European Commission 2019; 2013). Essential preconditions for this equalizing effect are that children and families from

disadvantaged background – who stand to gain the most from ECEC – are given particular consideration by public authorities, which should design services that are at once accessible, available and responsive to their specific needs and potentialities (Morabito&Vandenbroeck 2013; Vandenbroeck&Lazzari 2014). Against this background, the issues of educational transitions and social inclusion became the focus of unprecedented scrutiny (OECD2017). As discontinuity and fragmentation between ECEC segments still represent a widespread feature of ECEC systems in EU Member States, multiple studies have documented the inadequacy of the way in which educational transitions are currently governed, in terms of addressing disadvantaged groups' experiences and constraints (Balduzzi et al.2019). What has been missing so far is a body of work that consistently seeks to reach across the gap between local experiences and cross-national analyses, the micro- and macro-dimensions of early childhood provision, and building connections between local instances of policy and practice and overarching national or global frameworks.

In this perspective, the recent introduction in Italy of an integrated ECEC system from 0 to 6 years provides an ideal opportunity to push traditional boundaries and examine the way in which large-scale goals, such as the establishment of a unitary ECEC cycle on the entire national territory, are translated into local governance implementation strategies and pedagogical approaches to transitions. The preliminary findings that will be discussed during the presentation are based on a twofold research process carried out in the context of the InTrans project (Erasmus+KA3), consisting in: (i) the critical review of policy documents and pedagogical guidelines (Fairclough2003) issued by Ministry of Education (MIUR) and Emilia-Romagna Region (ERR), (ii) the thematic analysis of semi-structured interviews (Ritchie&Spencer 1994) with stakeholders involved at various levels of ECEC provision in ERR, as well as with key-decision makers and policy advocates at national level (n=12).

The key themes emerged from the analysis revealed critical implementation gaps – such as accessibility and equity of ECEC provision, especially for younger children and socially disadvantaged families – and challenges connected to multi-level governance of the integrated 0-6 system within enduring decentralised governance mechanisms. At the same time, the findings point out to possible strategies for filling out such gaps by drawing on the initiatives that are proactively being undertaken by key-stakeholders in the field, namely: (i) exchanging decentralisation with multilevel and coordinated governance, and (ii) investing in platforms for pedagogical coordination as levers of vertical (across 0-3 and 3-6 services) and horizontal (across different ECEC providers) continuity. In conclusion, the policy-advocacy and training initiatives initiated within the InTrans project to sustain the reform implementation within the context of Emilia-Romagna will be briefly outlined.

213 Game Media Literacy As An Approach To Complexity In Education

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Keywords: Game Media Literacy, Trialogic Learning, Complexity, Critical Thinking, Hybrid environmentt

Game Media Literacy (GML), born as a theory in 2004, embodies in a very direct sense the characteristics introduced by Eric Zimmermann in his Manifesto for a Ludic Century, to describe media and culture as systems which are increasingly modular, customizable, and participatory.

The way we work and communicate, research and learn, socialize and romance are all intimately intertwined with complex digital information networks which, owing to their flexibility and organicity, promote a playful dynamic twist to the pursuit of an education model suitable for young students to approach complexity in a spatiotemporal perspective. Christian Swertz refers to GML as a set of educational processes specific to games, which become tools to discuss learning in games, learning about games, learning by game design, and learning from games. GML is about creating and understanding meaning, forcing us to gain the ability to see how the parts of any system of human relations fit together to create a complex whole, making use of an active playful participation and an innovative transdisciplinary way of thinking, both geared to analyze, redesign, and transform existing systems into more organized ones.

If we look at Wikipedia as an example, we can see that it is not a system made of users accessing a storehouse of expert knowledge, but it is a lively community in which the users are also experts, who together create information, while evolving the

system itself to a more refined and controlled one. In this context, games are considered as machines of inputs and outputs, hybrid environments, inhabited, manipulated, and explored, which become a natural habitat for approaching complexity education. Being playful is the engine of innovation and creativity, as we play, we think about thinking and we learn to act in new ways, overcoming the passive relationship to the systems we inhabit.

How can we approach and develop these attitudes? How can we fully engage with our systems of human relations? How can we promote in our students, in a natural appealing way, the ability to recognize how and why systems are constructed, and to try to make them better? A pilot of Highschool students attending the last three-year Lyceum degree in Sassari area, Sardinia, are going to be engaged in thinking as game designers, exposed to systems of reasoning which show how the dynamical systems perspective can be applied to provide fresh insight into such complex phenomena as interpersonal behavior, social relations, attitudes, social cognition, and personal beliefs. Also, through this exposure, our goal is to measure their grasp of complexity underlying our way of communicating, learning, and behaving in the real digital world.

Outcomes from this study include monitoring learning about games, the awareness that takes place while playing games, education that takes place while designing games, and for teachers involved in the project, monitoring learning from games of new educational approaches.

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746   The Impact Of Childcare And Home Quality On Children'S Skills Development: A Case Study For Ireland

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Keywords: Home learning environment, Early childhood education, quality, skills development

Previous research has underlined the importance of parental involvement and childcare quality on children's skills development. However, it is not clear how much these investments matter for skills enhancement and if they have an interactive relationship. By means of new Irish data, this paper we aim at better understand the role the quality of both home learning environment and the early childhood education system on children's cognitive and non-cognitive development. Our preliminary results are based on linear regression analysis (OLS).

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742   Preschool Teachers' Perceptions On Children'S Outcomes. An Italian Study

Stringher, Cristina (INVALSI, Italy)

Keywords: Preschool, Italy, children's outcomes, teachers' perceptions, factor analysis

The key role of preschool in supporting child development, school readiness and lifelong learning is well established. Its positive long-term effects span all the areas of human development: physical, motor, cognitive and linguistic, socio-emotional and civic (OECD,

2006; Eurydice, 2009; 2014; Montie, Xiang & Schweinhart 2006; Del Boca & Pasqua, 2010; Brilli et al, 2011; Hall et al., 2011; Contini & Manini, 2007; Mashburn et al, 2009; Sachs & Ruzzi, 2005).

Yet, the mechanisms at the basis of these effects are still under-researched, particularly in Italy: national studies on preschool children's competencies are non-existent. There are several reasons for this lack of information. Some can be ascribed to the technical difficulty of assessing child outcomes at a very young age, although there are valid and reliable tools developed for the Italian context (Coggi & Ricchiardi, 2014; Commodari, 2013; De Franchis & Usai, 2013; Kids in Places, 2014; Meazzini, 2005; Montie, Xiang & Schweinhart, 2006; Zanetti & Cavioni, 2014). Other reasons tend to discourage the debate on child outcomes assessment based on the idea that each child develops at its own pace, development is highly contextual and any attempt to assessing outcomes may freeze the moment without considering the high speed of children's acquisitions, with the risk of labelling the child (Bondioli & Savio, 2015). Yet, the Italian curriculum includes a child competence profile at the end of preschool.

According to the Italian national curricular guidelines, preschools aim at promoting children's development in terms of identity, autonomy, competence and citizenship (MIUR, 2012: 16-17). The preschool environment should create a plurality of occasions for the emotional and cognitive growth of each and every child. One key question is therefore how to ensure that these educational goals are met through a sensitive way of assessing children's competence profiles.

The solution adopted during the experimentation of the Italian Preschool Self-Evalutation Report Format (PSERF) relies on teachers' perceptions of children's competencies. In this contribution, the aim is to present evidence on this approach and to show the psychometric properties of a scale developed from the curricular competence profile of children. The scale, consisting of 28 items, was included in a wider questionnaire and it has been administered to 18265 teachers participating in the PSERF experimentation in May-June 2019 nationwide. Teachers were asked to rate their classroom's competences on a 4-point scale, ranging from all or almost all children to none or almost none. The analyses include construct validity and a factorial solution.

Initial results show that the scale has very high internal consistency (Cronbach's Alpha = .951) and that three factors explain > 58% of variance. Factors loadings indicate that the first factor includes socio-emotional and cognitive items and could thus be termed holistic development. The scale therefore seems to constitute a good proxy of child outcomes, since teachers' perceptions seem consistent.

Concluding, this approach to child outcomes perception of teachers seems useful especially when there is no possibility to observe children's development individually in preschool settings.

H.11. Reinventing the curriculum and its practices

370 Expected Learning And Observed Learning. Monitoring Their Congruence In The Curriculum Of Moral Education

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Keywords: school curriculum, assessment-evaluation, monitoring tools, teaching professionalism.

This contribution follows the research hypothesis presented and discussed in Valutare il curricolo di educazione morale (D'Ugo, 2021). The main focus of this abstract is the definition of monitoring tools that allow teachers to respond cyclically and critically to some specific questions:

what logical type of learning can be promoted through the definition of a moral education curriculum?

And, consequently, how is it possible to monitor this learning?

First of all, it will be possible to answer these questions only by adopting forms of evaluation (hetero and self) that privilege the qualitative dimension of data collection, avoiding as much as possible a mere "docimological reductionism".

The idea, specifically, is that teachers can be supported by the aid of valid and reliable assessment tools and that they can be able to translate the procedural principles discussed by Massimo Baldacci in the Volume "Un curricolo di educazione etico-sociale" (2020) into clues capable of guiding the monitoring of learning, promoted by a moral education curriculum.

It is important to underline, in this sense, the reference to "a second-order curriculum", which has medium-long term goals and considers education as a cultivation of "virtuous habits" (Baldacci, 2020 , pp. 29-37).

In this scenario, implementing evaluation processes requires to test the congruence between expected and observed outcomes (Ibid, p. 151). It will therefore be necessary to develop monitoring tools that guide teachers both in monitoring the development of their students' moral education habits and in the analysis of the behaviors adopted by the group of learners, assumed as clues of underlying attitudes.

With this objective, two instruments have been hypothesized: a rubric and an attitudes scale.

The rubric is designed primarily for the teachers' hetero-evaluation of their students, but could also have a self-evaluation function aimed at promoting students' self-reflection on their learning.

On the other hand, the attitudes scale is conceived as a self-evaluation tool, but could also embody hetero-evaluation aspects.

Without going into too much detail here, the phases envisaged for the definition of both tools can be summarized as follows:

definition of a first draft of both tools starting from the procedural principles already referred to (Baldacci, 2020) and discussed in the context of focus groups with lower secondary school teachers;

analysis of the content validity by a panel of experts;

try-out of the instrument with a small sample of teachers.

Specifically, we would like to discuss here the results that emerged from the first phase.

499 A Curriculum For Sustainable Education

Fioretti, Silvia (Università di Urbino, Italia)

Keywords: Curriculum, Sustainability, Interdisciplinarity

Pedagogical and didactic reflections become central and relevant with the changing culture and social phenomenology. Educational events seem to have been transformed in the different environments and contexts, in relation to the more general transformations of the economic, political, scientific, technological, and communicative world in a broad sense.

The relationships between those new characteristics, particularly the ones connected to an approach to sustainability, must be re-discussed on the fundamental issues of an educational and formative nature. For different reasons, the rapid transformations of our time have placed the previous categorical universes of value and interpretation of reality, in crisis, imposing a redesign of knowledge and action.

Today, issues relating to the new 'Global Sustainability Science' are emerging. This approach has an interdisciplinary perspective and stems from international research, initiated since the 1970s, to maintain the Earth system stable and safeguard biodiversity. In the scientific and cultural sphere, a vision of knowledge that can be as integrated and multidisciplinary as possible is increasingly important.

This contribution intends to reflect on the possibility of designing and planning training courses and interventions in the various segments of education, reinventing and rethinking organizational methods centred on the disciplinary and interdisciplinary relationships of the curriculum.

In particular, the planning of a training course, aimed at university students, proposed to spreading knowledge on sustainability issues addressed by the 2030 Agenda and its 17 goals is exemplified. The themes are organized through an internal taxonomic structure defined as a 'sustainability cake' (Folke C. et al., 2016) of an interdisciplinary nature.

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451   Active Learning And Curriculum Across Disciplines: A Field Research Study In Secondary School

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Keywords: active learning, curriculum, disciplines, teaching practice

Active learning practices are rarely carried out in secondary school in a systematic way, even though the Riordino (Dpr 87, 88, 89 of 2010) exhorted teachers to implement active approaches. On the other hand, the reflection on the curriculum (Ajello & Pontecorvo 2002, Frabboni 2004, Baldacci 2006) and the gradual liberation from the idea of a national "programma" (Stenhouse 1977) made it clear that teachers should be the ones to select contents and teaching strategies, on the basis of the particular contexts and the epistemological structures of the disciplines and their connections.

This research study was carried out in collaboration with a secondary school, where some teachers were already promoting active learning strategies in core subjects, each one following their own teaching model. After an initial exploratory phase, the study moved on to a phase of collaborative research and research-training (Asquini 2018). It followed an increasingly process including most subject departments and covering all the teaching process (design, implementation, peer observation, documentation, reflection).

Researchers and teachers together defined a documentation model of the practice, from design to action, which encouraged reflection (during and after) and dissemination within and outside the school. Such a process was both research and professional development.

By comparing different teaching practices (in Maths, Physics, Science, Italian and Latin), the study highlighted some cross elements which were then consolidated in the expanded version of the study, where more classes and teachers were involved. These

aspects concern the curriculum (from the selection criteria of the core ideas of the subjects to a discovery/problematic approach to the contents), the teaching design (course and lesson planning) and the methods (frequent use of the various forms of verbal interaction - conversational lesson, discussion, brainstorming -, group work, students' writing tasks). This interdisciplinary approach to practices, ultimately, seems to show a sort of mutual influence between subject areas: Language teaching was inspired by a "scientific" approach to the study of languages where linguistic "data" (words, sentences, texts) were observed, analyzed, classified and re-elaborated (Bertocchi 2015); at the same time, Science teaching developed particular attention to language – both "natural" language and more strictly "scientific" language (Fiorentini, 2018).

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787   Emotional Containment And Coping With Emergencies Contents In The Curricula Of Initial Pre School Teacher Training In Chile

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Keywords: Coping, Emotional support, emergencies, preschool education, initial teacher training.

The innovations and reforms to which the educational model in Chile has been subjected have sought to improve academic achievements in students; for which, efforts have been concentrated on improving initial teacher training. In particular in the case of pre-school education, the curricular bases for Early Childhood Education (2018) responded to different requirements and current emphasis on early childhood training, one of its purposes being to promote the comprehensive well-being of the girl and boy by creating healthy, protected and welcoming environments. In this context, it has been relevant to investigate the offer of academic training for the Preschool Education career in Chile in order to know how content related to the current context is addressed, particularly emotional containment and coping with massive emergencies. Along with analyzing the structural components of the curricular bases of Early Childhood Education and the curricular networks available to date, an in-depth interview was conducted with educators from 6 educational centers in the Fifth Region of Valparaíso, with the intention of contrasting theoretical approaches with the implementation of these policies.

728 Reinventing School Through Curriculum Integration

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Keywords: integrated curriculum, didactic transposition of knowledge, curriculum planning models, formal and practice knowledge, interdisciplinarity

The curriculum is a key tool of the school. As such, reinventing school also implies reinventing the curriculum. Hence, it is important and urgent to put it back at the hearth of pedagogical reflection and educational research. One of the possible research directions concerns the design and experimentation of curricular planning models consistent with our times: models updated with respect to the current epistemologies of knowledge, to the purposes and functions of school in our society, to the characteristics and needs of the new generations.

The concept of curriculum is not univocal, so it can take different forms and be characterized by different degrees of structure. In any case, it covers many aspects of the educational problem: the selection, organization and didactic transposition of teaching content; the different methodological-didactic options; the identification of educational objectives; the definition of methods and criteria for verifying learning outcomes.

The desire to renew school often leads to interpret these aspects in a polarized way, by opposing what is perceived as new and what is not. However, this perspective fails to consider that these polarizations hint ongoing open issues since they are constitutive of knowledge and/or didactics. In the current debate on schooling, the need for innovation affects both teaching content and methodological-didactic options. The arising polarizations concern, for example, the linear or the reticular structuring of educational paths [1]; the focus of educational models on formal knowledge or on practice knowledge [2]; disciplinary learning activities in opposition to cross-disciplinary learning activities; the classification of learning outcomes into basic cultural knowledge or knowledge useful in the world of work, and so on.

Therefore, in this contribution we will argue the hypothesis that school renewal must pass through an idea of Integrated Curriculum. We will describe what we mean by this expression also by referring to the international scientific literature [3][4][5]; Then, on the basis of an epistemological conception of knowledge as complex and dynamic systems of knowledge, we will put forward the hypothesis of a variable topology model of curriculum design. This kind of model will enable us to build teaching and learning paths that are open, interdisciplinary and convergent with respect to the educational goals. Finally, we will present an example of application of the model to the contents of the MOOC A scuola con Raffaello (At school with Raphael), organized by the University of Urbino to celebrate the 500 years of the death of Raphael Sanzio.

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355 Integrated Curriculum And Technological Change

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Keywords: Integrated Curriculum, Technologies, Diffusion, Alliance

Technologies have become a pervasive part of people's daily lives, and schools are now at the heart of a technological and social revolution, but the use of technologies in all schools does not seem to follow a reasoned and shared logic from an educational point of view, except for pandemic emergencies.

Due to their diffusion and pervasiveness, the new generation tools offer themselves as an apparently integrated and integrative language, standardising the tools and procedures of the various disciplines and activities. This undoubtedly represents a potential in view of the definition of integrated curricula. The basic question concerns the conditions that allow schools to seize this positive potential and not limit themselves to the simple application of products designed according to logics other than the educational one.

The subject is very complex and the possible alliance between technologies and open, integrated and converging educational paths is not taken for granted.

The contribution intends, firstly, to offer elements regarding the current situation on the subject, also highlighting what has been highlighted by international research and the most recent cognitive theories; in the second part, the article will try to identify the distinctive features of a school use of technologies in the direction of promoting an integrated curriculum.

Taking into account the regulations and ministerial actions that define programs for the use of technologies in schools, we will try to understand the theoretical frameworks of reference; we will also try to understand whether international research shows benefits from their use and whether there is an ideal age at which to introduce them for learning purposes, keeping above the extreme needs related to the COVID-19 pandemic.

In order for technologies to find a truly integrated and constructive place, and not invasive and destructive, it is necessary to include them in a curricular logic that takes a long-term view. This is why we need to ask ourselves what idea of school should define this process. Should schools promote human capital or human development? In this context, should technologies be thought of only as tools for working life or as tools for daily life? For pupils who have special, even complex, educational needs, for whom the school is required to design programs for essential and basic knowledge, what is considered a 'minimum for life' to which technology must also strive? In order to answer these questions and identify the distinctive features, we will try to give useful indications for working with all pupils.

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404 Graphic Tools For A Visual Representation Of The Curriculum

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Keywords: Visual representation, Information design, Curriculum

If we look at the variables involved in the definition of the integrated curriculum as proposed by Martini (2019), a visual representation can favor the use and development of this model.

A visual representation allows not only to observe the relationships between elements, but also to highlight their criticalities and inconsistencies, in particular when relationships and variables develop over several dimensions.

Through visual representation it is possible to arrange each variable not only in a three-dimensional graphic space, but also to use other variables or visual attributes – such as color, shape, texture etc. (Bertin, 2011) – to show further variables in a coherent manner, as long as there is an agreement between the variable represented and the visual attribute.

The integrated curriculum itself is defined by Martini (2019) through graphic analogies. For example: "Concepire i saperi come sistemi significa pensarli come aggregati di elementi in relazione dinamica tra loro, strutturati al loro interno secondo diversi livelli di organizzazione, in modo tale che ciascuno di questi livelli corrisponda ad un sovra- o ad un sotto-sistema organizzato allo stesso modo." (Martini, 2019, p.6)

Analogies brings together two abstract systems (Duhem, 1954), visual analogies allow us to put together a synoptically observable artifact with a heuristic value.

A little further on, the author proposes to use the network as a representational model of the structure of knowledge. It should be noted that graphs are topological structures and already have an isomorphic graphical representation of the properties they represent.

The representation proposed by the author concerns the topology of the structure of knowledge, but it is possible to extend the representation to the other elements of the curriculum (identification of objectives, organization of time and space, the adoption of teaching methodologies, evaluation practices , the school-territory link and more), exploiting other graphic properties and integrating them with the graph of the knowledge structure.

The first investigative work that needs to be conducted is to verify the regularity of the analogical relationship between the elements of the curriculum and their corresponding graphic form or if it is even possible to have an isomorphism between the graphic form and the object of the representation.

Having verified the regularity of the analogy, it is necessary to develop a set of visual attributes that allow the variables of the integrated curriculum to be displayed consistently and systematically.

The next step is to apply the visualization to a series of cases to optimize the set of graphic tools for the representation of the various levels and verify their functionality in terms of designing the curriculum itself.

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335 Integrating Knowledge Through A Historical-Educational Laboratory On Physical Sciences At The University Of Urbino

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Keywords: integrated curriculum, science education, epistemic practices, didactic transposition, STEM/STEAM

The purpose of this contribution is to argue in favor of the synergic interplay between epistemology and didactics in addressing problems related to the selection and transposition of expert knowledge into knowledge to be taught, within the framework of the integrated curriculum [1] [2].

Although the information and knowledge society where we live is based on the principle of the division of cognitive labor [3], this same principle might be not the proper key to develop meaningful learning since the very beginning of schooling. In the field of science education this idea is carried out, in particular, by STEM (Science, Technology, Engineering and Mathematics) interdisciplinary approach, whose aim is to develop important knowledge and skills, useful both to understand and solve many urge problems of our world and to make informed decisions on social and ethical issues. However, some limits and contradiction of this approach were pointed out by educational researchers [4]. Despite of the recent "transition" from STEM to STEAM (both the acronyms are used), with the inclusion of the arts (standing for humanities) among the subjects, it seems that this approach is mainly conceived to meet the first goal, linked to the development of a new economy. Instead, enabling an individual to act as an informed and responsible citizen when making choices impacting on quality of public life (such as in the case of the pandemic due to COVID-19) requires a

deeper, epistemically justified, integration between science and the humanities, the latter no longer reduced to a means of developing only creativity and interpersonal skills.

From an educational perspective, this implies a rethinking of the didactic conditions under which curriculum integration can enhance our understanding of how knowledge works. Within this framework fits the project of a historical-educational Laboratory on Physical Sciences at the University of Urbino to be carried out, as a concrete example of integrated knowledge, in collaboration with the Physics Laboratory: Urbino Museum of Science and Technology. While performing experiments using modern scientific apparatuses, with a design similar to the ancient scientific instruments exhibited in the Urbino museum, attention will be drawn on historical and epistemological issues such as social-cultural context and the disciplinary epistemic practices referring to different paradigms.

This project aims especially at enhancing in pre-service primary school teachers the understanding of science as a human endeavor, so that they will be able to design teaching interventions more consistent with real scientific practice and to correlate it with transversal issues related to the construction, validation, justification and communication of knowledge.

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155 Integrated Curriculum And Educational Poverty

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Keywords: Education, poverty, Integrated didactic curriculum

The contemporary historical-cultural period and its economic and social dynamics recall the need to draw our interest to themes concerning the nature and quality of the education-learning.

The life project that widens the boundaries of education beyond school recalls the need of an integrated educational system (Frabboni).

Educational and cultural poverty: "the deprivation, for children and adolescents, of the opportunity to learn, experiment, develop and let freely blossom skills, talents and ambitions" (Save the Children).

We wish for the formation of a self-fulfilling personality, that becomes itself through a functional relationship with the environment.

172 Body, Learning Facilitator

Valentini, Manuela (University "Carlo Bo", Urbino, Italy)

Keywords: soft skills training, hard skills, analogue language, holistic view of knowledge

The school is a safe zone where the curriculum is determined, in a shared manner; where the actors (pupils and teachers), each in their own roles, aim at a project of professional and human, personal and collective growth. A system involving theory, practice and technique combined with relationships and emotions: head and heart together. An encounter between verbal and non-verbal

languages, between scientific and humanistic areas where thought becomes doing and doing becomes thinking, in a thoughtful action.

The aim of this intervention is to promote the culture of interdisciplinarity, to offer a focus on the importance of the Integrated Curriculum, also in the university sphere as it is increasingly urgent to create a network of synergies to foster a unity of knowledge that offers a holistic-global vision also by proposing joint scientific work for a biodiversity of languages that means protecting a plurality of knowledge useful for knowledge and thus for the protection of all. Education and development on transversal competences, soft skills training, inclinations identified in each one (pupil, teacher), which impact on disciplinary knowledge; as well as defining hard skills; to reflect on a methodological decalogue where the body becomes the protagonist, the glue, the bridge of meanings, transforming them and transporting them into other languages. This is not a palliative but a recognition of its formative, educational, cognitive, social and relational value, in order to strive for an alliance between knowledge.

After a theoretical-bibliographical excursus, some examples of articles/protocols selected from the main search engines, from 2003 to 2020, for pupils from 5 to 18 years old and for teachers were taken into consideration. A bibliographical research in Italy and abroad on state of the art, developments, novelties, of the curriculum at school more and more adapted to the person-pupil, with the body in movement as protagonist. Learning passes through the body understood in a holistic sense, a place inhabited by the multitude where theory becomes practice, technique, and is transformed into experiences of bodies in movement that interact with others different from themselves, coming to share numbers, formulas, telling stories, history, places near and far, customs, traditions; knowledge inhabited in bodies, in the body that will have the opportunity to inhabit space and time.

The results have shown that the implementation of an integrated curriculum, with its natural interdisciplinary vocation, does not diminish the epistemological autonomy of the disciplines, but rather amplifies their meanings and significance, redefining boundaries and paths and placing them among the threads of complexity.

In conclusion, we can claim that knowledge experienced in a circular way will enable us to know and do better, and if this knowledge has been learned well, it will have added value: a connexion that is also necessary to define new professions.

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H.12. Pedagogy meets Architecture and Digitalisation

723 Space Matters - A Transdiciniplary And Co-Creative Setting To "Update" Spatial Learning Environments

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Keywords: transdisciplinary, co-creative setting, improving, school space development, Learning-SPACE-Lab

Space is the body language of an (School) organization (Doorley; Witthoft, 2012). What kind of space does education need in the 21st century? How can existing school buildings and traditional pedagogical processes of the 19th and 20th century be improved by using current knowledge of the interrelationship between learning and learning spaces? How do digital and virtual teaching and learning formats impact the usage of the school building and the classroom? Which new impulses can be derived for the conception, planning, and re-/construction of school buildings?

The new research area of the school- and learning space development (cf. PULS+, 2020) deals with these questions, which involve school stakeholders in a participative setting in the conception and planning of learning spaces.

This paper presents working approaches and results from the Learning-SPACE-Lab (LSL) (Hammon, 2020), derived from research and practice issues above and shows examples by photo and film documentation.

Methods

An LSL works with a transdisciplinary and explorative learning and research environment by participation and co-creation. Aims of the school- and teaching development are linked with pupil's future school ideas of learning and space. In a project week ideas are first developed and sketched, then brought to life by small models. By the support of teachers and university students (interdisciplinary course) models of the pupils are "translated" into prototypes and build in scale 1:1, to test and evaluate the new ideas. The project concludes with a presentation of the created prototypes in front of the whole school assembly, press, and media (Hammon, 2020 https://vimeo.com/444197398; https://vimeo.com/298555099)

LSL is part of school-SPACE-development and works simultaneously on up to five levels:

project-school: pupils, teaching team, principal, and project-architect

university: interdisciplinary course for architecture and pedagogy students, action learning, real-world laboratories (cf. Scharmer, 2019)

hospitation field of advanced vocational training: teachers, architects, school administration

research

product development

An LSL works with four perspectives for conception and planning P.O.S.T. (cf. Ninnemann, 2018):

I. Physical-material space: interior design, furniture, architecture

II. Organisational-structural space: organisation and school development

III. Social-interactive space: social learning formats, teaching development

IV. Technical-virtual space: ICT

Results

Over the past ten years, LSL has been applied and developed in over 20 different projects cooperating with PULS, schools, communes, administrations, universities, and companies. The program is utilised in various areas like school-, vocational-, and university education in the domains of pedagogy, architecture, and administration, as well as in research and product development.

It can be seen that including school stakeholders in the conception and planning of school architecture with transdisciplinary and co-creative processes like the Learning-SPACE-Lab improves learning spaces and deepen the processes of learning space development.

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577 Learning Environments Applications

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Keywords: Pedagogy, Architecture, Digitalisation, Learning Environments, Professional Education

The Digital Revolution as a paradigm of the information age has given rise to numerous forms of training, education and adult education. Initially, these e-learning strategies primarily replace classical frontal teaching: one-to-many formats are documented and semantically processed. Increasingly, however, independent forms are developing that attempt to use the specific potential of digital and networked communication.

Feedback loops and integration of social media leads to improved exchange between teachers, and students, and within these groups. Collection and analysis of large amounts of data on learning and teaching processes allow optimization and individual tailoring to students and learning environments[1].

Methods

It is efficient to present, bundle, and coordinate specific learning content suitable for digitization on information technology platforms[2,3]. Based on this level of knowledge and development, the special requirements in continuing education for professionally competent persons are addressed. Persons participating in participative processes (i.e. "phase 0" processes) learn to interpret and process the statements and positions of the others involved in a positive way.

We are using tools and strategies of a MOOC to achieve efficient and comprehensive preparation for discourse content. The semantics of terms used are shared and expanded among the trainees.

Involved early in typical situations characterized by group interests, participants are placed in situations where they learn to judge and assess, exchanging and further processing competence and anecdotal feedback[4]. Purposefully placed physical encounters (i.e. field trips, walk-throughs) enable participants to experience the non-abstractable qualities of architectural design together within the framework of the course, which is predominantly completed independently of location and not synchronously[5].

Other didactic approaches of the ERASMUS research project LEA (game, smartphone app, manual for facilitators of Phase 0 events) complement the MOOC approach.

Expected Outcomes

Contemporary architecture for schools that is suitable for new pedagogical practices requires people who, as decision-makers and responsible persons, know and share the relevant concepts of all parties involved[6].

Participatory processes appear to be well suited to sketching out an overall picture of concerns in a specific context at an early stage. A prerequisite for this, however, is the expansion of the ability to dialogue about architecture and its perception. Together, the experience of spatial effects is reflected upon and the possibilities of describing them are "grasped".

The aim is to acquire competences in order to 1) be able to operationally understand and productively apply the different terminology from the individual professional fields involved; 2) to anticipate discussion and decision-making situations in order to create positive group dynamics for openness and fairness.

The LEA project strives to anchor the significance and importance of spatial conditions for successful pedagogy in the consciousness of the persons in responsibility.

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568   Rethinking Learning Spaces And Teaching Methodologies By Connecting Communities During The Covid19-Period: Inclusive Vision And Research-Training In On-Line Workshop

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Keywords: RENEWING SCHOOLS, COLLABORATIVE DESIGN, INCLUSIVE VISION; UNIVERSAL DESIGN FOR LEARNING, LEARNING SPACES COVID19 SOLUTIONS.

Research topic/aim

The research-training involved twelve Italian schools, located in the autonomous province of Trento, joined together in a community to rethink how to re-organize both the school spaces and the teaching methods in an inclusive perspective in Covid-19 emergency.

The schools: IC Cavalese (8 primary little schools and one middle school) and IC Rovereto 3 (2 primary schools, one middle school with recently immigrated children with SEN).

Scientific significance

The research-training is significant to propose a learning spaces re-organization in order to personalize learning and teaching in Covid-19 emergency.

Theoretical framework

A group of teachers of each school were involved. The design process was carried out both on-line activities and at school design.

Research questions

The focus is on two questions. Is it possible to:

redesign classroom in an innovative vision through both on-line training and design activities at school during Covid19 period?

overcome most of the obstacles to design learning spaces during the pandemic?

Methods

A critical approach induced teachers to find strategies to redesign learning spaces through reflexive modalities and design project. It had three phases:

Theoretical-Design.

Plenary workshop: some information and many images of innovative schools were given to the teachers divided into 5 groups.

Three activities were proposed: brainstorming; diamond ranking; case study on the classroom 49 sqm floor plan.

Project work.

Collaborative design: each group of teachers carried out in their school the classrooms project in an innovative vision following the Guidelines by Ministry of Health.

Individual meeting: each group presented, discussed and reflecting on the design and on any other adjustments and suggestions.

Final Plenary Meeting.

Final plenary meeting: each group presented their project proposals for re-organizing classrooms.

Parallel to the design process, questionnaires were given. Some considerations emerged on the vision that each teacher had of the school and the expectations.

Contribution and findings.

The proposals presented by teachers were innovative in terms of organizing spaces, distances to be maintained and methodology, inclusion and didactic differentiation.

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712 Mobile - Mobilising Innovative Learning Environments

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Keywords: Innovative Learning Environments, Participation, Index of Learning spaces, Pedagogical Post Occupancy Evaluation, Learning Space Development

In the cities and metropolitan areas of Europe, approximately 100 billion euros will be invested in school construction in the coming years, which will flexibly combine real and digital learning spaces as sustainable educational buildings of the 21st century (Weyland & Watschinger 2017). Thus, instead of the traditional corridor schools, school buildings with multifunctional, innovative learning environments (ILE) are being created, e.g. learning landscapes, cluster schools, and numerous mixed forms of these new school building types (Montag Foundation 2012). However, teachers who move into a modernised educational building lack experience of how teaching and learning can take place in such spaces. So far, there is neither an application-oriented handbook nor sufficient pedagogical-didactic or scientifically sound evaluations (Imms & Kvan, 2021). Therefore, from Scandinavia to Mediterranean sea teacher-teams currently entering uncharted territory.

An Erasmus+ strategic partnership, called MOBILE (www.learning-space.eu) aims to fill these gaps by investigating the effectiveness of European learning environments and supporting schools to become learning organisations themselves. This requires space to move, both literally and figuratively by the following triad in order to sustainable activate ILE as a 3rd teacher.

EXPECTED OUTCOMES

1. Look to Tomorrow: Index of Innovative Learning Environments

The aim is to provide everyone involved in education with the broadest possible perspective and to help them make informed choices. The interactive digital tool consists of:

An autodidactic questionnaire, which challenges to think individually as well as a team in a future-oriented way about the relationship between learning/learning environments,

A panorama of "Learning Spaces", which provides a broad view of the possibilities that learning environments invented so far in Europe can offer.

2. Learn from Yesterday: Pedagogical Post Occupancy Evaluation (PPOE)

The digital PPOE guideline provides insight into the educational quality of learning environments and focuses on:

General criteria that determine a learning environment for a learning organization.

A method, which provides insight into the difference between educational vision (A) and actual situation.

3. Live for Today: Teach the Teacher-Trainers

Increasing the effectiveness of the learning environment has to do both with the quality of the environment itself and making use of opportunities it provides.

Courses for teacher trainers will make use of the previous components.

Methods for participatory planning processes for improving the learning environments published are provided under a Creative Commons License (OER).

METHODS

The strategic partnership consists of partners from NL, NO, and DE: Three consultant agencies for school development, about 100 Technasium schools, a teacher training center and Oslo municipality have the ambition to meet in a future-oriented way by forming a community of practice.

Between the different professions and disciplines intensive interaction is taking place through transnational cooperation, joint workshops, study trips and online-seminars within hermeneutic loops and thoughtful evaluations. An interactive public internet platform (OER), working as a digital learning-, communication and cooperation device is implemented.

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576 Active Learning And Hybrid Environments

Sidoroff, Eric (University of Innsbruck, Austria)

Keywords: Pedagogy, Architecture, Digitalisation, Hybrid Learning Environments, Spatial Design

What is Active Learning?

Bonwell and Eison describe active learning strategies as "instructional activities involving students in doing things and thinking about what they are doing1." In Creating Significant Learning Experiences, L. Dee Fink builds upon Bonwell and Eison's definition by describing a holistic view of active learning that includes all of the following components: Information and Ideas, Experience, and Reflective Dialogue2. This framework can be a helpful tool to work with students of almost any age.

The framework that active learning offers active can be a helpful tool to enrich the possibilities how students of almost any age…

… encounter (new) information and ideas

… engage with information and ideas

… reflect on their learning

…to meet their learning objective(s).

How can we understand hybrid learning environments?

One thing, that the COVID 19 pandemic has taught us, is the fact that people have left the hermetic boundaries of educational buildings like schools.

The archetypical context of learning is the classroom. However, due to changing educational practices, the stricter concept of the classroom is supplemented by the broader concept of a learning environment. "There is a general consensus in the learning sciences that the context of learning matters and that learning is somehow situated in a setting"3 (Engeström, 2009). "Situated theories of learning in particular emphasise the social, collective and contextual nature of learning"4 (Lave and Wenger, 1991). The notion of a "learning environment" as a broader setting than a classroom, as the context in which learning is situated, has become widespread.

Peter Goodyear (2001) presents a very open definition of HLEs when he states that "a learning environment consists of the physical and digital setting in which learners carry out their activities, including all the tools, documents and other artefacts to be found in that setting. Besides the physical and digital setting, it includes the socio-cultural setting for such activities." 5

Expected Outcomes:

The concept and presented examples of "hybrid learning environments" show how formal, school-based learning and more diverse and informal workplace experiences can be closely connected and combined. The short input lecture offers a framework of new perspectives that can help to understand the complex nature of such environments and basic ideas of how to develop and design these hybrid learning environments.

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Stream I. Reinventing Gender Issues in/of Education

I.2. Preventing and Tackling Forms of Gender-Based and Intersectional Hate Speech Through Formal And Non-Formal Education

607 Emerging Forms Of Online Hate Speech In Italy: Why Is "Gender" So Hateful?

bello, barbara (Università degli Studi di Milano, Italy)

Keywords: forms, online, hate, gender; law, society

The contribution aims to reflect on emerging forms of online hate speech, e.g. zoombombing, which have increased due to the massive proliferation of webinars and online conferences due to the covid-19 pandemic.

Firstly, the present contribution aims at contextualizing the phenomenon within the ongoing debate about the role of law in preventing and tackling online hate speech, in a perspective of law and society. Then it zooms on some cases recently occurred during gender-related events: in fact, while these phenomena do not concern gender only, this identity ground belongs to those ones that mostly attract them. It finally delves into the role of civic society as a social actor that seems to supply State's action in sensitizing about these specific perils of the web and in timely responding to these emerging needs.

197 Restorative Approaches In Schools: Meeting On The Common Ground Of Fundamental Rights To Create An Inclusive Education System

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Keywords: restorative justice, LGBTI, bullying, education, school

Inequality affects LGBTI people also within the educational system, where stigmatization of sexual and gender minorities at school is a persisting problem (Valfort, 2017). According a US survey (Grant et al., 2011) LGBT youth experience high rates of harassment: 63% of respondents has been victim of acts of discrimination impacting on the quality of life, including bullying, teacher bullying. Rates of mistreatments increase when other intersectional factors, such as race, intervene. The success of the currently adopted anti-bullying policies is not monitored and there is no follow-up. Furthermore, the first qualitative research conducted within the EU project SOT-SchoolsOut reveals a general reluctance to report homotransfobic bullying, accompanied by a wide difficulty of teachers in qualifying it as such and by a tendency to minimize. Regardless of their belonging to minorities, students have the right to a safe learning environment, where they can feel welcomed and accepted. The education system can play a key role both in developing policies that protect youth from discrimination and in promoting a cultural change that, going far beyond a remedial approach to the advocacy of LGBTI rights, educates younger generation to mutual respect on the basis solidarity and equality, protected and guaranteed by the Italian Constitution and worldwide affirmed as common values (ia Apostoli, 2016, 2019; EU Charter of Fundamental Rights; ONU Human Rights Declaration). Gender stereotypes and sexist culture are not eradicated in Italy (Gender Equality Index 2020 ranks Italy 14th in the EU on gender equality; see also Viggiani, 2020) and the school system is not flawless in challenging inequalities, especially with respect to the inclusion of LGBTI students. Up to now, some raising awareness leopard-spot initiative have been undertaken, but they appear insufficient to stimulate the necessary transformation that is, first and foremost, a cultural one. To pursue such a transformation, it is necessary to establish a dialogue between key stakeholders: teachers, students,

families, religious representatives and policy-makers. The ideological connotation that the topic of LGBTI inclusion still assumes and the «fears» preventing discussion of topics such as sexual orientation and gender identity at school show that the most urgent need is to overcome cultural barriers and tackle the issue on the common ground of fundamental rights. For this purpose, the adoption of a Restorative Approach (ia Hansberry, 2016) could be a successful strategy both to prevent discrimination and to tackle existing cases (Hopkins, 2002) shifting the focus from the need to punish the bully to the need to repair the harm. Discriminations injury victims and communities and a restoration process could allow to comprehend the wounds generated by the hate-motivated conduct and the prejudices underpinning it and, thus, to understand that they threaten universal human rights (see Patrizi's Co. Re. Model; Patrizi, 2020). To this purpose, restorative practices (community conferencing, circles, autobiographical restorative writing) could be implemented in schools, eg during hours of civil education, religion, as well as during anti-bullying activities and represent the occasion to start re-shaping education in order to make schools and society more inclusive and just.

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170 "We Need To Debunk Feminism". The Anti-Feminist Revendications In The Manosphere

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Keywords: manosphere, anti-feminism, misogyny, red pill, reddit

The manosphere is the set of online platforms composed of communities like anti-feminists, alt-right, incels (involuntary celibate), men's rights activists, and pickup artists. What brings all these communities together is an ideology called The Red Pill (TRP), which rejects feminism as a political project (Nicholas and Agius 2017) and supports the idea that feminism has put in crisis contemporary men, deleting their identity (Ging 2019).

The anti-feminist backlash is not typical only of the manosphere. Several scholars researched its characteristics online and offline in politics, media, and social movements (Ging and Siapera 2019, Van Wormer, K. 2008, Petchesky 1981). Alongside these researches, this study aims to understand the anti-feminist beliefs in the manosphere from the people frequenting these communities. No study faced this topic specifically, so it would be essential to analyze the manosphere's anti-feminist revendications more profoundly, alongside the studies upon the TRP official contents (Van Valkenburgh 2018), and the content analysis did in specific manosphere communities (Jones et al. 2020, O'Malley et al. 2020). In this way, it would be possible to give activists, educators, social workers, and policymakers more tools to deconstruct this phenomenon, preventing future harm to women and feminist personalities.

The focus is on one of the most frequented anti-feminist communities of the Reddit manosphere, the subreddit r/antifeminists, with more than 20.000 users. The researcher used the constructivist grounded theory (Bryant and Charmaz 2019) to analyze 120 posts using Atlas.ti.

The first findings show that the main anti-feminist revendications can be summarized in 5 points: feminism as a brainwash; deconstruction of the father role; oppression of white men; biological view of masculinity and femininity; view of the LGBT+ community as the deconstruction of humanity.

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363   An Approach To Evasive Attitudes To Recognize Lgbqphobia

López-Sáez, Miguel Ángel (Rey Juan Carlos University, Spain)

Keywords: LGBQ evasion, modern heterosexism, modern homonegativity, heteronormativity, sexism

This contribution presents an instrumental study to validate the Spanish adaptation of the Evasive Attitudes Scale of Sexual Orientation (EASOS). This instrument has proved useful in detecting possible ignorance of the situation of lesbian, gay, bisexual and queer (LGBQ) people and its possible relationship with contemporary homonegative attitudes.

Evasive attitudes are structured around three dimensions: (a) stigmatization and contempt for all issues outside of heterosexuality, normalizing violence and justifying silence in the realms of politics and education regarding any LGBQ content; (b) educational discourse about society as egalitarian and just, in which a heterosexual analytical gaze dominates, obscuring the stressors and traumatic effects for LGBQ people; and (c) denial of heterosexual privilege, accepting premises that ignore and minimize the implications of being of a particular orientation.

Deliberately choosing to "not know" or to ignore the realities of oppressed people can be especially serious in psychosocial and educational terms. "Not knowing" is itself LGBQ-phobic, as it ignores and denies the violence suffered by non-heterosexuals. Moreover, when a deliberate action such as the "right not to know" is at stake, knowing is being evaluated as a grievance. This right is presented as a supposed neutrality in the face of a "homosexualizing conspiracy". Ultimately, the cultivation of deliberate ignorance allows for the concealment of systemic inequality and the non-recognition of subjects of privilege.

There is a need to incorporate high-level monitoring of explicit and implicit attitudes among future professionals in education and psychosocial intervention. Given that non-consideration of LGB identity and its importance can be a good indicator of heterosexism and homonegativity. When differences associated with sexual identity and/or orientation are ignored, perspectives are adopted that produce incomplete and insufficient interpretations.It is dangerous to be "blind" to LGB realities that circumvent social and individual barriers to experiences of inequality and injustice.

The 596 heterosexual students who participated were given a Spanish adaptation (reverse translation). A confirmatory factor analysis was performed to study the fit to the factor structure of the original scale (aversive heterosexism, institutional heterosexism, and heterosexual privilege). The internal consistency of the subscales was adequate (.70-.83). Convergent validity showed positive correlations and significant predictive levels between the EASOS and several attitude scales and sociodemographic variables. The results provide evidence that the EASOS is a suitable instrument for assessing LGBQ negativity, particularly in the field of psychosocial intervention.

274   Preventing Gender-Based Violence Through Awareness-Raising And Education: Some Notes On The Istanbul Convention

Parolari, Paola (Università di Brescia, Italy)

Keywords: sexist hate speech, gender-based violence, prevention, awareness raising, education

Sexist hate speech is fueled by a misogynist culture that is still very widespread in our societies all around the world. Such culture constantly assumes and (re)produces gender stereotypes, which – explicitly or implicitly – portray women as inferior to men. In the last decades, several international law instruments have stigmatized the social and cultural roots of discrimination and violence against women, requiring states to take all necessary measures to eradicate these roots. In this perspective, the "Council of Europe Convention on preventing and combating violence against women and domestic violence" (best known as the "Istanbul Convention"), devotes the whole Chapter 3 on the prevention of violence to establish the obligations of the state parties as regards awareness-raising actions and education. In particular, article 17 on the "Participation of the private sector and the media" is particularly relevant as far as hate speech is concerned, since this specific form of violence against women is often conveyed and amplified by the media, especially social media. After a brief overview of the provisions of Chapter 3 of the Istanbul Convention, the presentation will first discuss the role of gender stereotypes in sexist hate speech and violence against women in general. Secondly, it will highlight the role of (social) media in reproducing those stereotypes. Finally, it will try to assess whether the Istanbul convention provides an adequate response to sexist hate speech in the era of the new communication technologies.

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291 Deal With It: When Irony Becomes Hateful

Scudieri, Laura (University of Genova, Italy)

Keywords: irony, hate speech, gender stereotypes, legal culture, education

The contribution aims to reflect on toxic irony as a tool for disciplining and reproducing the deeply-rooted stereotypes that underlie the systemic forms of subordination, oppression, and discrimination against some "deviant minorities". In particular, gender stereotypes, conveyed and reified in a recent successful game show perform some forms of violence against women, not infrequently "justified" even by legal culture, in the continuum between internal and external culture, as defined by L. Friedman.

If, on the one hand, the example of the playful frame lends itself to highlighting certain obstacles in preventing and tackling hate speech – in the continuum between offline and online –, on the other, it may perhaps offer the appropriate ground for writing effective counter-narratives at all levels of the education system.

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352 Virgin & Martyr: Resisting Gendered Cyberviolence Through Formal And Non-Formal Sexual, Affective And Digital Education

Semenzin, Silvia (Complutense University of Madrid, Spain)

Keywords: gendered violence, cyberviolence, sexual education, digital education, Virgin & Martyr

Despite being often publicly framed as a gender-neutral issue, which mostly depends on individual responsibility and the ability to protect oneself on the web, online violence has been showed to be gendered and to disproportionally hit women, girls and sexual minorities (EWL, 2018). Online sexual violence, which includes verbal abuse, such as hate speech and cyberharassment, and image-based sexual abuse, like the non-consensual dissemination of intimate images (NCII), is a complex deep-rooted social phenomenon that should be understood in relation to existing power structures and their intersection with algorithmic architectures and affordances (Semenzin and Bainotti, 2020).

In this sense, challenging harming stereotypes and taboos on gender identities, online sexuality and tech neutrality is essential. Comprehensive sexual education, based on the understanding of cognitive, emotional, social, relational and physical aspects of sexuality (UNESCO, 2018), has been showed indeed as key in tackling problems such as gendered violence, online hate and gendered discrimination (Ketting and Ivanova, 2018). At the same time, civic digital education that includes discussions on the role and power of digital platforms, is also very much needed to prevent and contrast online hate.

In Italy, where women and girls are still the first target of online hate, followed by sexual minorities (Vox, 2020), sexual, affective and civic digital education is still worryingly lacking (Beaumont et al., 2018; Eurydice Report, 2019). In this context, many bottom-up initiatives promoted by young people are arising to fill the gap left by political institutions in contrasting cyberviolence.

In this presentation, I discuss the work of Virgin & Martyr, an Italian collective project that aims to spread awareness and information around comprehensive sexual, digital and social emotional learning in order to tackle gendered cyberviolence. Virgin & Martyr is based on a new interdisciplinary approach which strives for inclusiveness, intersectionality and sex positivity which acknowledges the intersection between social inequalities, gender violence and digital technologies. In the past year, the collective has taken part into several projects of peer-to-peer education, formal education in schools and universities, social media awareness, training courses for professionals, political campaigns and activism. In this regard, I argue that Virgin & Martyr represents a relevant and original approach that could help to think of new paths of formal and informal education for creating safer online spaces.

142 Gender-Based Hate Speech And Didactics Of Law

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Keywords: hate speech, gender, secondary school, workshops, Didactics of law

This contribution aims to discuss some of the possible ways to counteract the culture of gender-based hate speech, starting from secondary school civics and law courses (nowadays, the subject of academic teaching in Didactics of Law) and widening the view beyond.

Firstly, this analysis will address the key elements that are now most commonly associated with the explosion of hate speech in the digital domain, and its particular 'reactive' character. Secondly, on the basis of this assessment, an attempt will be made to evaluate the extent of the possible educational impact of some models of workshop activities aimed at immunising young people against such preconditions of hate speech degeneration.

1.3. The Impact of The Anti-Gender Movement On Educational Contexts: Resistance, Resilience and Redefinition

703 Doing Gender In A Multicultural Suburb

Farina, Filomena Gaia (Università di Padova, Italy)

Keywords: doing gender, femininity, girls, street culture, multicultural suburbs

This article present some results of a qualitative research with young girls (and boys) living in a multicultural working class suburb of Bologna, a Northern Italian city (Farina 2016). The study focused, with a gender and generational perspective, on three issues: social relations and uses of public spaces; practices and representations of femininity and masculinity; aspirations and perspectives for the future. This paper discuss in particular the way in which the girls "do gender" (West, Zimmermann, 1987; Butler, 1990; Connell, 2006) facing normative gender roles. I will examine how gender relations and gender roles are constructed and reproduced or broken down in the urban multicultural context and how girls achieve forms of resistance (even if fragmented and nuanced) in everyday discourses, practices and visual self-representations. Finally I'll propose a reflection on how this street culture interact with school and family cultures and with their future aspirations about study and work domains.

Urban landscapes are crucial areas for young people to grow up together, especially for the working class. As many scholars suggests (Chacil, 2000; Rathzel, 2000; Wise, 2005) children with migrant backgrounds implement tactical manoeuvres to handle differences in city landscapes by using and adapting their sense of community and belonging in everyday practices (Bucher, Harris, 2010). I use this perspective to analyse how hegemonic masculinity and emphasised femininity (Connell 1987) are learned, confirmed or negotiated. In a context of "global and commercial girlhood femininities" (McRobbie, 2009, p.59), indeed, it is crucial to "reflect anew on the idea of girls as inherently powerful and choice making agents" (Harris and Dobson, 2015, p.3), re-considering agency as a relational process and looking at "new and more fragmented" forms of resistance (Raby, 2005, p.161).

The positions of the girls regarding the prevailing discourses on femininity and gender-related differences in daily life prompt the creation of three distinct groups, albeit with unstable and permeable boundaries: Tomboys, Fashion Girls and Girlies. The typology is in part inspired by the work of the English sociologist D. Reay (2000) and refers to the ways in which girls construct themselves and are constructed as feminine; my attention is indeed on the tactics (de Certeau, 2000) used by the girls; on the constraints or the opportunities offered by real contexts of interaction and take into account the structural conditions that influence power relations related to gender. Fashion Girls, Girlies and Tomboys, in different ways and in different moments, create, use and shape their tactics in everyday life in a creative and complex way, building new femininities and new gender relations. In contrast with their apparent conformity to normative gender models the girls put personal strategies and tactics into practice in order to gain space and freedom and to respond, even if individually, to male domination and constraints in the neighbourhood.

823 When Militia Christi Mothers Occupy Schools. The Implications Of The Anti-Gender Crusade In The Experience Of Educare Alle Differenze Network

Marini, Sara (Educare alle Differenze, Italy· · Sapienza, Università di Roma) · Santambrogio, Alessia (Educare alle Differenze, Italy· · Università degli Studi di Bergamo)

Keywords: Educare alle Differenze, gender and education, anti-gender movements, gender ideology, educational contexts selection

In 2014, the first edition of Educare alle Differenze (EAD) took place. A national meeting born out of the need for three associations working in the field of gender education and combating homosexual-lesbian-bi-transphobic discrimination, to speak out and present a united front in the face of the mounting attacks by "no-gender" groups on the gender education projects then in place.

An experience which has grown over the years and which gave rise to the EAD network and the association of the same name. The plurality of positions, educational and professional roles that coexist within the network has allowed, over the years, to collect a range of experiences and to articulate a reflection on the impact that "the anti-gender crusade" (Garbagnoli, 2014; Garbagnoli, Prearo, 2018) has had, and still has, on educational and training interventions, and on research concerning gender education in schools in the Italian context.

This path will be presented here on the basis of the experiences and positions of the two speakers, who are militant subjectivities involved in research and training.

An attempt will be made to highlight the implications that the "anti-gender" cultural backlash (Selmi, 2015) has had, and still has, on the processes of educational projects design, selection and self-selection of educational contexts, on the negotiation (or renunciation) of languages, as well as on the recurring questioning and claiming of the political value of gender and differences education.

As a form of political action (Britzman, 1995; Bryson, de Castell, 1993; Ellsworth, 1989; hooks, 2020), education to differences proposed by EAD is an essential practice and perspective for questioning the cis-heterosexist and cis-heteronormative system of oppressions and privileges (Borghi, 2020) that the "anti-gender" movements try so hard to preserve.

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574   Sexting: Miniskirt In Cyberbullism? A Different Way To Prevent And Combat Gender-Based Violence At School

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Keywords: sexting, gender mainstreaming, sexuality, gender-based violence

Elisa Maurizi (Operator in Antiviolence centre for women and Teacher), Daniela Bagattini (Independent Researcher)

Online violence is firmly anchored into gender-based violence, but educative interventions' trend is too often focusing on use, abuse and risks of digital media, both in school plans, public debate or academic field.

Risk is a stigmatization of sexting and as a consequence, a stigmatization of those people who practice sexting, even in the form of safe sexts as a way to express sexuality: sexting risks to be assumed as the miniskirt in cyberbullism, a way to blame sexters instead of identifying violent behaviors and violent authors.

There are though other ways to approach the topic, by acknowledging a social-cultural context of cyberbullism that takes into account a careful discussion on structural roots and their continuum of gender-based violence.

In our work we will take into account the way to approach the theme of online/offline violence with teen-agers (14-18 years old) adopted by Antiviolence Centre La Nara when invited from school representatives of students in secondary schools (mostly highschools) in the district of the town of Prato, Italy. Time ad space can change because the activities have taken place both during school class and in the space of self-management organised by students.

A case study under a gender perspective was proposed: the analysis of a real story of online violence in continuum with offline violence, with an author of violence sharing intimate photos on social network without ex partner's consent.

An open debate was inspired by the proposal of the case study, in some cases forerun by a survey to discuss and answer in small groups of students.

Instead of most common methods inspired by paternalism towards expressions of sexuality and obsolete conception of separation between "real life and virtual life", the use of a different methodology has shown that it's possible to promote an in-depth discussion with all-gender students about sexuality and equal relations. On the other side a serious reflection was developed from a bottom-up discussion, on identifying new forms of gender-based violence and their connections with the traditional ones.

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396   Anti-Gender Ideology In Education Policy-Making, And Activist Responses To The Demonizing Of The Concept Of Gender In Hungary

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Keywords: anti-gender, Hungary, children, gender roles, diversity

In Hungary, a neo-conservative populist autocratic (or so-called 'illiberal') regime was introduced by the current government in 2010, of which discursive and political interventions in gender relations are one of the central pillars. The field of education has been heavily affected by ongoing 'reform' undertaken by this regime, driving towards full centralization, ideologically-based content regulation and revocation of autonomy, and also by 'anti-gender' communication and policies. The ongoing revision of relevant legislation, the National Core Curriculum and subject curricula clearly aims at strengthening traditional gender roles, gender dichotomy and complementarity and the invisibility of non-normative gender and sexual subjectivities. In the first part of this paper, I will present an overview of educational policy-making in Hungary, with specific focus on how neo-conservative populist political visions of gender relations are manifested in the regulation of learning contents in primary and secondary education.

In the second part of the paper I will introduce an example of civic response to anti-gender ideology. Fairyland is for Everyone was published in September 2020 by the NGO Labrisz Lesbian Association. The book includes 17 rewritten well-known fairy tales, mostly in contemporary settings, featuring LGBTQ+ and gender-nonconform characters and heroes from disadvantaged ethnic and

socio-economic backgrounds. The stories address a range of social and human rights themes including disability, discrimination, social justice, poverty, domestic violence, child adoption, gender change and same-sex love, and aim to provide a pedagogical tool for teachers and parents for discussing such sensitive social themes with children. After its release, the book became the target of homophobic and anti-gender attacks by politicians and pro-government journalists. At the same time, the book became a bestseller, galvanized significant public support from parents, teachers, experts, celebrities and book retailers, and raised international publishers' interest. It became a symbol of resistance against oppression, stigmatisation and discrimination in an increasingly hostile public environment towards LGBTQ, Roma people, people with disabilities and other vulnerable groups on one side, and a demonized symbol of the spreading of "gender craze" on the other side. It has also created a niche in the Hungarian children's book market, in which the publication of similar children's books are planned to follow. I will reflect on the public discourses around gender, sexuality, children, and the 'protection of children and families' which emerged in the wake of Fairyland's publication in the current intolerant, homo- and transphobic, anti-gender political and cultural climate of the country, from an activist and academic perspective.

855   Gender Training In Pre-Primary Education: Hindering & Resistance Factors. A Logbook Of An Experience

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Keywords: gender equality, pre-primary education, anti-gender claims, resistance

This proposal stems from a research project in the field of Gender Equality and Diversity in educational contexts of early childhood.

The research and training project that has allowed this reflection started in a historical and social moment so-called of re-genderization (Abbatecola & Stagi 2017), a resurgence of discourses and definitions about gender issues defined in a binary way, where gender education is seen as a threat to the heterosexual gender order (Prearo & Garbagnoli 2018) that threatens the growth of children, and where the theme of childhood assumes political and moral connotations (Cook 2017).

Especially, part of the project was aimed at training educators and pedagogists active in educational contexts of early childhood (0-6 years), focusing on the fundamental role of gender practices (Poggio & Selmi 2012) within workplace and organizations (Martin 2006; Bruni et al. 2005; Acker 1992). In fact, the gender dimension, being dynamic and relational, assumes the shape of practices, both regarding the social actions of everyday life and professional activities. The 'doing gender' (West & Zimmerman 1987) of educators is hardly separable from the daily work practices, being the object of the work of education, the socialization process of children.

The project, based on a network of universities, associations, research institutions and governmental institutions, saw a sudden adjustment when political elections led right-wing parties in charge of the project, by giving place and voice to anti-gender claims.

The main objective of this contribution is a critical revise of the consequences that reactionary institutional political forces can have in giving political agency to anti-gender issues and, thus, hindering research projects in the field of gender and diversity in education (Selmi 2015).

Moreover, starting from ethnographical notes collected, rethinking the role that gender training courses can have for professions, such as educators, strongly defined by specific gender performances.

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1.4. Gender imaginaries in textbooks and children's publishing: Between sexist representations and new narratives

699 Gender Language In Illustrated Books: The Relevance Of Words

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Keywords: illustrated children's books, language, grammar, translation

What does it mean to talk about gender language when we refer to illustrated books for children? And which ways and methods are the most suitable to produce correct texts in this sense, whether they are original productions or translations?

If we consider textbooks for primary school, we note an increasing attention to a correct use of language (and of images). More and more often it happens that inadequacy of some anachronistic examples taken from this or that school text is highlighted.

As for illustrated books, however, the question seems to be less evident (and in fact, for the general analysis of sexist stereotypes in children's books, the reference sources remain the studies of Gianini Belotti and Turin, which date back to 1978 and 2003 respectively).

Undoubtedly, the more limited diffusion of an illustrated book than a textbook takes a role, but also the fact that it arouses less fear, or attracts less attention, even without an explicitly didactic-educational intent.

In fact, it is well known how much every book intended for children carries an implicit educational function, since every first reading can contribute to preparing children for correct and healthy relationships in adulthood. Furthermore illustrated books are offered to boys and girls much earlier than school ones. So that it is therefore extremely important to pay attention to a correct use of the language from a gender perspective, avoiding, for example, the prevalent and unjustified use of the inclusive masculine and an incorrect declination of the names for trades and professional roles. These are two typical situations that can be most frequently found.

Of course, there are precise grammatical rules to define the use of masculine and feminine, representing a guide for both the publisher and the translator, in case of books purchased from foreign publishers.

The main topic of this contribution will be the way in which the publisher selects the texts to be published and subsequently intervenes where necessary, and the method followed by the translator to transpose from the source language into Italian, by taking into account a target language that, missing the neutral gender, it has to be declined by gender.

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123 Gender And Roles In Italian Grammar Textbooks Today

Bachis, Dalila (Università di Siena, Italy)

Keywords: Gender, discrimination, sterotypes, language, grammar textbooks

The study addresses the topic of the debate on stereotyped and discriminatory uses of language. It does not delve into it; it was born instead from the hypothesis that these uses are common in italian, and they also are accepted in school grammars of all levels. In order to verify the hypothesis a sample of nine grammar textbooks has been identified and analysed considering four aspects:

1) quantity of female (F), male (M), generic male (MG) and female and male referents together (F and M) within the linguistic material used in both theory and exercises;

2) analysis of roles and contexts with which female referents are associated;

3) the use of the definite article with surnames;

4) treatment of professional titles for women.

The study also takes into consideration the images present in the textbook (of course with regard to points 1 and 2).

The results have confirmed a quantitative and qualitative imbalance in the treatment of women and girls. In fact, women and girls are less represented in numbers. Furthermore, girls and women are represented in limited contexts, unlike their male peers. Finally, there are uncertainties about how to call women in prestigious positions, demonstrating that Italian culture does not yet accept this possibility. This happens despite editorial and ministerial guidelines recommending attention to gender discrimination in educational texts.

The work concludes with some simple suggestions on how to avoid presenting a sterotyped reality in grammar textbooks, by changing both the contents and the language used in them.

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683   "Girls Are Tidier Than Boys, Boys Are More Critical Than Girls": How An English Grammar Lesson Become Sexist Education

Chiappelli, Tiziana (University of Florence, Italy)

Keywords: Gender stereotypes in School, Sexist education, Linguistic sexism, Discrimination, Inclusion/exclusion

The paper is based on the results of an action-research path in an Italian first degree secondary class. Due to the 'bad' behavior of a group of children, the intervention of external educators and experts was asked in order to try to re-establish a more relaxed and serene atmosphere in the class group. In particular, the dysfunctional behavior was reported during the class hours of a teacher considered 'unsuitable for the role' by her own colleagues. The observation of the relationships and class dynamics of the external experts, however, highlighted that a series of aggressive behaviors, in particular between the group of girls and boys, was the consequence of a series of didactic interventions operated during the hours preceding the ones of that teacher, and were due to didactic practices that exasperated gender relations. In particular, the English language lessons were based on a series of exercises that underlined gender stereotypes and prejudices in the form of grammatical activities according to which males and females had to define their own characteristics by comparison with those of the opposite sex in a hierarchy of values that considered as a disadvantage any form of diversity from an assumed standard of normality (not only the gender dimension burt also the cultural origin, socio-economic family conditions, height, beauty, school grades, etc.).

In this case, they were not stereotypes contained in specific textbooks, as the teacher built her own activities in an artisanal way, taking inspiration from multiple books and sources. Through an abundant use of 'material grigi' (unpublished materials), images and exercises accurately selected, the apparently neutral teaching practice of grammatical manipulation of English sentences conveyed - in a more or less explicit way- stereotypes and attitudes of derision and humiliation of the various diversities present in the classroom but with a specific stress on an anachronistic concept of gender roles and characteristics. This 'artisanal' production of texts with a strong sexist flavor underlines the fact that, unfortunately, the more advanced theoretical acquisitions and the precious indications produced by the Polite Code do not have not only been completely assimilated by publishers but that, also, school practices can be even worse from the point of view of the adoption of linguistic sexism and a gender based discrimination approach to teaching.

Through the action-research, therefore, an attempt was made to reflect, at the group-class level, on mutual respect and equal opportunities, starting with linguistic uses useful to build a more inclusive-intercultural climate for all the different subjectivities. The participant observation highlighted the complex relationship between the materials-textbooks, the sexist didactic activities and the mechanisms of conflict and exclusion put in place by students as a reaction to strongly labeling teaching practices. The paper will illustrate the strategies adopted to counter these consequences building a 'new' narrative and restoring more balanced interpersonal and gender relationships.

882   Rethink The Categories Related To Construction Of Masculinity To Promote New Pedagogical Strategies Encouraging Engagement Of Young Males In Social Change.

Ciccone, Stefano (Università di Roma Tor Vergata, Italy)

Keywords: egemonic masculinity, social construction masculinity, resistance to change

The contribute refers to the masculinity as an aspect of pedagogical relationships and as a component of the framework of meanings in which learning takes place.

In the school context, we face a resistance to discuss the masculinity which adds to the resistance encountered proposing a critical reading of gender models.

To face these obstacles it is necessary to strengthen a connection between theoretical reflection and pedagogical practice because the questions and contradictions that require a more careful definition of the theoretical categories we use emerge from pedagogical practice.

From what, in fact, does this resistance derive, which concerns in particular the pedagogical work on masculinity?

First of all, from the invisibility of the masculinity as a social construction and as an "issue" to think about. (Seidler)

Secondly, the representation of change as "hostile to men" or as a mere overcoming of Imbalances or stigmatizations and discrimination of differences does not allow to communicate the usefulness of young males engagement.

Thirdly, the perception of critical reflection on gender as "blaming" represents an obstacle to communication with young men.

The representation of a male power in the face of an experience that does not perceive, generates the masculine tendency to affirm one's extraneousness to a system of domination.

Another element that generates resistance to critical reflections is the normative approach that discourses on gender inequalities and violence often take.

These specific difficulties are added to the widespread resistance to a work of deconstructing stereotyped gender representations that attribute to these the desire to "promote" orientations and identities that go beyond the heterosexual norm and to confuse girls and boys.

In order to analyze the social representation and perception of change, I developed a survey carried out with 2500 high school students, concerning the perception of change in gender roles and representations.

From the results emerge useful indications for understanding the resistances summarized.

To overcome resistance and to promote a dialogue with young males we have to rethink some categories to analyze the social construction of masculinity.

In particular, it is necessary to rethink the useful category of hegemonic masculinity to be understood as a pervasive frame of reference and not as a specific position in a hierarchical order.

It is necessary to offer a different representation of change as an opportunity for men and it is necessary to recognize and value the emergence of new male behaviors. It must be made clear that critical work on gender does not intend to promote new rules but to reveal invisible and "embedded" rules (Butler, Bourdieu, Haraway)

This discussion has a specific pedagogical relevance but assumes a general significance due to the increasingly explicit tendence of populist and reactionary policies to leverage male frustration and resentment (Kimmel, Delgado, Serughetti, Dominijanni). The

backlash, the temptation to take refuge in a myth that confirms the lost sense of being in the world as men, (Bly, Risè) even when disguised as a modern "politically correct rebellion", imprison men in a frustrated and frustrating prospect resistance to change.

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171 Poetry For Boys And Girls Of Women Poets And Writers

Comes, Annalisa (Université de Lorraine, Italy)

Keywords: gender, poetry, representation

Is there a specificity of poetic writing for boys and girls? The discourse does not seem idle, if women poets are still a completely marginal presence in the context of specific studies - often relegated to the more "traditional", maternal, lullabies, slabs and count areas - when they are not completely absent. Since the 1970s, gender studies in Italy have also affected children's literature, in particular illustrated books, comics, aba and fiction. Almost fifty years later, however, no study has been carried out in the field of poetry. Is it possible to identify a problem linked to gender stereotypes? Women writers, editors and poets have contributed substantially to the changes that have taken place in poetry for children. Who are these women? What image of the feminine comes from representation or from poetry for children? Is there a representation of the feminine conveyed in a special way by a woman poet? There are genres, forms, themes and languages of poetry for children that women poets and writers have privileged? To these and other questions this tries to answer.

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820   An Interdisciplinary Approach To Gender Pedagogy At School: Promoting New Narratives And Tools

Danieli, Patrizia (Indipendent Researcher, primary school Teacher, and Theatre Educator, Italia)

Keywords: gender pedagogy, training of teachers, interdisciplinary approach, gender stereotypes, theatre and gender

Studies on conservatism in school textbooks in Italy (Corsini & Scerri, 2016) demonstrate the need not only to intervene in the field of scholastic publishing but also to train teachers to gender pedagogy (Danieli, 2020). It is important to confront this discussion with interdisciplinary instruments able to provide lens to build new narratives to deconstruct gender stereotypes which can restrict children's future horizons (Biemmi & Leonelli, 2016).

There are two important aspects that should be taken into account when dealing with the training of teachers: personal awareness about gender issues and the teaching of disciplines from a gender perspective. The concept of awareness, that is, of reading one's story through a gender lens, began to develop in Italy during the seventies with the foundational studies on feminism. Indeed, to be a women or a man is a process of becoming, grounded in ancient cultures (Mapelli, 2004).

With regard to teaching, it is useful to use a interdisciplinary approach since this is fundamental to create a network able to map the important research and initiatives that have been taking place in the last ten years and which represent a useful tool for all, especially for those involved in education.

In sociology, for example, gender is a neutral category which is used to study the social world. It does not include any presumption of truth on what is feminine or masculine. It rather examines social relations – between woman and woman, between man and man, between man and woman – and observes which model of femininity or masculinity is dominant and which one is subordinate according to hierarchies of power (Ghigi & Sassatelli, 2018). Revisiting disciplines which questions power relations, therefore, can provide us with new narratives and a new imaginary. This re-visioning is already taking place within some disciplinary fields such as history (Bellucci et al., 2019). A new set of teaching materials is therefore being constructed which will be useful to develop new narratives able to call into question the traditional imaginary on gender relations, and which is already present in some children publications and textbooks.

At last, the role of arts should also be taken into account, in particular the theater as a tool to build new experiences for children. Indeed, theater is by definition the place where to express new possibilities and it is part of the training, development and emancipation of people. In a new idea of school open to arts, this instrument appears useful and detrimental to fostering a culture of gender equality.

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152   Girlhood And Boyhood In Bao Publishing'S Books Building Multidimensional Characters In Comics And Graphic Novels For Children

Forni, Dalila (Università di Firenze, Italy)

Keywords: Bao Publishing, Children's literature, Comics, Gender, Graphic novels.

Comics and graphic novels constitute a complex, captivating form of storytelling based on a unique code. Through the combination of words and images, comics create a specific language that addresses various audiences in different life phases. This sector is growing by approaching different formats and themes that create multifaceted characters and overcome stereotypes.

In the Italian context, Bao Publishing has been demonstrating the many potentials of the comic and of the graphic novel and is becoming one of the most popular publishing houses dealing with this art form. Bao selects qualitatively relevant works of fiction – considering both their literary and artistic value – from different nations, with a specific attention to Italian artists and to different potential readers. For example, the series BaBao offers books created for children, while many other works could be considered young adult or adult fiction. Although Bao Publishing does not namely include gender issues in its editorial manifesto, the publisher usually selects gender-sensitive works that go beyond fixed norms to portray non-traditional characters in a non-didactic approach. For instance, girls are particularly common as main characters and they present multifaceted features and characteristics that disrupt social norms correlated to gender. At the same time, boyhood too is reconsidered through the portrayal of different male characters, which represent a wide spectrum of possible shades of masculinity.

The present paper wants to explore a selection of comics and graphic novels for children in Bao Publishing's catalogue (for example: Hilda e il troll; Tosca dei boschi; Viola Giramondo, Melvina, etc.). The investigation will prefer a gender-sensitive approach, so as to understand how these works build multidimensional representations of girlhood and boyhood in a natural, indirect way. Thus, the paper will rely on Gender Studies, Children's Literature and Literary Studies – and specifically on previous research regarding gender dynamics in children's fiction – to highlight Bao's sensitivity about gender portrayals and its potential in the creation of an egalitarian literature for children.

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674   Stereotypes And Anti-Stereotypes In The L2/Ls Textbook Of Italian As A Foreign Language

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Keywords: Inequality, textbooks, Italian language, images.

In foreign language textbooks, images aim at offering a snapshot of the society and culture of the country whose language is being learned. This snapshot offered by textbooks is also about the consideration and role attributed to women and men in a given society.

However, several research studies (Blanco, 2000; Biemmi, 2010; Scerri, 2016) have shown that textbooks can convey stereotypical and sexist images. In particular, there is a tendency to stereotype women as especially gifted to perform tasks of

reproduction and care for others in the private sphere, while men are seen as the natural protagonists in the public and professional spheres.

Reproducing this sexist dichotomy in textbook images contributes to reinforcing stereotypes, while depicting female and male characters performing activities beyond those established for their gender represents a positive model or an anti-stereotype (Biemmi, 2010).

From a sample of 9 textbooks of Italian as a foreign language, we analyzed the images related to domestic and working life with the aim of considering the amount of gender-based stereotypes and anti-stereotypes presented.

Results show that, although not to a great extent, female character images in the domestic sphere (99) outnumber male character images (92) and show a greater degree of variety and specialization. Furthermore, female images that reinforce stereotypes of 'shopping', 'tidying up' or 'cooking' are more frequent than those with male characters that pose a break in the established model.

At the same time, in a professional context, we can see that male characters are twice as present as female characters (156 versus 74 images, respectively), and show a greater degree of diversity and specialization. In this context, typically-female occupations, such as saleswoman (10) or secretary are mostly assigned to female characters who, on counted occasions, play a less traditional working role, such as doctors (3 images), dentists (2 images) and architects (1 image).

Male characters have more prestigious jobs, such as doctors, lawyers or jobs with a 'neutral' connotation, such as clerk (11). They hardly play feminized roles (no male schoolteachers and only 3 nurses are shown in the study).

In light of these results and in line with previous research studies, it has been proven that textbooks of Italian as a foreign language, albeit with some exceptions, also contribute to displaying traditional gender roles, which represent few men in the private sphere and few women in the professional sphere, which is still seen as a completely male field of action.

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804 The Ongoing Discussion On Non-Sexist Uses Of Italian Language

Gheno, Vera (Università di Firenze, Italy)

Keywords: inclusivity, sociolinguistics, sexism, education, social media analysis

In the last years, the discussion on linguistic sexism in Italian has become a staple both in linguistic circles and general public: there seems to be a special interest for this issue, and every news concerning these topics generates heated debates on social media. One of the main topics is the use of feminine nomina agentis instead of the traditional "super-extended" masculine, whis is also used to address a mixed group of people as well as in public documents or modules (e.g. "Il sottoscritto..."). But the discussion regards also the search for a "new neutral" solution that takes in account non-binary persons; Italian language, being gendered and lacking a neutral, is looking for a way to express a mixed multitude that goes beyond the traditional "double solution" ("Care signore e cari signori..."), but is also exploring possible linguistic solutions for those who do not recognize themselves as male or female. These are parts of a larger debate regarding language inclusivity, which is also dealing with the limits that the expression "inclusivity" shows (e.g., reproducing a normocentric view of society in which some include and some are included, being denied a real agency in the process). The contribution will try to describe the current situation of the debate, especially looking at possible educational outcomes for new generations.

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839   Indici Paritari: New Languages, New Narratives

Lenzi, Diana (Indici paritari, Italia) · Di Bernardo, Monica (Indici paritari, Italia) · Taverniti, Filomena (Indici paritari, Italia) · Del Vecchio, Fabiola (Indici paritari, Italia)

Keywords: KW: gender, education, differences, stereotypes, educational relationship

Indici Paritari is a group of teachers, women committed, each in their own work and personal sphere, to gender equality in its broadest and deepest sense. They met to discuss an urgent issue: the invisibility of women in school books at all levels of education, a fundamental element in the education of future citizens, is no longer acceptable, and they decided to commit themselves to a change of perspective that can no longer be postponed. They have opened a Facebook group, proposed a communiqué and a collection of signatures to be sent to publishers, organised events and debates, and are taking an active part in those initiatives that aim to achieve equality. Starting from a reflection on language, a vehicle of necessary and possible inclusion, they promote active practices such as naming genders, using profession names declined in a respectful language starting from elementary narrations and communication in school.

Which narratives do women belong to? What kind of narratives are they represented by, what models do they have? And above all: by whom are they narrated? The answers vary depending on the dimension. If, in private life, it is easier to count on the comparison between peers and on a tradition of knowledge that travels on more intimate threads, there is, however, the public dimension, where another panorama opens up: in whom - in fact - can we mirror ourselves in history, politics, science, art, music, sport, technology and all fields of knowledge? What public role for women is presented to us throughout the past centuries and up to the 20th century? Presences hinted at in brackets, then sucked in and it is not clear whether they are assumed or expelled in a male narrative, which sometimes remains so even if it is women who carry it out - where the narrator does not question the gaze he takes, the language he chooses, the methods of analysis.

We spend our compulsory school years learning from texts that recount discoveries and inventions, facts, wars, conquests, works of art where the authors are men. There is no need to go over the curricula of all the disciplines here to get to the heart of the matter: in what we study, the way knowledge is organised, there is a hierarchy of information that leaves out women to the point of erasing them.

And it is not just a question of those who have carried out important feats, created works, discovered or invented something; it is a question of their absence from everyday life.

In short, there is an urgent need for a profound revision of the canons, starting with giving back different looks to give boys and girls more room to think and act, to invent their own future. Gender equality clearly does not end with the female dimension, but concerns the centrality of an intersectional paradigm that aims to enhance diversity, to listen to different perspectives and experiences. For the full realisation of the democratic citizenship envisaged by the 2030 Agenda

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341   History And Stories To Dismantle Gender Stereotypes

Martinelli, Monica (Settenove edizioni, Italia) · Serafini, Elisabetta (Società Italiana delle Storiche)

Keywords: History, gender stereotypes, intersectionality, children's publishing, tools

Settenove is an Italian, independent, gender-rights oriented publishing house, aiming to prevent gender violence and discrimination through various linguistic registers: fiction and nonfiction, children's books, young adult novels, essays, manuals and guides for teachers, educators and educational communities.

Settenove children's books and novels do not necessarily talk about gender or relationships between women and men, but try to apply a wider «gender perspective» to all plots, paying attention to gender prejudices and social differences (age, ethnicity, class, religion, sexual orientation…) in a intersectional perspective, to attitudes and behaviors of characters, to gender sensitive language and diversity-inclusive illustrations, in order to support (and suggest) the development of an open mindset in young readers.

The publishing house was born in 2013 and, overall, it has published around sixty books. Its most recent collection is entitled "Storie nella storia" (Stories in History).

"Storie nella storia" is a children's books collection created by Settenove together with "Società Italiana delle Storiche" (Italian Female Historians Society) dealing with women's and gender History.

Unfortunately, gender studies still holds a minor position in curricula, textbooks, teacher training and refresher courses. On the one hand, this collection provides children and adolescents with studies, contents and recent research on gender history issues, which rarely appear in school textbooks. On the other hand, it offers supplementary worksheets and in-depth information boxes to primary and secondary school teachers, eager to enrich their teaching.

The collection consists of six volumes that follow the chronological order proposed by «Indicazioni Nazionali» and other ensuing books concerned with themes that stretch across multiple epochs.

The first books are Preistoria. Altri sguardi nuovi racconti and Le civiltà dei fiumi. Altri sguardi nuovi racconti. The release of the next book about Greco-Roman antiquity is scheduled for June 2021.

Teaching women's history by recounting the past of women as a universal issue, as a group involved in human evolution and not as an isolated topic, gives the opportunity to develop new contents and, at the same time, raise awareness about new topics, challenge traditional reference points and use new methodologies.

The presentation will focus first on Settenove publishing experience and then on the narrative, methodological, linguistic and content choices of the collection «Storie nella storia», in order to tell a new inclusive history and make women's studies a tool to foster in young students a conscious involvement in citizenship.

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526 Stereotypes In Textbooks, Again. A Study On Primary School Textbooks After The Polite Agreement

Scierri, Irene Dora Maria (Università degli Studi di Firenze, Italia) · Corsini, Cristiano (Università degli Studi di Roma Tre, Italia)

Keywords: Gender stereotypes, Gender representations, Sexism, Textbooks.

This study aims to investigate the ways males and females are represented in primary school textbooks after the Polite, the publishing self-regulation agreement with the aim of introducing an equal representation of males and females in school books. Two groups of textbooks are analysed, published, respectively, in 2008-10 and 2014, for a total of 1084 texts (Corsini & Scierri, 2016; Scierri, 2017). For this purpose, the quantitative text analysis grid developed by Irene Biemmi (2010) was used and a comparison with the results of her previous study was made.

In order to analyse gender representations in textbook stories, two aspects were considered: the space dedicated to the two genders as protagonists and the way they are represented.

First of all, it emerged that the space assigned to the two genders as protagonists of the stories is unequal: for every 10 female protagonists, there are 15 male protagonists in the 2008-10 editions and 19 in the 2014 editions.

Secondly, the way in which genders are presented to readers presents several disparities. The following are the main stereotypes found: adventure is reserved for the male gender; men move mainly in open spaces, women remain confined in closed spaces; in

the past, women almost do not exist; similarly, they do not exist in the informative texts concerning important characters of the past or present.

Another important finding from the analysis concerns the way the world of work is represented. In the representation of the professional roles of adults, there is, in fact, a strong dissymmetry between the two genders: the male gender is recognised as having a professional identity to a significantly greater extent than the female gender; moreover, even when this identity is recognised for women, they can recognise themselves within a restricted typology of roles compared to men, in which the most stereotypical jobs attributed to women continue to prevail: first and foremost, the primary school teacher. Conversely, women are recognised as having a parental identity to a greater extent than men: the latter are primarily professionals, while women are primarily mothers.

In the final analysis, comparing these data with the results collected at the beginning of 2000 by Irene Biemmi, no changes emerge. In conclusion, no distinction was found between publishers who have joined the Polite agreement and those who have not. We can assume that although several publishing houses adhered to the Polite self-regulatory code at the time, this was not followed by a conscious intervention in textbooks to ensure a fair and stereotype-free representation of the two genders.

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811 Gender Stereotypes: The Care And Commitment Of Educational Publishers

Tartaglino, Paolo (Associazione Italiana Editori, Italia) · Gulli, Roberto (Associazione Italiana Editori, Italia)

Keywords: GENDER, PUBLISHERS, POLITE

…I would like to emphasise the great social value of school textbooks (Sergio Mattarella, on the 150th anniversary of the Italian Publishers Association – AIE)

Increasing gender-based violence and gender gap issues can be addressed only through a deep cultural change.

Schools are one of the main agents of change, a place where girls and boys build their own identity while coming into contact with values from outside their families.

It is therefore natural to expect an increasing and systematic attention on the role of school textbooks as agents for the transmission of values. Stereotypes and prejudices are constantly present when talking about gender differences.

Twenty years after POLITE was released, Educational Commission Publishers are convinced that it is necessary to act at the cultural root of this problem. This can be done by raising attention and awareness among those in charge of developing books, such as authors and all the professionals who are responsible for their editing and development, both inside and outside Publishing houses.

Educational Commission Publishers are pleased to report on initiatives being undertaken by AIE to overcome gender stereotypes in educational publishing.

405 "Obiettivo Parità!" (Gender Equality Goal): The Role Played By Publishers In The Development Of A Gender Equality Culture

Zambotti, Francesco (Edizioni Erickson, Italy) · Traversa, Mauro (Rizzoli Education, Italy)

Keywords: textbooks, primary schools, equality culture, stereotype contrast

The "Obiettivo parità!" project was launched by Rizzoli Education (Fabbri publishing group) in collaboration with Erickson Publishing House in 2018, and has been focusing on the publication of elementary school textbooks. The project, supported by the scientific coordination of Professor Irene Biemmi of the University of Florence, aims to promote the development of a gender equality culture in education by contrasting stereotypes and inequalities. The project involves in-depth work on the textbooks which support the five-year elementary school cycle and more generally has led to the development of editorial guidelines that are used in the structuring of the 5-year syllabus. The project attempts to offer a balanced, honest and wide-ranging representation of the female and male genders in the personal, family and professional spheres through the anthological selection of the reading books and the operational activities and the language used in the educational tasks.

1.1 Aim of the project

The aim of the project is to promote a progressive and constant positive development in school textbooks regarding the use of language, illustrations and iconography, the representation of reality in a social and cultural context, free of stereotypes and inequalities. Publishers hold a cultural responsibility in this project as we are trying to:

- Give visibility to differences
- Tackle stereotypical visions
- Create equal possibilities in the imaginative world of childhood between the genres
- Represent reality

The project guidelines are used by all the authors during the anthological selection of the texts, for the drafting of the didactic activities, as well as by the illustrators and those who carry out the iconographic research for the selection of the photographs. At the same time, the guidelines are also followed by the editors who take care of all editorial aspects of the work, providing specific indications on four different aspects:

- attention to specific gender stereotypes related to professional representation, personal characteristics, etc.;

- balance in the presentation of texts with male and female protagonists, pieces written by male and female authors, variety of professions covered by males and females;

- correct illustration and photographic selection criteria that do not represent the most common gender stereotypes.

The project also brought to light difficulties that still exist in the Italian publishing panorama, as well as possible areas for further development that will be presented during the course of the presentation.

- Specific attention was paid to the language of didactic deliveries, avoiding the use of the universal masculine as much as possible, using different syntactic or lexical solutions in order to always represent both the masculine and the feminine genders.

The project also involves two cycles of analysis and scientific revision by Irene Biemmi, who re-reads all the drafts and draws up a document of analysis with recommended revision. Following this phase, problems that emerge are fixed, sometimes texts considered problematic are replaced or new illustrations and photographs are selected.

1.5. Masculinities in The Classroom: Gender Imbalances And New Models

503   Dissolving The Invisible Man. The Sharing Of A Gendereded Self-Perspective As Part Of Boys' Education

Bellassai, Sandro (Università di Bologna, Italy)

Keywords: boys' education, masculinities, gender identities

Gender studies, along with other areas of critical analysis (or even more than them), directly involve the deep relationship between the researcher and the analytical objects of the research. In the case of masculinities' studies, in particular, one can hardly avoid to face the epistemological problem of an ostensible "neutrality", in terms of gender, that men ordinarily attribute to themselves. It is therefore a matter, for the researcher, of also recognizing the "cognitive traps" that too often lead her/his interpretative framework into knowledge processes distorted by a stubborn "invisibility" of men as men.

Yet the "optical" shield of an invisible gender specificity has no less important effects on boys' reception of education at various levels. Such (self-)critical standpoint can be extremely insightful in education, especially when dealing with boys and young adults. The deconstruction of the common understanding of men as universal human beings, in fact, may have a profound impact on the way boys generally deal with the contents of various disciplinary fields. It can also stimulate, more deeply, a critical self-reflection on their own personal growth.

In this paper, drawing on decades of personal experience in researching and teaching around these topics, I will offer some examples of how a gendered perspective in training and education, arising from a mutual and shared recognition of masculinity-based dynamics, can stimulate a work of transformation of both students and teacher as men, in their attitudes, beliefs and behaviours.

584   "Boys In Care": Promoting Caring Masculinities In Education And Care Professions

Bernacchi, Erika (Istituto degli Innocenti, Italy)

Keywords: masculinities, caring masculinities, care professions, gender segregation in education, training of teachers

Based on changing gender relations in European societies (e.g. increasing women's education and labour market participation), traditional male breadwinner and female career roles have been challenged (Scambor, 2013). However, the level of horizontal segregation in education and professions remains high and stable in Europe and even more so in Italy: while women are underrepresented in the STEM (science, technology, engineering and mathematics), men's share in care and educational occupations is very low. The European funded "Boys in care" project - that took place in the years 2017-2019 in 6 European states (see https://www.boys-in-care.eu/it.html) was aimed at supporting boys in pursuing careers in the care field based on the emerging concept of "caring masculinities" (Elliot, 2016). Such a concept is founded upon Fraser's (1996) model of gender equality, in which "care" is defined as the basis for social and economic cooperation, a human norm which applies to both men and women (not a female task). Thus, caring masculinities is to be regarded as a guideline model that comprises men's caring activities and a change among men towards gender equality. (Scambor, Jauk, Gartner and Bernacchi, 2019)

Based on the findings of the "Boys in care" project, the intervention will first analyse the reasons why care is so gendered and number of men in care and education professions is so low based on consideration of care as a central mechanism for reproduction of gender socialization and on concepts of egemonic masculinities (Connell, 1996). The topic will also be addressed through the "triangle model: terrain of the politics of masculinities" (privileges, costs, diversity) (Messner 1997). While gender stereotypes in

education and early socialisation have been studied since a longer time, the "cages of masculinity" have only recently started to be addressed (Addis, 2011, Ciccone, 2009, 2019, Gasparrini, 2016)

Secondly, the presentation will investigate the specific challenges encountered by boys who choose an education leading to care professions both in relation to gender norms that regards care professions as unnatural for boys (including the issue of the influence of teachers, parents and peers and the lack of role models) and in relation to material conditions of work (Biemmi and Bernacchi, 2019).

The central part of the presentation will address the issue of how to support boys who wish to pursue a career in the care professions by presenting the methodologies used with teachers and vocational counsellors, the pedagogical materials produced (Holtermann et al, 2019) and the awareness raising initiatives carried out in the "Boys in care" project.

Finally, a reflection will be proposed on how a larger presence of men in care work can represent an opportunity to establish a more caring society for all and to loosen rigid masculinity norms.

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358   Bullying: A Mechanism Of Reputational Management Of The Male Peer Group

Burgio, Giuseppe (Kore University of Enna, Italy)

Keywords: bullying, maleness, peer group, reputation, stigmatisation

Research on bullying follows an argumentation that describes the phenomenon, the various types of bully, the various types of victim, and then moves on to the proposal of an educational intervention. However, it must be acknowledged that these interventions, which have been in place for a long time, do not seem to be at all effective. My hypothesis is that this lack of effectiveness is due to a theoretical error: not having analysed the causes of the phenomenon, not having identified an aetiological hypothesis. To try to make up for this, I conducted research on the insults that adolescents exchange with each other. From it, a sort of adolescent ideology emerged, based on multiple forms of exclusion: sexist, homophobic, racist, ableist and hetaist. The only subject that cannot be insulted is the male, white, young and healthy. This produces a normativity that supports the phenomena of male bullying, which can be interpreted as a useful and rational device to easily manage the bully's virile reputation. This is consistent with what we know about bullying, which has been described as a predominantly male phenomenon with an escalation of vileness when both the bully and the victim are male. Bullying thus stages a performance of masculinity that has a precise regulatory function in the male peer group. My interpretation is based on an extension of the concept of script identified by Simon and Gagnon, which is interpreted here as a gender script. Male bullying is in fact based on a machismo-type cultural scenario, which is enacted through interpersonal scripts and has an inner continuation through intra-psychic scripts. For this reason, I interpret bullying as an educational device, useful for the management of masculinity among adolescents. On this basis, it is then necessary to think about the prevention of bullying within a gender education panorama, an education to multiple masculinities, rather than within a generic education to differences, as it happens now.

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477   From Feminized School To Feminist Education: Female And Male Teachers Can Redefine Caring

Caporaso, Pina (European School Brussels II, Belgio)

Keywords: feminized school, gender stereotypes, feminism, male teachers, childhood caring

A great number of women in teaching has not resulted in a more equitable education. Schools are not feminist environments in terms of career, practices, theories. Teaching, particularly in primary level, has been closely associated with nurturance and care,

while in the secondary level with the intellectual work. Teaching to young children has been considered an extension of women's mothering role. The feminization of teaching could seem another form of domestication for women (Rahayani, 2010).

Women in education are still seen as cheap labour and they are less promoted than their male counterpart: "Teaching is a good job for a woman, but it is a career with prospects for men" (Burgess, 1989). This refers to the so called "glass escalator," a term for the advantages that men receive in the "women's professions", becoming better suited than women for leadership positions (Williams, 2013).

There are several reasons to recruit more men into primary teaching:

- restoring gender balance and diversity existing in society;

- providing children of male role models who act as an equal to female colleagues;

- offering a support for children raised in families without father;

Other perspectives focus on the importance of challenging gender stereotypes and sexist messages. Men who become primary teachers are in the position of crossing gender boundaries and acting against hegemonic forms of masculinity. But they must choose to be part of this change that redefines the idea of caring.

In an Australian research the authors ask male teachers about the main themes concerning male primary teachers (Hansen & Mulholland 2005). Themes like societal apprehensions, expressing caring by touch, discipline, building community are developed through the single stories of teachers. Teachers mainly focus on the suspicion about the masculinity of men opting for caring professions. Even if they had been recruited as disciplinarians, they have found more caring ways of using their disciplinary role.

Inspired by this research, I interviewed some of my male colleagues in the primary school of European School in Brussels. This is not meant to be a scientific research but a sort of dialogue with peers. The idea came from a teachers training that I lead about gender equality in education, in a multi language and multicultural school.

Only if both women and men in school take action, they can create a culture that values difference.

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359   Masculinities At School. Reflections On The Social Constructions Of Gender In The Educational Contexts

Fidolini, Vulca (Université de Lorraine, France)

Keywords: Masculinities, school, gender identifications, hegemonic masculinity, homosociality

Since Barrie Thorne's work on schoolyards, school spaces have often been interpreted as privileged laboratories for studying gender identification processes as well as their intersection with age/class/ethnic inequalities. The literature on gender at school has been rapidly invested by studies on construction of masculinities. Raewyn Connell's work – which has become the prominent worldwide reference in masculinities studies – was indeed firstly based on school contexts. Focusing on gender performances at school, the Australian sociologist came to elaborate the renowned concept of masculinity as a "configuration of practices" (Connell, 1995). After that, numerous studies on men and masculinities have continued to carry out research on school contexts in order to

show how hegemonic, complicit and subordinate models of masculinity are socially produced (see for example Cheri Jo Pascoe's works).

By discussing the main outcomes of research carried out on masculinities at school during the last 30 years, this presentation will try to show how the contribution of this international literature can offer pertinent interpretive tools for thinking educational practices in contemporary schools, in Italy and abroad.

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112 Can Discussing Gender Violence Be "A Boy Thing"? Role-Distance Strategies And Masculine Performances In A School Setting

Gusmeroli, Paolo (Università di Padova, Italy)

Keywords: School, anti-violence, performance, masculinity, focus group

In this contribution I discuss the results of the Project "The (bad) reasons of violence [Le (s)ragioni della violenza]. Men at work", carried out in two professional schools of Veneto (Italy) in 2019. The Project was promoted by GRU (Men's Responsibility Group), a service dealing with men who have perpetrated violence against women, together with the anti-violence Ngo "Iside" (Venezia-Mestre). The activities implemented within the program had a double goal. The first was to investigate the relationship between social constructions of masculinity and gender violence, targeting boys' voices and views with the technique of focus group. The second was to involve students (boys and girls) in an anti-violence campaign to foster their awareness on this topic. To pursue this second objective, students were asked to carry on a small research and design their own anti-violence manifesto. As referent for the GRU service at the time, I managed three encounters and one focus groups for each class.

The focus groups (one mixed, and one only with boys) involved an overall number of 21 students (13 boys). In addition to allowing the collection of narratives, the meetings were also an opportunity for participatory observation of "doing" and "displaying" gender among peers. Discussions were focused on two main themes: a) students' expectations regarding gender entitlements in intimate relations (mainly heteronormative, but not only); b) students' representations and "explanations" regarding masculine violence against women in the society.

Interpretation of results keep into consideration the situateness of the discussion in the classroom, where anti-violence and gender equality discourse was realistically perceived as a binding norm promoted by the school institution. At the same time, I problematize my posture in the research (and education) field, as a man investigating, debating, and also teaching about gender violence.

Adopting an ethnographic approach, I consider here masculinity as a flexible and adaptable resource activated by boys to negotiate the definition of "appropriate" gender identities and pratices - coherent with the pro-feminist framework of the meetings - while reassuring their adhesion to the male group solidarity and its tacit normativity. In other words, I consider how boys' adherence to pro-feminist anti-violence narratives and in favour of gender equality combine with role-distance strategies that reaffirms plural forms of masculine expression and solidarity, with ambivalent effects.

Findings are used to reflect on the way masculine norms might adapt to gender equality and anti-violence discourses promoted by institutions (such as school) by reaffirming the implicit distinction between "official" and "practical" rules of social life.

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205 Being 'Breakers'. Males Overcoming Gender Segregation In Early Childhood Education

Ottaviano, Cristiana (Università di Bergamo, Italia) · Persico, Greta (Università di Bergamo, Italia)

Keywords: Early Childhood Education, males educators, biographical approach, focus group, care

The paper is focused on the relation between educational care and masculinities in Early Childhood education (ECE) (0-6). From a theoretical perspective it falls within Men's Studies and describes an empirical research study, mainly realized using a biographical approach, on male teachers working in ECE, and the focus group with some families. The aim is to explore the stories of the lives of some men who do jobs closely related to childcare. The interviews are focused on the reasons the men chose jobs with tasks traditionally considered to be "female" duties, as well as how these teachers feel about their work, their caring and relational approaches, and if and to what extent their jobs are changing/have changed their perceptions of themselves, and, finally, on the nature of the reactions to their choice both in the micro and the macro social context. The comparison with the outcome of other international studies shows some common issues emerging across different national contexts: the lack of role models or mentors in ECE; the challenge to 'hegemonic' masculinities of engaging in childcare in order to involve body, emotions and vulnerabilities; the shadow of paedophilia related to homosexuality and, finally, the role these men embody as 'breakers'. These results were also compared with what emerged in two focus groups involving parents, where we have thematized experiences and imaginaries regarding the educational presence of men alongside children.

1.8. The academic work in neoliberal times: Exploring gender, precarity and emerging forms of solidarity

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289   Precariousness And Gender Asymmetries Among Stem Early Career Researchers In Italy

Bozzon, Rossella (University of Milan, Italy)

Keywords: Academia, Precariousness, Gender Asymmetries, STEM

This work aims at analysing how the growing instability and uncertainty in the Italian academic system intersect gender disadvantages in scientific careers. It focuses on how job instability influence career chances among male and female PhD holders in STEM at the very beginning of their career paying attention to the factors that foster the exclusion from the academic system. On the base of the results of the Doctorate Holders' Vocational Integration survey, conducted by ISTAT in 2014 and 2018, and of a qualitative organisational case study conducted in an Italian STEM department, working conditions and career strategies of male and female early stages researchers are explored adopting both an objective and a subjective perspective. The analyses point out that the current precarisation of scientific careers does not seem to undermine the organizational culture in the Italian universities, which relies on a traditional gender model.

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819   The Gendered Construction Of Excellence In Academia: An Explorative Analysis Between Different Disciplines And Career Stages

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Keywords: academic excellence, gender inequalities, precariousness

Over the last decades, many countries, including Italy, have implemented higher education reforms to enhance universities' efficiency, effectiveness and performance. This neo-liberal turn, theoretically classified under the concept of New Public Management, has transformed the academic organizational culture with the institutionalization of temporary contracts, the centrality of performance, competition, pressure to publish, and search for funding (Murgia and Poggio, 2019; Ivancheva et al., 2019). The excellence, understood as neutral and quantifiable, is the mainstay of this new organizational culture, and its standard serves as a benchmark for academic evaluation and promotion (Van den Brink and Benschop, 2012). It is defined mainly by scientific productivity, in terms of number of publications, citations, patents and licenses, the amount of funding and the extent and internationalization of research networks.

The literature on the gender inequalities in the academic contexts has highlighted how the focus on the excellence has important and negative consequences on work-family reconciliation and individual life projects, especially for women (Rafnsdóttir and Heijstra, 2013; Weisshaar, 2017), who still have the greatest care responsibilities, particularly in Italy where the availability of childcare facilities is poor (Naldini and Saraceno, 2011). Moreover, women are more often than their male counterpart involved in administrative or service tasks (Guarino and Borden, 2017; Lynch et al., 2020) – the so-called "academic housework" (Heijstra et al., 2017a; 2017b) – that are activities not measurable in terms of scientific productivity and not included in the evaluations for career advancements.

Our abstract aims, on one side, at enlightening the criteria and discourses used to construct academic excellence, how these are embedded in organizational cultures and their gender implications; on the other, at exploring the practices of reproduction or

resistance to this model enacted by precarious researchers. To answer these research questions, we will conduct a preliminary content analysis on 30 semi-structured interviews with early career researchers and advanced career professors working both in STEMM and SSH Departments in Northern Italy. The interviews are part of the wider research project of relevant national interest (Progetto di Rilevante Interesse Nazionale – PRIN) "GeA – Gendering Academia" that involves four Italian Universities and aims at exploring gender inequalities in academic careers.

The relevance of the topic lies in two aspects. First, excellence is a widespread concept that has been rarely analyzed in Italy through a gender lens by comparing STEMM and SSH criteria. Second, the effects of the adherence to the model of excellence on gendered lives, in different stages of the career, remains a neglected field of study.

From a preliminary analysis, it emerges that the rhetoric of impartial merit and of academic excellence permeates academic work and that the criteria used to construct excellence do not differ substantially between STEMMs and SSHs. Indeed, the number of publications and citations, and internationalization are the most explicit characteristics mentioned in defining an excellent scholar. All these elements have different implications for men and women, but also for academics in early and advanced positions and their possibilities to negotiate their adhesion to this model.

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853   Academic Work During The Covid-19 Pandemic In Italy. Structural Factors And The Redefinition Of Spatial, Time And Relational Boundaries

Dordoni, Annalisa (University of Milan-Bicocca, Italy)

Keywords: home working, Covid-19 pandemic, neoliberal academia, gender, precariousness

Due to the Covid-19 pandemic, many people have had to work from home, managing a distortion of temporal and spatial boundaries and deep relational consequences. An increasing number of people have worked and still work from home today, in Italy this is the case since February-March 2020. The confinement caused an encroachment of spaces, times and relationships, crossing limits and bringing to a renegotiation of boundaries between the public and the private sphere, family and work settings, online and offline intimate and working relationships.

This paper is the result of an empirical study focusing on the experiences of working from home in the academic sector in the first lockdown occurred in Italy in March-April 2020, in particular observing individuals in the early stages of their career (fixed term contracts). The academic sector has specific characteristics: wide use of devices and platforms; organizational autonomy, real or perceived; high levels of productivity required; significance in terms of gender inequalities (Gherardi 2010, Van den Brink, Benschop 2011, Murgia, Poggio 2018; Ivancheva, Lynch, Keating 2019); class inequalities linked with the processes of precariousness of research work (Weisshaar 2017, Gaiaschi, Musumeci 2019); a predominantly urban context that affects the housing dimension.

The experience of working from home is conditioned by structural factors, especially in the neoliberal academia (Zippel, Ferree 2015, Thomas and Davies, 2002; Poggio, 2018; De Coster and Zanoni 2019; Ivancheva, Lynch, Keating 2019) based on excellence (Rees, 2011; Van den Brink and Benschop 2012). Precarious and non-privileged workers have fewer resources, for example in terms of available space. Furthermore, on the one hand, for those who live by themselves it is difficult to have an online-only social life, and, on the other, because of the closure of schools, fathers and mothers need to supervise their children's activities full-time. In Italy, domestic and care work increased especially for academic mothers, seeming to already affect the scientific productivity of women (Manzo, Minello 2020, Minello, Martucci, Manzo 2020).

Seventy photos were collected, around thirty from academics. Research participants were asked to provide a picture "representative of home working during the lockdown of March-April 2020". The images were taken or chose by participants and sent through an online platform. The native image making technique was used (Warren 2019; Pauwels and Mannay 2019) in order to directly observe the social actors' experiences. Participants were also asked to provide some information through the same platform, such as the reason behind their image of choice and essential socio-demographic data. Furthermore, in addition to this rich visual material, 10 narrative and non-directive interviews with academics in the early stages of their career were preliminarily carried

out, and the results of this first investigation were published in the journal Italian Sociological Review (Carreri and Dordoni 2020). Both the analyses for images and transcriptions have been conducted using MaxQDA.

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252 Towards A Good University. Challenges, Tensions And Opportunities Within The Neoliberal University From A Solidaric Feminist Perspective

Guenther, Elisabeth Anna (University of Vienna, Austria) · Fink, Dagmar (University of Vienna, Austria) · Ratković, Viktorija (University of Klagenfurt, Austria)

Keywords: gender, academic capitalism, slow scholarship, solidarity

Western universities are hallmarked by inequality regimes (Acker 2006), neoliberalism (Parker & Jary 1995) and academic capitalism (Slaughter & Rhoades 2004). Inequality is deeply enshrined within the processes of the neoliberal university: Women, black people and ethnic minorities (Emejulu & Sobande 2019; Kuria 2015) as well as people from poor and working-class background (Hüttner & Altieri 2020) and/or with chronic illness or disability encounter more barriers along their academic trajectory then their privileged counterparts. This is true not only for students (Guenther 2016) but also when it comes to different stages of career progression and organizational processes (Murgia & Poggio 2019). The high workload, the prevalence of audit culture (Shore 2008) and the acceleration of time (Vostal 2014) increase pressure and stress, especially for minority academics. Moreover, figures indicate that women academics are much more likely to be in precarious employment (fixed-term and part-time) compared to men (for Austria: uni:data 2021, for Europe: She Figures 2018). This is the backdrop of the Austrian University Act.

The Austrian University Act, which was introduced first in 2002, serves as an example to highlight ways on how the neoliberal university – with measures of new public management – is designed. Contrary to most other types of organization, Austrian universities have their own employment law, provided by the University Act. It grants universities – i.e. the employer – more "flexibility" when it comes to fixed-term contracts than the general employment law would. It defines specific career stages and the selection procedures for the most influential positions within university. It frames the way students should learn at university and how curricula are designed. Moreover, it calls for the implementation of equality measures, such as equal opportunity committees and equality plans. The latest amendment to the University Act, introduced during the Covid pandemic, not only puts more pressure on students but also limits the possibility of fixed-term contracts drastically. The social media campaign introduced by the government to appease protest claims that the changes aim at providing early career researchers and students with more security. Precariously employed academics nevertheless fear that universities will not change their employment strategies but further exploit precarious workers without providing them any career perspectives. Many fear that the introduced changes will further exacerbate precariousness and inequality.

This paper takes the struggle over interpretation of the implemented changes as a starting point to elaborate the tensions and challenges for creating a good university (Connell 2019). Guided both by Connell's (2019) idea of the good university as well as the principle of slow scholarship (Berg & Seeber 2016; Mountz et al. 2015) we explore the gaps and obstacles towards a more inclusive and solidaric academia and aim to highlight the opportunities to overcome inequalities.

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238 Playing Strategic Offense-Defense In Pursue Of Academic And Societal Change

Heijstra, Thamar (University of Iceland, Iceland) · Pétursdóttir, Gyða Margrét (University of Iceland, Iceland)

Keywords: feminists, intimate insider research, strategies, ripple effect

Historically and in the present day feminism is marginalised within higher education, and teaching gender can be considered an occupational risk. As a consequence, gender studies scholars are caught up in what Hark (2015) terms the precarious conditon for change, in which in order to bring about change feminist activists need to dissent to the academic game. What is more, this is by no means a temporary stage, but rather a continuous process that does not resolve itself once tenure and professorship has been obtained. Instead running up against the system (Breeze and Taylor, 2020) is what feminism and activism are in their core about.

In this study we examine the strategies that senior feminist activists in professor positions have developed in order to undertake their work in non-feminists environments, both within the neo-liberal academia and within society at large. The women in the study can therefore be said to be interlopers, they are situated in the academy but are not of the academy (Wise, 1997).

The study can be identified as an intimate insider research (Taylor) and is based on 12 face-to-face interviews conducted with academic feminist activists in Iceland. These women have all been teaching in critical disciplines and while the number of interviewees may be deemed small, we virtually exhausted the population.

The women were asked to share stories about their academic career, their take on academia and future prospectives. From the thematic data analysis it appears that the women were developing and rapidly switching between offense and defense strategies, much like in football games. They did so as to negotiate the ambivalances they come across in their daily routines both inside and outside academia. The offense defense strategies consisted of trying to stay somewhat under the radar, believing in the power of teaching by creating a ripple effect among their students. They also put effort into making themselves indispensable in order to safeguard their disciplines, and they constantly contemplated their tactics. Moreover from experience they had learnt that sometimes it was better not to react to acquisitions, and to call-in instead of calling out. Overall, the findings reaveal that the precarious precondition for change calls for strategies, and that in order to persevere it is helpful for the academic feminist activist to be hopeaholics (Steinem, n.d.) that can play the defense-offense game strategically.

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508   Academic Mothers Being Left Behind During Covid-19: Challenges And Opportunities Toward A New Culture Of Care And Citizenship

Manzo, Lidia Katia C. (University of Milan (Italy)) · Martucci, Sara (Mercy College (USA))

Keywords: academic mothers, academic citizenship, COVID-19, ethics of care, work–family conflict

The COVID-19 lockdown exasperated the difficulties that already existed for working mothers. Without childcare support, working remotely has been extremely challenging for professional mothers, and academia is no exception. This reality is nothing out of the ordinary. Mothers have been left behind for years bearing the penalty of the rigid reward system and lack of work-life integration of academia. The pandemic arrived amidst a growing call for engaged scholars to resist the neo-liberalization of universities and advocating for a feminist "ethics of care" in academia to help us refocus on wellbeing and care - together with solidarity and pluralism - and redefine excellence in teaching and research.

In this paper, we reflect on what the COVID-19 crisis means for working mothers and how it could affect academia more generally. Universities should not only recognize the impact of the pandemic on the career of academic mothers, but, moving forward, focus on building "academic citizenship" into their requirements for tenure, promotion and contract renewals to maintain the quality of "service" activities and, ultimately, an accommodating working environment.

This study is part of a larger research project, the Smart-Mama study, which explored the social effects of the COVID-19 crisis through the lens of domestic rearrangements of parenting and remote working during the lockdown in Italy and the US. We sampled professional women who were working from home and had young children under the age of 5. Using teleconferencing, we interviewed the women regarding their daily schedules and childcare before Covid-19, and during the Spring 2020 lockdown. Participants were also asked about sources of emotional support, as well as positive and negative experiences of the lockdown, and, crucial for this paper, their expectations of the pandemic's long-term consequences on their academic career. From March to June

2020, we contacted over 80 mothers. Some of them participated in the study, others just wanted to express support for the project. For the purpose of this article, we have selected a sample of 38 fulltime academic mothers from various ranks.

Results highlight that academic mothers had to invest much of their attention on teaching duties as universities, generally, opted for the online relocation of all teaching activities, without providing any other form of support, if not purely technical. These women had to postpone or discard their research, and therefore they felt the anxiety and fear that has spread over their uncertain future career. Particularly, the inherent inequalities with academic fathers or peers who do not have care duties were further exposed.

We argue that this data is important because it can be leveraged to raise awareness on the negative impact of current university systems on women's advancement in academia. We advocate for prioritizing collective rather than individual goals, whilst remaining accountable to our universities and being scientifically responsive. Lessons learned from this crisis should be used as an opportunity to foster a culture of care in academia to support equality and push for systemic change, both during and after the pandemic.

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510   Unlocking The Glass Door In The Neoliberal Turn: A Qualitative Study On Stem And Ssh Academics In Italy

Musumeci, Rosy (Università di Torino, Italy) · Carreri, Anna (Università di Trento, Italy) · Naldini, Manuela (Università di Torino, Italy)

Keywords: Academia, glass door, neoliberal turn, gender, Italy

Recent quantitative analysises on women employed (Picardi 2019) and recruited (Gaiaschi and Musumeci 2020) in the Italian academia show that the female access to the grade C assistant professorship has worsened in coincidence to the so-called neo-liberal turn implying – together the adoption of a performance-based funding system and a strong cut in turnover – the reshaping of the career pathways articulation. Indeed the so-called Gelmini reform (law 240/2010) has replaced the former permanent contract of assistant professor (the so called "Ricercatore Unico" (RU)) with two new types of fixed-term contracts: the RTDa, a "junior" assistant professor, and the RTDb, a "senior" assistant professor, paid more and with tenure track to the associate professor position once obtained the National Scientific Qualification (ASN). These studies show that women are more under-represented among the "new" assistant professor positions, especially among the more guaranteed RTDb, than among the pre-reform RU. In order to detect the gender impact of the transformations in the university careers on the access to the academic profession having a tenure track position a new concept has been introduced, the glass door (Picardi 2019), where the "door" – of the academic system – is represented by the grade C assistant professorship. Following these reflections and adopting such concept, in the present contribution, we propose a qualitative analysis aimed at exploring gender and "generation" asymmetries in the academic "structured" entry phase ("ingresso strutturato") in the transition between before and after the Gelmini reform. The empirical material derives from the PRIN GEA (Gendering Academia) funded by MIUR (the Italian Ministry of Education, University, and Research) and coordinated by professor Manuela Naldini (University of Turin). It consists of qualitative interviews conducted with 32 STEM and SSH researchers in their early career stages (post-doc and RTD-A) and with 31 associate professors in two universities of Northern Italy. The two sub-samples are well-balanced according to gender. The micro level analysis of interviewees' working paths and lived experiences, attitudes and feelings in aspiring, approaching and entering the "door" of the academy is linked to the exploration of the subjective meanings, representations and judgments given about the institutional changes introduced by the Gelmini reform in the macro academic system as well as of the perceived inequalities and coping strategies planned or acted by who is experiencing such macro changes. The two groups of academics – the early career and the advanced career ones as control group – are confronted in order to better disentangle the individual strategies at the micro level and the role of macro level changes in modifying and "structuring" the experiences of the entry stage into the academy of the two "generations" of researchers and to outline possible transversal similarities between the two.

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843   Becoming Slow In Academic Life. Why Going Down This Road?

Perini, Lorenza (University of Padua, Italy) · Visentin, Martina (University of Padua, Italy) · Bosanquant, Agnes (Macquarie University, Australia)

Keywords: academia, career, gender, discrimination

The academic work, especially research output which is readily quantified, is increasingly subject to the measurement of defined metrics (e.g. specific annual targets for research funding, number of publications and citations, grant income) .The path that research has taken in the last ten years is that of being in all fields only functional to a scientific production and that one wants to be competitive on an international market, which pushes towards the standardization of products, the parameterization and the affirmation of purely quantitative evaluation systems risks, in our opinion, to erode spaces of originality and freedom of thought, to impoverish training processes and to inhibit the production of innovation, which has always been the result of variety, plurality and accidental encounters. On the contrary, the academic profession requires slowness to produce valid and reliable scientific knowledge, but, at the same time, it requires to be to the top of every academic metrics/rates and it's imply to work incessantly.For women pursuing careers in academic science, the pandemic has imperilled many. Not only are we deal with lost childcare and other family supports but we also continue to face long-standing inequalities and structural barriers within academia. Those processes tend to exacerbate and create new forms of gendered inequalities for Early Career Researchers, first and foremost women – that have been magnified by the COVID-19 crisis. In this scenario, we find a need amid acceleration and cooling down processes to slow –things – down. In this thought-provoking proposal we explore some effects of neoliberalism in the early career stages and we propose a collective form of resistance: strategies to work together to slow down as part of challenging the growing gender inequalities in higher education. Slow academic approach could open up the possibility of practising a certain dissent within the university itself, of having divergent thoughts — and practices — and of making the university a place for sustainable living. Slow academia should not be individual, it requires collective institutional and sectoral focus on the politics and cultures of higher education. The acceleration of academic work is a systemic problem that requires collective work to change to the structure and organisation of higher education.

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886   We As Phd Researchers: A Co-Autoethnographic Reflection

Piromalli, Leonardo ("Sapienza" University of Rome, Italy) · Ficcadenti, Cecilia ("Sapienza" University of Rome, Italy)

Keywords: phd, new public management, autoethnography, untenured, organization

The doctorate has great importance today. At the formal level, it is the first step to the academic career and professorship, in Italy and many other countries. At an existential level, finishing the doctorate is a major turning point in individual lives (Bosanquet & Cahir, 2016).

In this research, we describe a few aspects of sociological interest in some PhD researchers pathways in Italy. In particular, through evocative co-autoethnographies (Bochner & Ellis, 2016) of some PhD researchers' journeys, we outline and intersect individual trials, social crises, and collective experiences.

On the one hand, we show the efforts of individuals who continually strive to define the situation and make sense through their practice. PhD novices (Lave, 1999) affiliate more or less quickly with the role (Coulon, 1997), learn a set of rules of the game, and are trained for the profession of university teaching. On the other hand, the new public management has introduced discourses, technologies as well as incentive and punishment mechanisms that have profoundly restructured the arenas of education (Normand, 2016). Educational institutions are therefore expected to 'produce' workforce with the greatest efficiency and the least waste (Gunter et al., 2016). Those who produce less, or those who prefer to produce at the 'margins' of the system, are thus penalized.

In addition, as we show, the Covid-19 pandemic has further frustrated a situation in which the ability to aspire (Appadurai, 1994) of subjects – as well as local organizational textures – was already under severe stress.

116   When Discourse Is Hijacked: An Implicit Performative Resistance Strategy To Gender Equality In Higher Education

Smidt, Thomas Brorsen (University of Iceland, Iceland) · Pétursdóttir, Gyða Margrét (University of Iceland, Iceland) · Einarsdóttir, Þorgerður (University of Iceland, Iceland)

Keywords: higher education, gender, neoliberalism, discourse

In a neoliberal culture of higher education that favours individual emancipation in an academic market place, our collective understanding of inequality as being rooted in larger systems of power is in danger of becoming diluted. In modern universities this is sometimes expressed through performative and inadequately implemented gender equality policies. This has been addressed in recent literature in terms of both resistance strategies and the importance of changes in discourse. Following a qualitative analysis of interviews with 16 current and former social scientists at the University of Iceland, we argue for the existence of an individual and implicit form of resistance to gender equality that echoes the performativity of existing policies, and in which equality discourse is 'hijacked' and used to maintain the aura of gender equality necessitated by a neoliberal academic culture.

739   Between And Betwixt: Experiences Of Academic Precarity And Resistance During Covid-19 Pandemic

Tsitsou, Lito (University of Glasgow, United Kingdom) · Sedgwick, Claire (University of Nottingham, United Kingdom)

Keywords: Precarity, solidarity, liminality, gender

This paper reflects on our joint gendered experience of precarity in UK Higher Education; a conversation that started during the pandemic as a means of negotiating a joint sense of liminality and disorientation during this period. Academic precariousness impacts women specifically (Zhang, 2018), and through an auto-ethnographic exploration, we argue that we find ourselves constantly betwixt and between in terms of working conditions, career development and research, and this has been exacerbated during the pandemic. Our experiences of liminality are inextricably linked to time, the nature of which shifted during the health crisis. For precarious academics, time is always in short supply. The increased pressure to publish and to develop means that even though research takes time, the desire to take the time to is often in direct competition with the 'publish or perish' conditions of neoliberal universities (Mountz et al, 2015). Furthermore, precarious academics experience the contradiction of lacking time as well as feeling that that time has gotten away, or that they are running out of time. This is especially so because precarity is a long lasting rather than a short-term or incidental occurrence. This is a source of anxiety for most early career academics. The pandemic has further intensified this experience of liminality and anxiety for us. Moreover, there has been the imperative that the pandemic, and especially the lockdown, should be seen as a fertile time for research, or for catching up whilst for many academics on fixed term contracts it has also been a time of great uncertainty.

Our analysis, therefore focuses on our experiences of being between and betwixt as women academics, our positionality in the academic field, our strategies, our moments of failure and resistance as well as the forms of we have developed against phenomena of precariousness during the pandemic. It is our view that in order to build effective strategies to support precarious academics we need to understand those time frames in which impact precarious academics are placed. We, therefore, consider that precarity is a liminal space in which exploitation and resistance coexist. In the context of COVID we will discuss how increasing acceptance of remote working has led to increased networks of support and accessibility. Finally, we place our discussion of precarity in academia within the wider phenomena of precariousness within capitalist societies and the rise of the 'attention economy' (Odell, 2019), where, as in academia, time is linked to productive activity. This way we intend to contribute to feminist discussions about precarious women within academia (see Taylor and Lahad, 2018).

1.9. Educating for Gender Equality 10 Years after the Instanbul Convention: Towards an Overcoming of Stereotypes and Prejudices in the Social Representation of Gender Relations

601   Beyond The Emergency: Towards A Thematic Representation Of Gender-Based Violence In The Italian Press? A Comparison Between Two Italian Newspapers

Belmonte, Rosalba (Università degli Studi della Tuscia, Italy)

Keywords: violence-against women, media logic, patriarchy, sexist prejudices, sexist stereotypes

In the last two decades, due to the numerous global awareness campaigns that attracted growing attention on gender issues, the phenomenon of violence against women has become more visible in the public sphere and in the media landscape.

Starting from the idea that media play an important role in spreading cultural models and represent the main source for people to know and interpret reality, the aim of the paper is to explore the social representation of gender-based violence in the Italian press and to understand what role it plays in the perpetuation of a social structure based on unequal power relations between genders, in which women are in a disadvantaged position.

The work is based on the data collected within the research project STEP – Stereotypes and prejudice. Toward a cultural change in gender representation in judicial, law enforcement and media narrative led by Tuscia University and coordinated by Professor Flaminia Saccà. It relies on the analysis of a corpus containing more than 16,000 articles published in Italian newspapers in the period between the 1st of January 2017 and the 31st December 2019, dealing with the issue of gender-based violence and with the crimes connected to it: domestic violence, rape, femicide, stalking, women trafficking.

From the analysis of the corpus two main types of representation of gender-based violence emerged: an episodic representation of gender-based violence as a private matter, according to which violence perpetrated within a private, familiar or domestic context is an accident that is narrated as a chronicle fact; and a thematic representation of violence that describes it as a cultural issue, namely as the manifestation of an historical continuum of violence and oppression that involves women and men all over the world. In particular, through the comparison between two Italian newspapers, "Libero Quotidiano" and "Il Manifesto", this work aims to analyze and describe the two different types of representation of gender-based violence and to discuss the social effects of each type of representation.

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254   Media Representation Of Verbal, Emotional And Psychological Violence In Intimate Communication. Analysis Of Cultural Roots And Interactions In Some Films

Capalbi, Antonella (Università di Modena e Reggio Emilia, Italy) · Rossi, Elisa (Università di Modena e Reggio Emilia, Italy)

Keywords: gender, violence, media, representation, interaction

Recent statistics show that verbal, emotional and psychological abuse is an intimate partner violence quite spread in heterosexual couples and usually perpetrated by male partners on women before physical abuse, within a violence cycle or an escalation. However, this kind of gender-based violence is less visible, more subtle, and therefore more difficult to denounce, compared to sexual and physical violence. In addition, research on verbal, emotional and psychological abuse in intimate communication, and even on how media try to represent it, is still poor. Against this backdrop, the aim of this contribution is to examine the ways in which some films represent: (a) the cultural roots of verbal, emotional and psychological violence, (b) the form of interaction, and the actions, which express this kind of abuse. To achieve this goal, 11 films have been selected. They were produced in USA, UK, Italy, and France, from 1944 to 2020: Gaslight (G. Cukor, 1944); Sleeping with the enemy (J. Ruben, 1991), Enough (M. Apted, 2002), Primo amore (M. Garrone, 2004), Big eyes (T. Burton, 2014), L'amore rubato (I. Braschi, 2016), The girl on the train (T. Taylor, 2016), The wife (B. Runge, 2017), Jusqu'à la guarde (X. Legrand, 2017), Colette (W. Westmoreland, 2018), The invisible man (L. Whannell, 2020). Film analysis focuses on three specific forms of verbal, emotional and psychological abuse in intimate communication: work devaluation, gaslight, control of body, actions, and agency. The approach used is socio-anthropological. Firstly, the anthropological analysis of the cultural roots of verbal, emotional and psychological violence adopts Gender Studies and a feminist approach, which look at gender-based violence as connected to a power asymmetry between men and women. This perspective analyses how the selected films represent this hierarchical relationship, displayed by a verbal, emotional and psychological abuse. Secondly, the analysis of the interactions and actions, which express verbal, emotional and psychological violence, embraces a sociological approach that combines a systemic and constructivist theory of communication with dialogue studies. According to this approach, violence originates in interaction, it's an action that denies the interlocutor's diversity (of opinions, emotions, experiences) and puts an end to a problematic and even unsustainable communication. Within couples, while love takes place through dialogue, violence is the main expression of monologue, i.e. an asymmetrical form of interaction built on the control of partner's autonomy, and the imposition of one's perspective. To sum up, the analysis highlights the relevance of this kind of violence in cinematic representation. In addition, thanks to an interdisciplinary approach, the analysis also shows the strong connection between monologic actions and the patriarchal background that seems to motivate and authorize verbal, emotional and psychological violence.

515 Watching Pornhub: Gender Stereotypes In The Representation Of Pornography Consumption

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Keywords: Pornography, Stereotypes, Audience, Sexuality, Media

Pornhub – the most famous porn video portal in the world - is a priviledged point of observation to investigate how an intense relation with porn has permanently entered collective imaginary and sexual practice for men and women. A universe, not too long ago controversial and traditionally enjoyed by men, now gains a significant role in women's sexuality. Our analysis is going to focus on women's pornographic consumption. The first part of the contribution will be dedicated to a historical reconstruction of the relation between female audiences and pornographic texts. On the basis of Pornhub data (2020), we will then investigate the use of pornography by Italian women: favorite categories, time spent on pornographic videos, selected vision devices. The final part of the work will reconnect the metamorfosis of perspectives to the change in the production strategies in the pornographic economy. In fact, it is important for women to stay behind the camera so that their perspective on sexuality find space and is recognised by the pornography industry. It's important to reject the rigid gender binary places men as agents and women as passive in the representation of porn audience.

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190   Gender Stereotypes In Social Advertising Campaigns Against Gender-Based Violence

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Keywords: gender-based violence, gender representation, stereotypes, relational approach, hyper-ritualization

The presentation will examine how male violence against women is presented in Italian social advertising campaigns as "cultural object" (Griswold 1986) produced by institutions which are not neutral, being characterized by a clearly oriented system of values and norms specifically for gender but also for the other axes of social differentiation (Connell, 2006).

This relational and culturalist approach to gender as social relation allows to identify meanings and shared significance embodied in form, considered as smaller parts of the interrelated, larger social system, and to identify the persistence of stereotypes and prejudices that become the bearers of unequal gender relations preventive that social advertising should promote a paradigm shift to reflect the complexity of the phenomenon and encourage a different social perception of it.

An analysis of the Italian campaigns (N=18) promoted by various institutional bodies and not-for-profit organizations – across a 15-year period – against gender-based violence is used to identify the social representation of femininity, masculinity and violence and its constructions all over the time.

The analysis has been conducted by using the Goffmanian 'canon' of gender advertisements integrated by the variables that seem typical of twenty-first century European representational styles (Kress, Van Leeuwen 2020), allowing us to identify how male(s), female(s) and their relations were represented in the social scene ritualized by the advertising.

From the analysis of the Italian campaigns, we have identified as female, and women survivors are the main target bur recently there have been some attempts at addressing men. In the first case the communication code is still heavily influenced by the private, intimate, and heterosexual model, the male gaze remains dominant. The analysis of the campaigns targeted to men seems to fail the attempt to introduce a different imaginary about male and female responsibility against violence (i.e. the campaign by Maschile Plurale and Officina). Even if the aim is to show the male figure as both the target of and the active agent against violence against women (Coco 2013), the persistence of material and symbolic domination still remains in traditional code of representing intimate relationship along the axes of social differentiation: men vs. women, individual vs. groups, public vs. private scene, and ordinary people vs. celebrities, etc..

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497   Gender Bias In The Legal Representation Of Violence Against Women. A Socio-Cultural Analysis Of The Sentences In The Italian Courts (Abstract)

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Keywords: Gender violence, gender bias, legal language

Ten years after the signing of the Istanbul Convention, Italian legislation on violence against women has greatly evolved. However, the representation of this violence reproduced in the texts of the sentences issued by our courts shows that there is still yet a significant distance not only between social behaviour and the most advanced principles of law, but also between the latter and the daily practices acted by the legal system. The analysis conducted on a sample of 283 sentences relating to crimes of violence against women (domestic violence; sexual violence; murder / femicide; human trafficking; stalking) shows how stereotypes and prejudices regarding gender relations, role expectations and women representation are still strongly rooted in our society and, at least partially, in our courtrooms.

The paper aims to identify and describe the main critical elements found in the representation of violence against women proposed by the language of the verdicts, focusing in particular on the ways of depicting the victim and on the resilience of three social biases: family quarrels, jealousy and raptus.

The paper presents data from the research «STEP - Stereotype and Prejudice. For a Cultural Change in Gender Representation in the Judiciary, Law Enforcement and Media Reporting ". The research is coordinated by Professor Flaminia Saccà, and financed in Italy by the Presidency of the Council of Ministers - Department for Equal Opportunities.

414   Gender Issues As A Political Resource: Reflections About The Representation Of Women, Stereotypes And Gender-Based Violence

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Keywords: REPRESENTATION OF WOMEN, STEREOTYPES, GENDER-BASED VIOLENCE

According to the World Economic Forums Global Gender Gap Index on gender equity issues, Italy gained 13 positions in 2020, rising from 76th to 63rd place out of 156 countries. This important improvement was most likely due to Prime Minister Giuseppe

Conte, who during his second government reached an historical record with 34% of Women represented within his Governments staff. But as happens in other fields, such as the economic sector, Women leaders who hold top positions in institutions or establish themselves as party leaders are still a minority. In Europe, for example, there are only six countries with women at the head of Government. Among them, the Finnish Prime Minister, Sanna Marin, who is one of the youngest premieres in the World, and who has made gender equity a tool to aggregate consensus, conveying new rhetoric and imaginaries that challenge gender expectations.

In Italy, one of the few examples of a Woman in a senior political position is represented by the right-wing party leader Giorgia Meloni. This unusual prominent position opens up many questions: What happens when a political leader is a woman? Does identity recognition become political good practice? Are these leadership models capable of deconstructing stereotypes and prejudices therefore triggering a new culture of gender equity?

This paper has carried out an analysis of the relationship between politics and gender representations through a specific case study. The research focuses on the Italian populist leader, Giorgia Meloni's use of public communication to reconstruct gender representations through the way that she uses the topic of gender-based violence. The content analysis methodology will include the contents of tweets published by Meloni throughout 2020, her public statements and her official speeches relating to gender-based violence issues.

The results of the research show how gender issues become a resource to rearticulate the more traditional political dynamics typical of populism as well as other traditionalist and xenophobic parties without deconstructing consolidated social stereotypes and helping their reproduction.

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554   Towards A Non-Discriminatory And Stereotyped Methodology: Innovating Quantitative Sociological Research For A New School Socialization In The Field Of Gender

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Keywords: METHODOLOGY, RESEARCH, STEREOTYPES, GENDER

THE QUESTION OF REINVENTING GENDER ISSUES IN EDUCATION INVOLVES INNOVATION IN THE CONCEPTION OF SOCIOLOGICAL QUESTIONNAIRES.

IN THE LIGHT OF THE GENDER QUESTION, RESEARCH HAS TO BE BASED ON NEW QUESTIONS, NEW ANSWERS, NEW CATEGORIES, NEW THEORIES.

THIS IS A CRUCIAL METHODOLOGICAL CHALLENGE FOR QUANTITATIVE SOCIOLOGICAL RESEARCH.

THE PAPER DEALS WITH THE SUBJECT FROM A THEORETICAL ANA METHODOLOGICAL POINT OF VIEW, CONSIDERING A GOOD AND BAD PRACTICES, TRYING TO OUTLINE CONTEXTUAL AND PROSPECTIVE ASPECTS.

606 "Una Super Madre Al Poder". Representation And Positioning Of A Woman Political Leader In The Bolivian Case Of The Ex-President Jeanine Anez

Raffa, Valentina (University of Messina, Italy) · Cammarota, Antonella (University of Messina, Italy)

Keywords: social representation, woman political leader, Bolivia, Latin America, gender stereotypes

In recent years, in Latin America there has been a substantial improvement in formal gender equality thanks to the commitments made by governments under agreements (the Convention on the Elimination of All Forms of Discrimination against Women and the Convención Interamericana para Prevenir, Sancionar y Erradicar la Violencia contra la Mujer) that have encouraged legal and institutional reforms geared towards guaranteeing women's fundamental rights and legal equality between men and women (Marchionni, 2018). This created an institutional mechanism that favoured not only an advancement of women's status in terms of equality, but also the adoption of laws against familiar violence and in favour of women's right to a life free from violence.

However, at a substantial level there is still a clear gender gap that requires public interventions to allow women to have the same opportunities as men in access to resources, training, participation in decision-making spaces. The World Economic Forum's data on the Global Gender Gap for 2019 show a still large gender gap in terms of political empowerment in Latin America.

Despite this, Bolivia has reached 50% of women parliamentarians and 50% of women ministers.

The political presence of women in state and non-state public spaces and their protagonism in social movements and other collective actions has gradually increased and has contributed to an expansion of democracy and important transformations in political culture. The government of Morales made a decisive contribution, especially by the law 26/2010 which allowed women great access to the legislative assembly. At the same time, however, it brought to the surface the resistance and structural restrictions of a patriarchal, colonialist and liberal political system that prevented what that equality achieved on a legal level from helping to overcome the conditions of inequality, discrimination and social exclusion.

Within this framework, our contribution analyses the figure of Jeanine Añez, who served as interim president of Bolivia after the 2019 coup against Morales, until the election of the current President Arce. As symbol of the achievements made in recent years in the field of women's political participation, Añez, a right-wing, white, Catholic woman and lawyer belonging to Bolivia's upper middle class, represents herself as a charismatic leader who embraces some of the principles of feminism, bringing them together with nationalist and liberal positions.

The analysis shows how this "femonationalist" (Fraser, 2019) representation intersects with that of the "super mother" (Montero, 2019), loving and dedicated to the care of her children (people) making a peculiar figure of a woman political leader emerge. This representation, in which her gender identity, conservative values, ideologic position, party affiliation, religious faith converge, corresponds to a contradictory political discourse that uses on the one hand the maternal feminine to show sensitivity towards the excluded, and on the other hand racist expressions towards indigenous peoples. Her representation ends up reproducing gender stereotypes and strengthening the patriarchal colonial social structure.

490 Educating To The Contrast Of Stereotypes And Prejudices In The Social Representation Of Gender Violence: The Step Project Case Study

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Keywords: Gender violence, Stereotypes, Prejudices

Ten years after the Instanbul Convention we find that there is till a long way to go in order to effectively eradicate gender violence worldwide and that stereotypes and prejudices supporting and reproducing it are still extremely widespread and harmful. In our research project (STEP) we have targeted stereotypes and prejudices in the social representation of gender violence in the press and in the judiciary system. We have analyzed 16.714 articles and 282 judgements in order to assess which stereotypes and prejudices, if any, were activated in the narration of gender violence by the press and the judiciary system. We have found various patterns through which gender stereotypes contribute to the distorted perception of the phenomenon and have started training students, journalists, lawyers and judges in order to make them aware of how these stereotypes work and how harmful they can be for women but also for justice and democracy as a whole. In this paper we will discuss findings, best and worst practices as well as possible paths for future researches

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495   Challenging Stereotypes About Women Leaders: An Analysis Of Jacinda Ardern'S Discourse During The Pandemic

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Keywords: Covid-19, communication, women leaders, gender, power

In the context of the Covid-19 meta-crisis, leadership styles have emerged as a key factor for determining a country's ability to contain the contagion and recover. The construction of leadership relies on cultural stereotypes and prejudices, that are at work in the social representation of the male/female gap. Many studies have suggested that women leaders have proven to be more attentive to experts' advice and more inclined to follow scientific evidence in decision-making processes and official communication. In particular, the case of New Zealand has emerged as a global benchmark for the capacity of its leader, Jacinda Ardern, to combine an empathic leadership (as she has repeatedly defined herself) and scientific rigor. This article argues that women leaders have successfully governed the crises originated by the pandemic not only because of their inherent ability to build relationships, enhance community bonds, and "tune" with the anxieties of citizens; the women leaders' approach to science has proven to be decisive as well. Contrarily to common-sense expectations, when compared with men leaders, women have demonstrated to be more responsive and attentive to scientific advice, and to use their understanding of science as a factor of legitimacy.

The paper presents the results of the analysis of this case study in the framework of a broader research project granted by the Italian Ministry of University and led by prof. Flaminia Saccà (principal investigator prof. Carlo Ruzza, University of Trento). The aim is to identify themes, argumentative strategies and rhetorical formulas that have been used by Jacinda Ardern during the crucial months of the national lockdown, between March and May 2020. The analysis relies on a combination of techniques that are rooted in discourse studies, such as frame analysis, identification of topoi and linguistic analysis.

As expected, the ability of Jacinda Ardern to be clear and transparent, and to "tune" with the anxieties of citizens emerge as key traits of her communication, and prove to be even more important when addressing the needs of specific sectors of the population (such as women suffering for domestic violence, new mothers, single parents, children, elders, mentally ill people, religious communities and ethnic minorities). At the same time, and perhaps less predictably, the leader has combined this feature with an authoritative stance towards people not respecting the rules of containment, or pushing for loosening such rules in contrast with experts' advice. According to our findings, this unusual blend between empathy and rigor has determined Jacinda Ardern's success in fighting the virus and in conquering the second term at the general elections in October 2020.

1.10. Researching the relationship between gender and education: innovative methodologies and open questions in times of the COVID-19 pandemic

785   From Face To Face To Online Interviews: An Experience Description On University Male And Female Students.

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Keywords: qualitative interviews, gender stereotypes, gender sensitive university orientation, Covid-19 pandemic

The COVID-19 global pandemic has had a significant impact on researchers as the normal and expected difficulties of research are exacerbated as our way of life has drastically changed. This research note is a reflective narrative of the author's experience transitioning from face-to-face to online interviews in light of social distancing and contact restrictions. Through a descriptive analysis, this article details the numerous ethical, logistical, practical, and cultural issues the author confronted in preparation for qualitative online interview research through personal reflections, current events, and existing literature.

The contribution is developed starting from the project "Piano Lauree Scientifiche" in collaboration with ABCD Interdepartmental Center for Gender Studies of the University of Milan-Bicocca. The specific objective of the project was the declination of a short orientation path to the choice of university studies to be dedicated to third or fourth year students of upper secondary school. Path finds its characterization in putting the gender dimension at the center and in the problematization of the influence that this informally acts on the choices of young people.

The project initially envisaged the involvement of some high school students in a preliminary moment of collecting some suggestions and points of view of the young people about their future projects (including expectations, expectations, fears about the choice of the university), which it would followed by an appointment where a theme of the gender-orientation relationship would be proposed that could hopefully support the paths of university choice by deconstructing some gender stereotypes that risk binding and / or precluding some possible choices or experiences from the beginning. The pandemic completely reversed plans in several moments: it was no longer possible to meet students in schools. Therefore, the survey focused on focus groups aimed at university students who should have followed double interviews to be carried out in person. The worsening of the situation led to the carrying out of interviews from face-to-face modes to interviews conducted online.

The aim of this article is to highlight personal experience to better inform future research and encourage flexibility and reflexivity in research. It is hoped that this article can be of use to further develop cross-cultural qualitative methodology and expand upon the emerging field of literature surrounding videoconferencing qualitative research

199   Female Bullying At School Through An Intersectional Perspective

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Keywords: FEMALE BULLYING, GENDER DIFFERENCES, SCHOOL

Reading bullying through a gender perspective is a need matured through the recognition of the potential and limitations of literature that interprets phenomena, such as male and female bullying, as universal and therefore, neutral masculine. Women's and feminist thought have articulated a scientific discourse over the last four decades that has enriched the reading of reality in its complexity. It shed light on the sexed and partial subjects (Diotima, 1987), on a perspective linked to sexual difference and gender

reflection as an essential hermeneutical perspective, as well as on knowledge located and embodied in specific subjects and contexts (Donna Haraway, 1988), coming to the interesting intersectional perspective that allows us to talk about diversity, because each person carries with him/herself more diversities at the same time (Yuval-Davis, 2006). The motivations, symbolic needs, identification processes, and behaviors of boys and girls are different at the root. It is therefore important to open both female and male bullying to autonomous reading keys. Even the relationship between female-male bullying and homophobia, in the dual version of gayphobia or lesbian phobia, can only emerge from a sexual reading nourished by gender reflection (Burgio, 2018; De Vita 2018). In this contribution, we will discuss findings from 5 different Focus Groups implemented in three high schools located in Verona (North-East Italy), selected by their significant female population (48 participants). Our interest was to outline the first exploration following the intersectional interpretative framework which allowed us to understand how the "bumping differences" articulate and define adolescents. To do so, we have coded and analyzed data using Nvivo10 for Windows following the thematic analysis approach (Gavin, 2008; Clarke & Braun, 2014). The intersectional perspective encouraged us to intertwine different factors of oppression related to the fact that girls can be bullied by their peers for various reasons, as we know from the literature and as we saw from the results. Hence, we found three different patterns of victimization: "the bumping differences", "the body as a battlefield" and "the strength and the weakness".

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487   Southern Italian Graduates: Gender Pay Gap In Early Career

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Keywords: gender pay gap, discrimination, labour market, southern italian graduates, early career

The difference between men's and women's earning is the result of social and economic factors. In Italy segregation in the labour market also reinforces the gender pay gap. In fact, often women have an advantage in terms of higher educational levels but they have lower returns of education.

Considering that south of Italy had the worst graduate employment rates in EU (2019 data) and taking into account that women's labour participation is lower than men's, we intend to deepen the gender gap for southern Italian graduates compared to the graduates living in other area. In particular, we investigate the hypothesis that the different probability of access to the labour market between southern and northern women affects the wage gap thus creating a double discrimination.

To our knowledge little research has been conducted to explore GPG in differents macro-area of Italy.

Bozzano (2014) has evaluated the gender gap by means of the Global Gender Gap Index developed by the Word Economic Forum and adapted to the regional Italian context.

Filippin (2019) investigates on gender pay gap through Oaxaca and Blinder decomposition using a dataset provided by INAPP-PLUS (2005 – 2016). The Oaxaca-Blinder decomposition results show that in Italy the GPG is equal to 26.3%, among which 98.86% remains unexplained. Furthermore, they find that female participation in the labor market remains significantly low. By implementing Heckman correction, they find that women model estimates are upward-biased because there is a negative selection at the national level and in half of the Italian regions.

Our work contributes substantially to the topic in particular because concerns the early career of graduates.

This paper addresses the issue by taking advantage of the survey on university graduates' vocational integration, a survey conducted by ISTAT in 2015 that aims to investigate the transition of graduates (3 and 5 years course) from university to employment four years after graduation.

First, we estimate the mincerian equation of wages, we distinguish between the southern Italian graduates and the other graduates. The results show that being a woman significantly reduces earnings mostly in Southern regions. Heckman's two-step procedure allows us to take into account the sample selection and the inverse mills ratio.

Moreover, we explore the gender pay gap using Oaxaca Blinder decomposition and we apply Heckman correction in order to take into account the different probability of female participation in the labor market.

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605   Being Mothers Of Minor Children At The Time Of The Pandemic From Covid 19. Reflections And Pedagocial Implications

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Keywords: women, children, pandemic, school, social disadvantage

The health emergency and the restrictive measures adopted by our country to deal with the consequences of Covid 19 are risking to compromise important results achieved so far in the field of gender equality. Job is certainly the area on which the impact has been greatest; however, the pandemic has reinforced critical issues present in other areas such as sharing the burden of care, violence, entrepreneurship, education and poverty.

In particular, school closures and distance learning have had strong repercussions on the educational practices and daily routines of kindergarten and primary school, requiring the help and supervision of adult figures. Often mothers have found themselves having to work at home but at the same time having to follow their children in online education, or working outside and having to find a solution for the management of their children, or even worse, losing their jobs.

According to some research, women, regardless of age and geographical area, are in fact the main economic and social victims of the pandemic: 1 in 2 has seen their economic situation worsen in the last 12 months. In particular, the worst condition is for unemployed mothers (We world, 2021) The data sheds light on a situation that is alarming, to say the least: it was mainly women who lost their jobs and economic independence. Women with children and without work have found themselves facing an enormous economic, psychological and caregiving burden, the social effects of which will be evident in the future. In addition, the pandemic has also had a strong impact on undeclared work, especially domestic care/assistance. From an interview of 1,000 women conducted at the end of January 2021: 3 in 10 unemployed women with children due to Covid give up looking for work. 38% say they cannot afford an unexpected expense, a proportion that rises to 46% among mothers with children. As far as family load is concerned, care work is almost entirely on the shoulders of women: despite family aid, distributed after the first lockdown, 38% of women (2 out of 5) still state that they take care alone of dependent persons (elderly or children): a figure that rises to 47% among women aged 25-34, concentrated on minor children, and 42% in the 45-54 age bracket, who take care above all of the elderly.

This contribution, will try to analyze, from a gender perspective (Decataldo and Ruspini 2014), the results of a research conducted by the Author on the pedagogical consequences both at the family and school level of distance learning, in particular on the role of mothers in the management of the distance activities of sons and daughters and on the redefinition of the relationship between school and family. According to their testimonies, they suddenly found themselves playing an important role for which they were not at all prepared and, above all, what weighed most heavily, was the difficulty in reconciling their own work times with those of their sons and daughters during scholastic activities.

698 Why Are Females Overgraded By Their Teachers? The Role Of Students' Personality Traits And School-Related Behaviours

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Keywords: Teacher, Gender, Gender Bias in Grading, Noncognitive skills, Grading mismatch

Teachers' grades are usually conceptualized as a function of students' ability together with students' non-cognitive skills, personality traits and behaviours. On the contrary, scores in standardized achievement test are thought to be an "unbiased" measure of students' competences. The comparison between the two measure is at the core of a recent stream of research that aim to assess gender bias in grading, that is the extent to which teachers grade more or less generously girls than boys, even when they have the same level of ability measure by standardize test score. Gender bias in grading, or gender grading mismatch, has been found to be systematic, meaning that neither teachers' characteristics or classroom and school context have an effect in increasing or decreasing gender differential in grades. However, students are supposed to, or are likely to, show different non-cognitive skills and behaviours according to their gender. Consequently, the aim of this paper is understanding if students' noncognitive skills and big five personality traits, together with some indicators of students' behaviour, have a mediating role in explaining gender bias in grading. To this aim, we make use of the German National Educational Panel Study (NEPS)- Starting Cohort 3, which provides information on students attending the grade 7 in 2012, who are repeatedly interviewed in the subsequent years. We therefore focus on German lower secondary school students. Education- and school-related variables as well as socio-demographics, competences, behaviour and big five personality traits and are assessed via paper-and-pencil interviews (PAPI) or provided by official student lists. while information on the parents is collected using computer-assisted telephone interviews (CATI). In order to estimate gender bias in grading, we rely on the so-called "grade-equation" approach, in which teachers' grades are expressed as a function of students' gender, adjusted for students' subject specific competences measured via standardized test score, and additional covariates capturing students' heterogeneity in socio-demographic characteristics and teacher characteristics that may be correlated with teachers' grades. The next step is assessing the mediating role of students' personality traits, noncognitive skills and behaviour. The KHB decomposition method allows us to assessing the role of non-cognitive indicators in explaining gender differences in teachers' grade, decomposing the effect of gender on grades, net of students' sociodemographic characteristics, teachers' characteristics and most important students' competences. Results show that teachers are effectively more likely to give higher grades to female students than to male students, and this gap is partially explained by students' personality traits and behaviour. However, the unexplained variance left, which is not attributable to neither students' and teachers' characteristics and to our indicators of students' non-cognitive skills, may be conceived as explicit or implicit teacher gender discrimination bias. We therefore theorize about how grade assessment based on noncognitive skills may have changed during the covid pandemic for online-teaching, and what might be the consequences for gender bias in educational attainment.

361 Is Digital Transition Fair For Female Employees Of The Retail Sector? The Analysis Of The Italian Case Study

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Keywords: Retail Sector, Industrial Relations, Women Workforce, Work-life Balance, Italian Institutions

The introduction and the spread of the e-commerce, Big Data analysis and blockchain has revolutionized the structure of the retail sector and employment organization. Such a revolution is influencing daily both consumers - you can buy whether you want

whenever you want - and workers, mainly constituted by female with high percentage of non-standardized contracts, that have to cooperate with highly-technologized tools in a highly flexible environment. Focusing on women's' workforce is justified by the fact that retail, due to its very intrinsic peculiarities – high level of turnover rate, higher percentage of part-time contracts, low-skilled workforce – often fits with women's needs to cope with work-life balances issues, especially in countries – such as Italy - where public policies and welfare systems are not sufficient to let women working full-time.

Collective bargaining should meet this evolution, in order to define the new tasks that are rising and to improve workers' conditions, gaining equal treatment and higher transparency vis-à-vis employers' decisions. In fact, one of the most powerful tools available for regulating the impact of digitalization in the retail sector is represented by collective bargaining. At different levels, the employers and trade unions confront themselves negotiating the changes that digitalization has produced on working schedule, monitoring, training and new tasks, as well as working life balance especially for women.

The aim of the paper is then to disentangle whether the social actors strategically negotiate over the changes that women workforce are facing or whether the regulation of women in the GDO (Great Organized Distribution) is regulated by the state, through policies that protect their needs. Then, the question that this paper aims to answer is whether women's retail workforce is regulated by social actors. The methodology utilized is the inductive content analysis of the Italian collective agreements, run through ad hoc codebook. The content analysis allows to verify whether the concept of digitalization in the retail sector, are correlated to a change in employment conditions, organization and regulation within retailers is present or whether the state, through ad-hoc welfare policies, is sustaining women.

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750 Gender Segregation In High Schools' Track Choices: A Crucial Step In The Reproduction Of Gender Inequalities

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Keywords: horizontal gender segregation, gender educative inequalities, high schools' choices, educative divide

Introduction

The decline of vertical gender segregation in access to education conceals the presence, relevant both quantitatively and for its consequences, of educative horizontal segregation between males and females. Based on their gender, students choose to attend, firstly, different high school areas and, later on, different university field of studies, connected to different occupational opportunities. Generally, females choose a path that will lead them to unfavorable working conditions and less rewarding earnings.

Gender segregation has been studied mainly concerning university careers: this analysis aspires to confirm the relevance of this phenomenon already in secondary education, hence before tertiary education. At the secondary level, sociological literature has focused mainly on the diversification of higher enrolment choices of students with different socio-economic and migratory backgrounds: the analysis of the different choices of boys and girls in access to high school tracks can provide further understanding on educational inequalities, especially regarding the theme of transition between school paths. comprehending the social nature of this difference can be useful in facilitating choices that can be disconnected from gender conditioning.

Research question

I aim at identifying the magnitude and specificities of gender segregation in upper secondary school tracks (and sub-tracks) and to explain it in terms of their curriculum's subject specificities.

Methods

Using data from MIUR, through an index of the presence of a single gender among the different high school addresses' enrolled, highly gender segregated school tracks (and sub-tracks) will be identified.

Outcomes

I expect to discover that high school tracks that present the highest gender segregation especially among upper school sub-tracks. Furthermore, I expect to find that high school addresses belonging to the same school path, which differ from each other based on slight differences in their subject's curriculum, also differ regarding their gender composition. These differences can be connected to

the divide between humanistic and scientific fields as well as to the care-technical divide, which is tightly related to gender differences in future labour choices.

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1.13. Feminist Knowledge and Methodologies in Education. Opportunities and Challenges

109   Breaking Barriers: Understanding The Obstacles Faced By African Women In Stem In Trinidad & Tobago

Doon, Roshnie Anita (Columbia University, New York.)

Keywords: STEM, Ethnicity, Discrimination

More than ever before in the 21st century, women and girls are entering into the fields of Science, Technology, Engineering and Mathematics (STEM). With the rapid integration of Artificial Intelligence, and Machine Learning into multidisciplinary aspects of academia, the workplace has found ways to integrate STEM competencies into employees work activities (Jang 2016). Encouraged by such an interest, the government of Trinidad and Tobago, with the backing of its National Institute of Higher Education, Research, Science and Technology (NIHERST), have embarked on several projects such as the commissioning of Micro-science TT, to encourage the development of STEM fields locally (NIHERST 2013). Yet even with the rise in the popularity of STEM, and the growing educational achievement of women, there has not been a similar rise in representation amongst women of a diverse background (Corbett and Hill 2015). This is likely to be the case as African women in STEM fields continue to be unrepresented, and discriminated against, experiencing stints of microaggressions, gender bias, and injustices (Bankston 2017; Charleston et al., 2014). Bearing this in mind, the aim of this study is to examine the wage returns and wage gap of African women, trained and employed in STEM fields within Trinidad and Tobago's Public and Private Sectors. This study finds the majority of African Women in STEM are single, have an average of 12 years of schooling, and more undereducated. This implies that, even though African women in STEM face many issues such as lower income and educational mismatch, they have greater working experience, as they may be entering to positions within the STEM labour market earlier. African women in STEM fields however tends to earn less if employed in a high-income job, but more if considered of either the Middle, or Working Class.

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780   Between Theory And Practice. Feminist Pedagogy As Empathetic Intersectional Activism

Dynda, Barbara (University of Warsaw, Poland)

Keywords: feminism, theory, practise, bell hooks, Chandra Talpade Mohanty

As bell hooks emphasized in her article from 1991 Theory as Liberatory Practice, the power of liberatory feminist education for critical awareness that would be able to reinforce our collective repression is situated in the conviction that there is no split between feminists theory and practice. Taking into account hooks idea that the production of theory is a social practice that can be both

liberatory and hegemonic, during my speech I would explore the possibilities of using feminist theory in empathetic approaches in the framework of feminist education.

For this purpose, I would present possibilities of conducting feminist theoretical workshops together with feminist activists in accordance with Chandra Talpade Mohanty's thoughts of the obligations of feminist pedagogy focusing on both global and local capitalist, patriarchal and racial hegemony. As Mohanty emphasised in her book Feminism without Borders. Decolonizing Theory, Practicing Solidarity from 2003, theoretical tools based on a micro-macro perspective in the form of a grounded, local economic and social analysis combined with a global economic and political framework, seem to be especially helpful in the process of decolonization of Eurocentric white liberal feminism. Following Mohanty and hooks ideas I would therefore present the possibility of organising feminist political and intellectual community meetings with special attention to contemporary socialist-feminist critical theory tools, perspectives and subjects. Hooks account of theory as a shared empathy and the opportunity of formulation of a theory resulting from shared experience, would be in this context especially important for my perspective.

Furthermore, considering the problematic aspects of collaboration between the feminist pedagogue and feminist activists in the area of an academic institution, during my speech I would take into account hooks and Mohanty's obligations of feminist social pedagogy that is paying attention to the diverse experience of women with the aim of building a political and intellectual anti-colonial feminist community and solidarity across the borders.

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392 What Matters Most To Math Gender Gap? Evidence From Pisa Data In Italy

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Keywords: Mathematics, gender gap, Italy, students, PISA data

Mathematical skills act as an important feature to explain some aspects of social inclusion and economic inequality. In this perspective the literature shows an increasing attention to the relationship between the mathematical skills and gender inequality in education and labor marker experience.

Based on these arguments, the paper analyses the main factors behind the differences in test scores on science/mathematics subjects between male and female 15 years old students performing the Oaxaca-Blinder decomposition method (Blinder, 1973) on the data from the OECD PISA 2018 survey.

In this context we support the hypothesis that the mathematical gender gap registered by Italian students is among the largest recorded in over 70 countries. Further the disadvantage suffered by the female students is higher when comparing the best or best performing students.

Then we verify whether and to what extent the quality of the school environment, the socio-cultural context of reference and other non-cognitive elements that typically influence adolescent girls (their beliefs about themselves, self-efficacy in math learning, risk and competition aversion, etc.) contribute specifically to the persistence of gender inequality in math test scores, even in the presence of the same characteristics observed with boys.

On the other hand, the gender inequality varies substantially between high-achieving and low-performing students. Then the Oaxaca Blinder's decomposition techniques are generalised over the entire distribution of mathematical test scores, using an approach of "recentered influence function" (RIF) regression (Firpo et al., 2009).

Estimates indicate that the gender gap in math test averages around 16 points. This difference is explained mostly by the disadvantage "suffered" by the girls due to unexplainable factors while the differences in terms of observed characteristics - with the same returns - would contribute to a positive performance of the female students.

Second, gender inequality varies significantly across the distribution of math test scores. It is interesting to note that in the highest part of the distribution (top performers) the gap between students is totally attributable to the inexplicable component of decomposition while the endowment component does not exert any effect in favor of girls. Finally, it should be noted above all that on average the qualitative or socio-economic level of the school environment contributes to significantly reducing the gender gap in tests. Likewise, external grades are correlated with a narrowing of the gender gap in mathematics, but in this case the main dynamic

is driven by unobservable elements. On the contrary, learning goals based on self-efficacy tend to increase gender inequality in mathematics learning and this happens solely due to inexplicable factors. This evidence suggests that an external evaluation system could work as a reinforcement in girls by reducing the gap.

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892   Femicide In Art. An Educational Proposal

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Keywords: Femicide, visual culture, education, gender

The media attention on femicide, as well as political and legal initiatives have not yet had a strong impact on schools and on education in general.

A proper introduction to this issue would imply the search for its origins in the context of symbolic violence and in a culture of long-term domination.

The spectacularization, even within school education, of central themes of the twentieth century attests how difficult it is to understand violence and horror and to avoid its reduction to a purely emotional teaching.

Avoiding this reductivism requires careful reflection on gender education, its criticalities and on the socially constructed imaginary of the feminine and masculine. Other educational experiences attentive to historical memory confirm the relevance of art in all its dimensions.

An educational approach to the theme of femicide is proposed through the history of art of the past centuries and through a selection of contemporary works. In the first case the representation of femicide over the centuries and in the second the work of denunciation through art are addressed.

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292   Complicating Resistance In Feminist Pedagogical Thinking And Practice

Kier-Byfield, Sophia (Loughborough University, UK, United Kingdom)

Keywords: feminist pedagogy, resistance, power

In the contemporary discourse about feminism and higher education, feminist pedagogies are often depicted as a means of resistance against neoliberalism and its interlocking logics of sexism, racism, and other forms of discrimination and inequality (Light, Nicholas and Bondy 2015; David 2016; Revelles-Benavente and González Ramos 2017). It is certainly the case that shifts in economic policy have influenced university structures and practices across several contexts, and the changes across higher education are also well documented in the literature (Feldman and Sandoval 2018). Within this framework, much research about feminist pedagogies focuses on how they can incite and deliver change and, in effect, politicize and transform education and research. However, despite the frequency and commonality of this theoretical dynamic in the literature, the concept of resistance is itself undertheorized. Furthermore, only focusing on how feminist pedagogies and strategies challenge broader, macro-political powers shifts attention away from the power that is also harboured within and exercised through them (Gore 1993). This presentation therefore seeks to nuance the way in which resistance is theorized and utilized in relation to current feminist pedagogical theory and practice. Having offered some examples of how resistance is generally used in the field, I will present a complex case study from my own practice in Danish higher education. This case study will demonstrate how an open-minded consideration of student resistance to feminist pedagogies can re-orientate attention back onto the pedagogical encounter itself and reveal how even the more liberatory intentions are inevitably embroiled in power relations of domination, obedience, and freedom. Through this combined approach of theoretical critique and self-reflective writing, I argue that more attention should be given to the difficulties, complexities and contradictions of feminist pedagogies in specific contexts.

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826   Reflect – A Teacher Training Program To Promote Gender Equality In Schools

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Keywords: gender equality, education, gender stereotypes, reflective coeducation, teacher training

Despite formally equal educational opportunities for women and men, educational and occupational careers are still characterized by gender disparities rather than gender equality. Men are overrepresented in STEM fields and leadership positions, while women are frequently working in low-status jobs in the health and social sector. These differences already emerge during school time, when girls report lower academic self-concepts in STEM subjects than boys even after achievement is controlled for. Gender stereotypes conveyed by socializing agents are assumed to play an important role in maintaining gender differences in education. Teachers are important starting points for promoting gender equality in education as their attitudes and instructional practices are known to influence students' motivation and performance substantially. To promote girls and boys equally in

coeducational settings, teachers have to reflect on their own gender stereotypes. Moreover, they require knowledge about gender differences in education and about teaching methods to foster the motivation of all students regardless of their gender. However, gender stereotypes are rarely dealt with in general teacher education and training programs that build teachers' competences for reflective coeducation are sparse. Against this backdrop, we present the teacher training program REFLECT that was developed to foster secondary school teachers' competences for supporting students in developing their individual potentials without being restricted by gender stereotypes. REFLECT is theoretically based on the systemic actiotope model and aims to expand teachers' objective action repertoire (knowledge, teaching methods) as well as their subjective action space (self-efficacy beliefs, implicit theories). The results of a pilot study show the effectiveness of REFLECT. Teachers' objective action repertoire and subjective action space for promoting boys and girls equally increased, as did students' knowledge of gender differences and perception of diversity fairness in the classroom. Implementing the contents of REFLECT in general teacher education could contribute to sustainably achieving gender equality in education.

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610   Cognitive And Non-Cognitive Factors Influencing The Numeracy Gender Gap In Higher Education

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Keywords: mathematics, personality, gender, undergraduates, STEM

Numeracy is the ability to employ mathematical concepts and tools in everyday life in order to understand phenomena and make decisions. As such it is a crucial skill in successfully going through modern life and society. Large-scale competence assessment tests, such as TIMSS, PISA and PIAAC, have been developed to evaluate this skill across different countries and educational levels. The aim of these tools is not only to assess current educational and social policies within nations but also to prompt the development of new strategies, more targeted to overcome educational weaknesses and meet new labour market challenges.

Consistently among national and international evaluations, these competence assessment tests have underlined a steady underachievement of females in the mathematical domain (e.g., Borgonovi et al., 2018; Cook, 2018). This "gender gap", which starts within primary and secondary education, persists in higher education with remarkable socio-economic repercussions, among which the significant low visibility of women in STEM (Science, Technology, Engineering and Mathematics) academic and work careers.

The first step to overcome this gap is by underlying its causes. Much research effort was devoted to identify lower-level cognitive causes of the gender disparity in numeracy scores on achievement tests. However, other factors beyond cognition also seem to explain part of these scores. One of these factors is personality as characterized by the Big Five traits (e.g., Borghans et al., 2016; Cerni et al., under review). Given that not only cognitive but also non-cognitive skills are found to be related with the gender gap, it is reasonable to think that also personality could play a role in explaining the differences in numeracy assessment scores between males and females.

Here we present preliminary data from a project examining this issue in the context of tertiary education. In this online study, undergraduate students, enrolled either in STEM or Humanities undergraduate courses, were presented with numerical cognitive tasks and a questionnaire evaluating the Big Five personality traits. Numeracy was assessed with a multiple-choice test on mathematical reasoning. The interplay between numerical cognitive skills and personality in relation to numeracy performance was investigated with a focus on the moderating effect of gender. The aim was to identify how individual dispositions affect the numeracy gender gap in higher education.

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752   The Study Of Temporal Structure In Stem Mentoring Programs To Support Gender Equality In Science: A Proposal Of A Methodological Tool

Madonia, Emanuele (University of Naplese Federico II, Italy) · Picardi, Ilenia (University of Naplese Federico II, Italy)

Keywords: STEM, time, gender, scientific careers, mentoring program

The study of time in the structuring of social life provides the opportunity to deepen the understanding of social actions, relationships, institutional and organizational dynamics, cultural models in society (Adam, 2004; Leccardi, 2005, 2009, 2013, 2014; Nowotny, 1988, 1994; Zerubavel 1985). In recent years, in particular, time in academia and research has become the subject of analysis by some scholars who have expressed problems for the change in the temporal regimes that regulate research and higher education (Gibbs et al. 2015; Felt 2009, 2016; Berg, Seeger, 2016; Stengers, 2017; Ylijoki and Mantyla 2003). This work focuses on the study of the temporal structure of academic and research work as a tool to support scientific paths. The paper describes the potential of using the Time Diary of Activities (TDA) in STEM mentoring programs. TDA is an innovative observation tool on how people organize their daily commitments. Its final form was inspired, albeit not literally, by the diary used by ISTAT in the "Use of Time" Survey (www.ISTAT.it). TDA's main strength lies in the possibility of knowing how each respondent makes use of the 24 hours of a day between the various daily activities, with a primary focus on the type of work activities performed within the "research work" macro-category. The information collected by TDA presents a highly high detail level - albeit of a quantitative nature - not comparable with data collected through the more traditional questionnaires with fixed questions.

Aside from this relevant feature, it has at least four main strengths when used in mentoring programs. The first allows to build, over time, a database that permits to relate the use of the time of different categories (working categories, but also gender-based or related to other aspects like age, territory), also obtaining historical series. The second concerns the tool's ability to represent an opportunity for self-evaluation and self-monitoring, capable of supporting individual strategic action. Third, the analysis of the diaries' information results is an important starting point to support the conduct of focus groups with participants in the mentoring program. This allows the socialization of important issues related to the use of time between the various members, further increasing participants' auto-awareness. Fourth, it gives the program organizers the possibility to rethink strategies and develop specific interventions to support the mentees' paths engaged in the mentoring process. The work describes TDA analysis results obtained in two mentoring programs for gender equality conducted in 2018/2019 and 2020/2021 at the National Institute of Nuclear Physics (INFN) among researchers and technologists.

518   Spanish Lgbt Youth In Times Of Covid-19: Social Support And The Use Of Social Networks.

PLATERO, R. LUCAS (King Juan Carlos University, Spain) · LÓPEZ SÁEZ, MIGUEL ÁNGEL (King Juan Carlos University, Spain)

Keywords: COVID-19, YOUTH, SPAIN, SOCIAL NETWORKS, SUPPORT

During the first wave of the pandemic in Spain (March-May 2020), youth with non-normative sexualities and gender identities experienced a particularly stressful situation under one of the toughest mobility restrictions in Europe and closed schools. Not only do they belong to a social minority, they alsowere experiencing intensive cohabitation with families that often do not accept them,

away from those who support them. Our study evaluates the correlations between the use of online social networks, the perceptions of support received from families and friends, feelings of loneliness and of being a burden to others, and cohabitation with families or friends. We base our analysis on a sample of 445 participants, aged 13 to 21 years, who identify as LGBT+ and live in Spain. We used an online survey including the following tests: Questionnaire of Frequency and Satisfaction with Perceived Social Support, Interpersonal Needs Questionnaire, Items on the use of social networks and the Socio-demographic questionnaire.We performed a descriptive, multivariate analysis of variance and bivariate correlations. We found that LGBT+ youth acknowledged the stressful situation in which they lived and searched for mechanisms to cope. We also found that gender identity (cis or trans/non-binary gender) and developmental stage (youth) influence how social networks are used, whom people live with, and the how youth perceive themselves as being a burden. In general, trans and non-binary gender people make less use of social networks for contact with their families, peers and acquaintances,feel less supported, and perceive themselves as a burden. In conclusion, we gather relevant data that suggest the need to offer specific services to support LGBT+ youth in periods of crisis, both online and face-to-face, that consider the concrete needs of trans and non-binary youth.

1.14. Gender Asymmetries in Academia

797 Starting An Academic Career In Pandemic Times: Refocusing Gender Asymmetries Across Disciplinary Fields

Carreri, Anna (University of Trento, Italy) · Musumeci, Rosy (University of Turin, Italy) · Poggio, Barbara (University of Trento, Italy)

Keywords: Academia, early career, Covid-19, gender, Italy

Recently scholars have started focusing on how the pandemic is aggravating gender inequalities in academia with long-term consequences. So far, the literature has shown that especially female academics with children have struggled to reconcile work, domestic and care commitments during the pandemic, with the consequence of producing fewer publications, thus possibly facing future repercussions in their career advancement (e.g. King, Frederickson, 2020). However, the research has not yet explained the micro- and meso- mechanisms and processes behind this widening gender gap, nor has so far been looked at how the (re)production of gender asymmetries during the pandemic vary between STEM and SSH fields.

We aim to make a contribution to this debate by exploring in a gender perspective the micro- and meso- politics of living and organizing STEM and SSH academic lives during the pandemic. Our analysis is focused on Italian early careers to whom the 'pandemic penalty' can be particularly burdensome. Early stages of the career are indeed significantly marked by the requirement of very high productivity levels, temporary contracts, and more generally by the principles of individual entrepreneurial freedom and market deregulation of the neoliberal agenda although with some differences between STEM and SSH fields (Murgia, Poggio, 2019).

Specifically, we ask the following research questions. Is this new modality of managing productive, reproductive and social life by (most of the time) staying at home a new form of neoliberal contemporary organising 'beyond organisation'? Do the (new) micro- and meso- politics of living and organizing academic lives in early stages during the pandemic produce gender asymmetries in terms of work-life balance, productivity and career prospects? How does gender intertwine with some macro-structural drivers of work and family life that have been found to be particularly significant in the literature such as caring responsibilities and the disciplinary field (STEM versus SSH)?

These questions are addressed through the analysis of literature and empirically through qualitative data collected in the national project 'GEndering Academia' (GEA) which focuses on gender asymmetries in Italian academia. The project is funded by the Italian Ministry of Education, University, and Research, and is coordinated by professor Manuela Naldini (University of Turin). Specifically, this contribution relies on 32 semi-structured interviews with male and female early careers (post-doc and fixed-term researchers) working in different disciplinary fields (16 in a STEM field and 16 in a SSH field), which were collected in two universities of northern Italy.

The interviews were conducted remotely in the period June – October 2020 and included some questions about the impact of Covid-19 on interviewees' lived experiences. The interview guide concerned the individual career, daily working activities, work-life balance, the organizational culture and the perspectives and projects for the future. The thematic analysis is currently underway using the software Atlas.Ti.

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192 Gender Disparity In Access To Academia: The Role Of The Supervisor. An Analysis On Doctoral Cohorts From 1986 To 2006

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Keywords: leaky pipeline, mentoring, academic career

In this contribution we address the issue of gender disparity in access to academic career, i.e. the "leaky pipeline" observed in its initial stage. While many contributions in the literature usually center on the "glass ceiling", therefore hypothesizing a mainly vertical segregation, other authors focused attention on the mechanisms that prevent entry into the academic world at the initial stages of the career. Among various mechanisms, recent papers (Ooms et al 2019; Gaule & Piacentini 2018) look at the role of academic mentors and supervisors in fostering women's entry into academic track.

Our contribution follows this avenue in the Italian context, using an unpublished data source. The empirical analysis draws from the archive of doctoral theses filed at the National Central Library of Florence (BNCF) from 1986 to 2006. Bibliographic information on all the doctoral theses present therein was extracted from the BNCF catalog (N = 76K records). The data collected contain information on author's name, thesis' title, thesis's year, disciplinary area, supervisor's name, university of origin, gender of the PhD candidate and of the supervisor (the latter information obtained retrospectively based on first name). The BNCF data were linked with the MIUR database relating to the teaching staff in service at Italian universities in each year from 1990 to 2015. The union of the two datasets allows us to describe the evolution over time of the probability of entry into academic career by various PhD cohorts, based on some relevant variables such as PhD's gender, supervisor's gender, academic rank of the supervisor, disciplinary area and university of provenance.

Available information makes it possible to examine the role of the supervisor in influencing the probability that the PhD will enter the academy and to check whether the supervisor role is associated with gender disparities. At this stage of the analysis, we consider supervisors' gender and academic rank, while subsequently we will be able to include supervisors' and PhD's publication record.

Preliminary results show that gender disparities in the probability of accessing the Italian academy (at any level from assistant professor upwards) are present in all disciplinary broad areas (economics & statistics, engineering & architecture, medicine & veterinary, natural sciences, humanities & law, social sciences). The academic rank of the supervisor is strongly associated with the probability of obtaining a post-doctoral academic role: PhD's chances increase if the supervisor is full professor. However, supervisor's gender is not associated with chances of entering the academy. The only exceptions are found in the human and social sciences − more feminized disciplines − where a male supervisor is associated with fewer chances of access to the academy. The extent of gender disparities is not significantly altered by either supervisor's gender or supervisor's rank (i.e. the interaction is not significant), though certain combinations of PhD's and supervisor's gender are associated with higher probabilities of accessing academic career, differently depending on their discipline.

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707 A Systematic Literature Review And A Meta-Analysis Of Studies About Gender Asymmetries In Stem And Ssh Academic Career Trajectories

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Keywords: Gender, Career, Trajectories, Higher Education, Inequality

Not one country around the world has achieved gender equality (WEF, 2020), with larger room for improvement in some sectors - such as in Science, Technology, Engineering, and Mathematics (STEM) - and in some domains of the social life (Weber, 1979), especially in terms of the female-over-male ratio in leading positions in the private or public sector (Bericat, 2012), or in academia (glass ceiling effect), to different extent in different countries (e.g., Wesarat & Mathew, 2017; Williams, 2005).

The number of researches investigating gender asymmetries in academic careers has increased over time. Such a scientific production mirrors the increasing attention of both national and international entities towards the mechanisms behind gender inequality, and has produced a large corpus of studies not yet systematized.

This paper focuses on vertical segregation in HE, both in STEM (Science, Technology, Engineering, and Mathematics) and in SSH (Social Sciences and Humanities), comparatively across European studies. To this end, a systematic review of the existing literature will be carried out. Literature search will be limited to the European countries that, compared to countries in other continents, share a common set of values and are addressees of the same European policies/guidelines to foster gender equality; but, also largely differ in terms of attitudes and beliefs towards and about gender and gendered roles in and outside family (Cascella et al., under review).

The literature review will focus on careers trajectories, in the attempt to (i) understand at which stage in the career gender differences begin to show up (a still largely under-researched topic, e.g. Murgia & Poggio, 2018), and if such a stage changes country to country; and, (ii) reconnoiter the possible factors (such as aspirations, motivations, constraints and strategies, even including mentorship, to enter, pursue or quit academic careers) associated with the gender divide. Among these factors, mentorship seems to play a critical role: a recent study (AlShebli, Makovi, & Rahwan, 2020) claimed for example that increasing the proportion of female mentors is associated not only with a reduction in the quality of female protégés' papers (published without co-authors), but also in a reduction in the gain of female mentors. The literature review presented in this paper was also intended to address this aspect.

Both scientific publications (peer-reviewed journal articles and books) and grey literature (e.g., institutional reports) were included. Finally, starting from these records, a snowballing search was additionally carried out. Relevant studies will be searched in Scopus, Web of Science, Erin, and Google.Scholar. No language or time restrictions will be applied in the searching process in the attempt to find all relevant publications, in a longitudinal perspective.

The PRISMA flow diagram (http://prisma-statement.org/) was used to depict the flow of information through the different phases of the systematic review. Results from previous studies were used to compare male and female career trajectories comparatively across the European countries in the attempt to find patterns and regularities across them that may be associated with relevant sociocultural and historical countries' characteristics (Bourdieu, 1977, 1990; Bozzon, Murgia, & Poggio, 2019).

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636   Who Is "Good Enough" For Science? Gender And Field Differences In Academic Identity Development And Reasons For Academic Career Exit

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Keywords: academic identity, academic career ambitions, academic career exits, gender, SSH and STEM fields

Academic identity has been proved as an important factor behind the development of academic career ambitions (Lief et al. 2012, McAlpine 2012). Various disciplinary environments have been shown to create specific conditions and obstacles for constructing own academic identity of early-career academics while these obstacles are significantly gendered (Cidlinská 2019, Linková 2014). However, we miss greater knowledge of the academic identities of men and women who have left an academic career and the relation between academic identities and academic career exits because a majority of studies focus on actual academics. The presented study has the aim to contribute to fulfill this knowledge gap and to conduce to the discussion about gender asymmetries in neoliberal academia by focusing on the gender and research field specifics of the academic identity development of "leavers".

The study is based on 45 narrative interviews with individuals from various disciplines who have left an academic path at doctoral and mostly post-doctoral stage. Interviews were collected in 2013-2017. The data analysis was based on the grounded theory approach. As a theoretical framework was used identity as a trajectory (McAlpine 2012).

The analysis showed, based on retrospective comparison of academic identity at the moment of the entrance to PhD study and at the moment after the exit, that similarities in original academic identity, approach to academic work and confidence in one´s

academic capability may lead to differences in the development of academic identity and reasoning of exit regarding research field and gender. Only women from the STEM field lost their original academic identity when they did not question their academic ability and did not lose interest in academic work. Men from the STEM field and both, men and women, from the SSH field in such case kept their academic identity after the exit. While women from the STEM field concluded that they are not "good enough" for science, those who kept their academic identity exited with the conviction that the academic environment is not "good enough" for those who want to do "good science". The study supports our previous findings showing high exclusivity and masculine features of normative collective identity in the STEM field and rather inclusive collective academic identity in the SSH field (Cidlinská 2019).

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457   Gender Bias In Academic Promotions In Italy

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Keywords: gender bias, academic career, promotion, academic labour market

The aim of this paper is to understand if gender makes a difference in the path to promotion in Italian universities, in the context of one of the first major reform of Italian academic labor market, introduced 1998. This reform aimed to decentralize the academic recruitment. In this "quasi-experimental" research framework, the differences between individual productivity measures of researchers hired before and after the reform are studied, focusing the analysis on gender differences. Using data gathered from MIUR collected from 1990 to 2015 and the "bibliographic" Web version of Elsevier Scopus database, we obtain information on academic careers. We focus on evaluating the effects of a shift to decentralized selection mechanisms in terms of gender, considering the "treatment status" as the exposure of an individual to local selections instead of national ones. In Europe women are underrepresented in the academia and some studies point out several possible explanations for this persistent underrepresentation. At micro level, gender differences in promotion rates may reflect differences in productivity, due to the existence of gendered roles at the household level or the lack of female mentors (Blau et al., 2010). Furthermore, women are less likely to apply for promotions (Bosquet et al., 2013; De Paola et al., 2015), maybe due to existence of gender differences in the preference for competitive environments (Niederle and Vesterlund, 2007) or in bargaining abilities in the labor market (Blackaby et al., 2005). With this contribution we explore the effect of gender on promotion to determine whether a decentralization of the recruitment in the academic labor market enhances the quality of selected researchers, assuring a higher gender equality of the hiring process.

637   The Use Of Gender In Academic Administrative Language For Equal Opportunity Education

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Keywords: Language, gender, equal opportunity, university, discrimination.

The Single Committees of Guarantee (CUG) of the Italian Universities promote equal opportunities among all those who work or study at the University, proposing measures and actions aimed at preventing, opposing and removing all forms of discrimination, direct and indirect, related to gender, age, sexual orientation, race, ethnic origin, disability, religion, language, personal and political convictions, in access to employment, treatment and working conditions and safety at work. The CUG prepares plans of positive actions aimed at preventing discrimination and promoting conditions of effective equality, promote the dissemination of the culture of equal opportunities, implement actions aimed at fostering the creation of a working environment marked by organizational well-being, countering any form of moral, physical or psychological discrimination and ensuring the adoption of policies to reconcile work and life times. The CUG of the University of Bari Aldo Moro has immediately focused on the importance of language in the process of identity construction. The correct use of gender in administrative texts is, in fact, a very concrete way to strengthen gender equality and promote respect for differences within the education system, constituting an important safeguard in the fight against discrimination from an equal opportunities perspective. The work on these issues has distant roots when, in 1987, Alma Sabatini's pioneering study entitled "Sexism in the Italian language" was published, sponsored by the then National Commission for Equality and Equal Opportunities between men and women, followed by several studies, including those of Prof. Cecilia Robustelli, who for many years has been conducting extensive and in-depth research on the use of gender in administrative language. As recalled by Minister Valeria Fedeli in the preface of the 2018 Guidelines for the use of gender in administrative language of the MIUR, also the Accademia della Crusca has repeatedly highlighted how a non-sexist and non-discriminatory use of Italian is possible without forcing, but simply paying attention to what is said or written, while continuing to use grammatical gender according to the regular norms of our language. Since the use of language is collective, its modification cannot be left to the initiative of the individual, but the change must be initiated with a conscious and active reflection on the part of the community, overcoming all forms of linguistic prejudice. It is, in fact, evident how the resistance of public discourse and many media to the use of regular femininities in reference to women who perform functions that were once exclusively male is still marked. Language configures personal identity, acts in the manifestation of identity. Our contribution illustrates the work of the "Gender Language" group, coordinated by the writer, of the " Guarantee Committee for Equal Opportunities, the enhancement of the welfare of those who work and against discrimination" (CUG) of the University of Bari that has elaborated the draft of the guidelines for the use of gender in the administrative language of UNIBA.

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837 Gender And Agency In Academic Career Advancement Paths

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Keywords: Gender equality, Career advancement paths, Italian academia, Glass ceiling, University

Gender continues to shape academic careers at different levels. As in other countries, women remain significantly underrepresented in Italy both in early career stages and in full professorships and leadership positions (Miur 2018; Bozzon, Murgia & Villa 2017; Checchi, Cicognani & Kulic 2018; Murgia & Poggio 2019; Picardi 2019; Filandri & Pasqua 2019; Gaiaschi & Musumeci 2020). Vertical gender segregation and underrepresentation of women in higher academic levels, including top decision-making positions, are widely recognized as glass-ceiling phenomenon (Roberto, Rey & Maglio 2020; Connell 2006; Ryan, Haslam & Postmes 2007; Wright, Cooper & Luff 2017).

The paper focuses on gender gaps in Italy with regard to access to apical positions and the role played by individual agency.

Theorizing about gender structures differentiate inequalities at individual level, for the development of gendered selves; at cultural level, since during action men and women have different cultural expectations; in institutional domains, where explicit regulations regarding resource distribution are gender specific (Risman 2004). This article is an attempt to investigate which social processes might explain the reproduction of power and gender inequalities. It focuses on individual agency interactions with

organizational practices and cultural expectations. In particular, it highlights on how male and female associate professors interpret and develop their career advancement paths.

We consider academic careers as a part of interdependent trajectories during time, marked by events and turning points, whose development is intertwined with the trajectories of other "linked" individuals in specific gendered contexts. The research questions are two. What are the main gendered individual strategies in enhancing academic career? Which are the main processes which may explain the development of these gendered strategies?

The study is based on 64 in-depth interviews with those who became associate professors after 2005 (32 female and 32 male), working in both STEM and SSH academic departments, in four Italian universities. The qualitative interviews have been realized in 2020-2021 online, during the Covid-19 Pandemic crisis. The interviews made it possible to gather information on work and family careers, work orientation, work-life balance, self and hetero assessments of one's academic achievement, networking, organizational cultures, well-being, organization of daily life and working times, prospects for the future, proposals for policies.

Findings allow to understand how male and female associate professors reconstruct and explain their career progresses, and the event and the mechanisms that they consider fostering or hindering the advancements of female/male academics, i.e. "individual self-selection" or "barriers at institutional or organizational level".

Preliminary results suggest that glass ceiling and sticky floor processes are mechanisms at work in gendered organizational contexts as the Universities. Women enact strategies of individual resistance, part of wider coping strategies to gender disparity. The analysis enables to explain how gender inequalities shape the processes of career consolidation, during crucial institutional changes in the Italian university system, such as the flexibilization of assistant professor jobs (i.e. RTD), the partial (re)centralization of career advancement procedures (i.e. national scientific evaluation), and harsh cuts in public funding for academia.

1.15. Gendering, learning, and scientific practices: reinventing education from the margins

795 Gender Differences In Work And Life Paths Among Phds Holders In Italy

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Keywords: Gender, Social inequalities, Stability and change, Life courses

The present proposal follows in the wake of previous works that have shown changes and stability regarding female educational and working participation in STEM. Our previous analyzes (De Vita & Giancola, 2017, 2021), have shown several solid evidence. First, we could observe how the paths (both study and work) in STEM are formed at a very early age (with important implications for policies aimed at reduction in gender inequalities). We then saw that the gender variable does not act autonomously but acts combined with the social background, creating further differentiation effects "within" the STEM areas. Finally, we have been able to observe that having a high degree in STEM has a relative protective effect for women (in terms of positioning in the labor market) but that a still substantial salary differential persists. In this paper, using the latest ISTAT data produced as part of the survey on the professional insertion of PhD's holders, we will focus on the observation of the previously estimated trends (female participation and differentiation "within" STEM) after graduation at higher level in the education system. The survey (whose data were published in 2019 and refer to the cohorts of PhD's holders who obtained the title in 2012 or 2014, interviewed in 2018) allows precise comparability, a feature that makes the previously listed analyzes possible. Starting from the database, a specific focus will then be directed to the "University-work transition" and "Social and territorial mobility" processes, developing a differential analysis with respect to gender and ascriptive factors. The basic idea is to estimate if and to what extent women are more or less "inclined" or "forced" to mobility paths to reach a high employment goal, with a specific focus on the STEM field. Another aspect of interest is to investigate parenthood, having as a control parameter other data on compatible populations (by age and survey period). The paper therefore aims to investigate continuities and discontinuities but also to investigate specific thematic aspects that allow a more in-depth and detailed analysis of social mechanisms and dynamics with respect to differences and inequalities at the highest level of education and in the following life and work paths.

147 Gendered Learning Experiences In Collaborative Design Projects With Vehicle Industry

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Keywords: industrial design, technology, design education, automotive design, gender

Design practice, like many other fields of work, has been patterned by prevalent gender norms in societies, and as a result of this, certain fields of design have been identified as feminine and suitable for women, while others masculine and suitable for men. The extent to which a design field is related to technology and industrial production has been significantly influential on the gendering of these fields. As a result, industrial design and automotive design have historically been dominated by men, and remained design fields where women encountered challenges to enter and find a place for themselves. Few studies have discussed women designers' position in automotive industry by examining the cases of women-only design teams in companies such as General Motors and Volvo. Yet we still do not know much about the actual experiences of designers regarding this industry. Drawing on the industrial design students' experiences in two vehicle design projects that are carried out collaboratively with industry in the final year design studio course, this paper aims to redress this gap by addressing the following research questions:

1) To what extent and how does designing products for a traditionally masculine and male-dominated industrial sector result in gendered learning experiences?

2) How do these experiences shape students' perception of automotive industry where they can choose to work as a designer?

The empirical basis of the research comes from the interviews carried out with 20 women and 11 men students around two sets questions. Referring to students' experiences during the projects, the first set of questions investigated the role of gender in setting up the project team, relations with the collaborating firm and other experts consulted during the projects, and the division of work within the team. The second set of questions examined students' viewpoints on working in the automotive industry as well as the impact of carrying out a vehicle design project during the undergraduate education on these viewpoints.

The shared view among students was that working in automotive industry requires first, being equipped with the necessary technical knowledge or at least having an interest in automotive; and second, being willing to work in close collaboration with engineers, who share a strongly masculine professional culture. The findings show that as students referred to their learning experiences in the project and their ideas on the automotive industry in general, gendering of vehicle design was mainly linked to these two concerns. The latter has been placed more emphasis by the students, since they are confident about the former, stating that they can easily possess the necessary technical knowledge as they gain experience in an automotive company. However, students underlined the view that vehicle design is gendered especially through their relationships with male engineers who are considered as the authentic experts on technology within this industry; and this view has a significant impact on the students' expectations from the automotive industry in relation to their future career prospects.

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727   Feminist And Ecological Practices In Science And Technology: Towars New Perspectives In The Epistemology Of Innovation

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Keywords: gendered innovation, epistemology of practice, feminist practices, ecological practices

In recent years European policies in research and technological development have been encouraging gender equity in science and innovation, funding and sustaining projects aimed to promote human well-being and gender equity in the design of new products, processes, infrastructures, services and technologies. This paper explores the concepts of "gendered innovation" (European Commission, 2013) in the development of scientific research and technological innovation promoted by European policies in the last decade, while positioning at the intersection of epistemology of practice (Cook and Brown, 1999) and feminist studies in the field of Science and Technology Studies (STS) frameworks. The analysis focuses on the documents provided by the European Commission about gender equality in research and innovation and their impacts in driving scientific and technological knowledge building processes in last years.

The study of collective practices in research and technological innovation aims at understanding processes of change in innovation practices, conceived as the product of situated, located and incorporated activities. The key analytical perspectives developed by STS have allowed to examine "gender" as informing technology and technoscientific knowledge and, reciprocally, "technoscience" as informing gendered practices in social institutions (including scientific and research institutions), in a dense intertwining of social aspects and material and technical dimensions. From this point of view, as argued in Judy Wajcman's technofeminist approach (2004, 2010), technological artefacts are both conditioning and reproducing gender relations. From this perspective the paper describes recent developments in the gendered innovation approach, analysing the interactions between knowing subjects and objects of knowledge (Haraway 1988, Lenz Taguchi 2013) while focusing on socio-material practices (Orlikowski 2007, 2009) as enacted in the negotiation and assemblage of ideas, established theories and practical activities within expert communities, whose work contributes to define the framework within which gender and inclusive technology are interpreted and developed. Finally, potentialities of affective (Gherardi, 2019) and ecosystemic approaches and intraspecies alliances between humans and non-humans (Haraway, 2016) in the development of innovation and research are explored. These perspectives aim at coping with the impact of globalisation and at promoting methods able of going beyond cultural and technological standards whose alignment with presumed economic imperatives and corporate demands is de facto - and notwithstanding so-called disruptive technologies - impeding any real innovation.

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395 Gender & Social Barriers To Stem Education And Training Among Children In Situations Of Educational Poverty In Italy

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Keywords: Intersectionality and STEM, Educational Poverty, Gender and Power Analysis, Gender Strategy and Action Plan

Educational poverty limits Next Gen children's right to education and deprives them of the opportunity to learn and develop the technical and human skills, as well as the growth mindset needed to succeed in school, work and life in a rapidly changing world. Before the COVID-19, in the EU approximately 18 million children (22.5%) were living at risk of poverty or social exclusionand the situation might have worsened due to it. The child poverty reduction target set by the UN 2030 Agenda will need a strong EU commitment to ensure that at least 9 million children would exit poverty by then. The situation is even worse for girls at risk of marginalization, who lack work and life opportunities. The situation is exacerbated when it comes to STEM subjects which also amount to the areas of greatest expansion in the future. In Italy, girls are underrepresented in STEM study fields and professions; therefore, they are missing opportunities created by the Fourth Industrial Revolution. Studies show that girls and boys have similar level of capacities in using digital technology but girls have limited access to educational and professional pathways in technology and science fields, due to gender stereotypes and social environment. In this scenario, we aim to present the Gender and Power Analysis – carried out in the frame of the project "Equip Today to Thrive Tomorrow" developed by Save the Children Italy[1] – which primarily explores the gender barriers preventing particularly marginalized children in situations of educational poverty from accessing and advancing in STEM study and careers. The aim of the qualitative research is to highlight how the intersecting individual, relational, socio-cultural, and structural factors – taken alone and jointly – contribute to the gender gap in STEM. The GAP analysis is based on focus groups with children; parents educators for a total of 62 participants; and interviews with fathers and teachers. The data were analyzed separately for each target group, focusing on the individual, relational, contextual and structural levels. The analysis process revealed convergences in the different focus groups and interviews, as well as specific issues linked to contexts. Findings explain how gender intersects economic background in vulnerable contexts. They also confirm other quantitative data collected at the European and Italian levels: families' cultural and economic backgrounds strongly affect their children's future opportunities and choices, due to the reproduction of traditional gender roles, lack of awareness of study options and workforce development of future societies. Sometimes, trust in public institutions lacks. The research findings were integrated, in an intersectional perspective, in all the activities foreseen by the project, through a Strategy and an Action Plan, namely: training of trainers; training of children and awareness raising activities with parents. Facilitators, educators, project staff and gender experts collaborated throughout all the process of planning, implementation and MEAL in order to integrate a gender and intersectional perspective in terms of content of the activities and inclusive ways to develop them.

[1]In partnership with Accenture Foundation andStC US

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830   Rethinking Digital Spaces Through Feminism: Instagram As An Educational Environment

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Keywords: Digital feminism, educational space, Instagram activism

In the last ten years, social platforms have become a fruitful space for those that are defined as "new feminisms". Some studies refer to the so-called fourth wave of feminism, which is distinguished by the use of social media as a space for claims of gender-related political instances (Pruchniewska 2019) and which transforms platforms into pedagogical environments in which to challenge forms of daily discrimination (Retallack, Ringrose, Lawrence 2016). A further element that characterizes the spread of digital feminism is the possibility of transforming, through the use of social media, being a feminist into something desirable among the younger generations (Gill 2016). This proposal seeks to analyse Instagram as a sociomaterial space of sharing in order to question the learning processes with/in social networks (Ranieri and Manca 2014). Learning processes are enacted by the interaction with Instagram profiles and Instagram pages that create feminist complaint contents, thus rethinking the way of seeing and experiencing genderized bodies and social relations (Savolainen, Uitermark, Boy 2020). Online spaces shape, constrain and perform the emergence of a feminist sensibility situated in daily practices of activism whereby 'difference' becomes a functional category to make visible the social and material experience of marginalised bodies (Braidotti 2019; hooks 2000). This is an ongoing research, that starts with an initial empirical inquiry carried out to analyse some Instagram pages (collective and individual) dealing with feminist issues. After that, we will try to disseminate an online survey to investigate whether Instagram can become an educational and/or informal learning space in which to share and shape new forms of feminist experiences aimed at questioning assumptions, and gender stereotypes and constraints often taken for granted in everyday life.

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760   Aiming For Gender Equality In Mathematics: Brazilian Experiences

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Keywords: gender and science, women in mathematics, scientific community, STEM, gender equality

This presentation brings partial results from a Ph.D. thesis based on the grounded theory method. It analyzes interviews made with Brazilian mathematicians. Although in Brazil there is gender parity in the scientific community in general, in Mathematics, women do not make up to one-third of the participants. This fact has recently caught the attention of the mathematicians' community itself, and they have started taking action to address gender gap issues. Supported by the International Union of Mathematicians, a seminal meeting took place at the University of Campinas in 2016, and attendees concluded that there were no gender inequalities in the field. However, a series of round-tables and seminars discussing the gender gap in Mathematics took place in different universities all over the country in the following years. The goal was to prepare the community for the World Meeting of Women in Mathematics, which happened in Brazil, in 2018, during the International Congress of Mathematicians. Along, the two major Brazilian societies in the field created a committee to address gender gap issues. Competing and problem-solving stimulate the pursue of a career in Mathematics. Therefore, to arouse female participation, there has been a first attempt to make a women-only Mathematical Olympiad at the national level. From the perspective of women coordinating these initiatives, this study aims to reflect on: what have mathematicians learned about gender? What practices have changed in this community? How do the national and international levels affect each other?

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799   Gender Biases In Medical Knowledge. From Education To Daily Medical Practices

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Keywords: medical knowledge, gender bias, medical education

Since the 60s feminist critique of science's neutrality (Longino 1990; Haraway 1991; Harding 1996) has contributed to questioned medical knowledge by arguing how the so called "male medicine" (Amoretti e Vassallo 2017) was solely based on male standard physiology and values (Oertelt-Prigione & Regitz-Zagrosek 2012).

The construction of medical knowledge exclusively calibrated on a male body and on a male life experience has produced, in addition to a problem of adequacy of care, a multiplicity of biases in clinical practices and research (Hamberg 2008), i.e., forms of distortion of thought and analysis. In fact, in everyday life activities, physicians are doing gender, not only in the relation with patients and collogues, but also when producing knowledge and using technologies.

Historically, biomedicine refers to a cultural dominant form based on rationalism, distance and objectification which are foundational values of medical education (Verdonk et al. 2009; Miller et al. 2013; Mann & Ariyanayagam 2020). Biases in medical education are expressed through the contents studied, through the under-representation of female physicians in top management positions (Gaiaschi 2019) and through gender segregation in specialties (Pelley & Carnes 2020).

In this proposal we would like to discuss the role of education and professional training in redefining medical knowledge towards a gender-sensitive epistemology. The inclusion of a gender approach in medicine not only enables to build a more democratic and ethical healthcare but it fosters evidence-based and high-quality scientific knowledge, in so far as medical evidence from clinic and research no longer stems from partial population samples (Legato 2015).

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865   Make The Difference: Living The Experience Of Margins In Technoscientific Fields

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Keywords: Science, Women, Sociomateriality, Margins, Gender

This contribution aims to explore the intersection between practices related to gender, learning and science in educational environments. More specifically, we would like to focus on two related research questions: what happens when women enter the fields of science and technology? What processes do inform their personal trajectories, work, and choices?

Starting from the assumption that science and technology, like all domains, are not neutral fields, we present a number of stories of female professionals that show how gender disparities are (re)produced and overcome.

Many important studies have focused on the gender asymmetries in science and technology in terms of numbers, describing those structural mechanisms that keep women "out" of technoscientific fields as well as the statistic trends that register phenomena of differentiation, distribution and diversification (Fornari e Giancola, 2009; De Vita e Giancola, 2017). Other studies have underlined the invisibility or the lack of recognition of women's contribution in scientific and technological achievements (Rossiter, 1993).

Against this backdrop, this contribution examines the trajectories of female professionals working in STEM fields by combining the theoretical lenses of practice-based studies (Schatzki et al., 2001; Gherardi, 2009) and feminist studies of science and technology (Suchman 2007; Åsberg, Lykke, 2010). This double lens has allowed us to focus on the experiential trajectories of women in a number of STEM sectors (computer science, biotechnology, mathematics), so as to examine not only the experiences of discrimination and marginalization, but especially those dynamics of affirmation and transformation of the same scientific fields that the presence and the work of women trigger. Using narrative methods (Poggio, 2004; Bertaux, 2003), we aim to show how the different experiences that associate human and non-human actors, spaces, times, knowledges, and practices can contribute to producing gender differences in doing science. Our gaze focuses, in particular, on how the experience of the margins (being it in terms of power, knowledge, practices) is felt and reconfigured, by creating new hybrid spaces through sociomaterial assemblages (Orlikowski, 2017), which include human and non-human actors, spaces, times, knowledge and practices, that can pave the way for positioning and trajectories of autonomy.

Stream L. Reinventing Youth in the Future and the Future of Education

L.1. Youth (Not) On The Move

345 International Students' Narrative Imaginaries: Italy, Finland And The Cosmopolitan Elsewhere

Birindelli, Pierluca (International Studies Institute)

Keywords: International Students, Academic Mobility, Media Images, Cosmopolitan Imaginaries, Young Adult.

Due to the Coronavirus pandemic, 2020-2021 will probably represent a watershed time in youth educational mobility. Although the individual, collective and institutional meanings of studying abroad seem obvious, in the post-pandemic era the academic mobility axiom needs to be questioned. Within the academic domain, beyond quantitative socio-demographic data, there is little qualitative empirical material for a deeper understanding of students' overall experience from an authentically narrative-biographical and comparative slant. In most studies the international student is conceived and represented as a mere agent: we know little or nothing of his/her biographical past. To find out what young adults really get out of academic mobility we need to hear their stories and explore the implications of educational travel in the broader context of their past, present and future lives.

Through analysis of 50 autoethnographies I interpret international master students' imaginaries of Florence-Italy, Helsinki-Finland and what can be called "the cosmopolitan elsewhere". Young adults' narratives were prompted by in-depth interviews exploring the kind of images they had of the host city/country—along with the media source of such representations (books, movies, etc.)—before their arrival abroad.

Sources for Helsinki-Finland images are mainly social media and university textbooks. For Florence-Italy, besides textbooks (especially art history), they are mainly movies. The respective autoethnographic passages can be synthetically interpreted as past (Italy) vs. present (Finland). On one side Florence-Italy's image is almost embedded in a cultural past, on the other Helsinki-Finland's image is almost severed from its history and is seen more as a geographical entity: the deep north. While Finland is "north", "cold" and "nature", Italy is "south", "warmth" and "culture". Italy represents a culture of the past while Finland is recognized as a culture of the present and a sort of enlightened and progressive land for the future.

Further, analysis of the collected autoethnographies—and of secondary scholarly and non-scholarly sources connected with studying abroad—reveals the absence of a clear-cut narrative of what it means to be an international student. We can find a series of related images, but not sufficient to constitute a leading narrative for students' life experiences in North Europe, South Europe, Europe in general or elsewhere.

There is, however, a glimpse of a vague cosmopolitan narrative. This story, constructed on a global scale by different actors and institutions, is partially disconnected from the society and culture of the countries of destination or provenance. It upholds the generic validity of studying abroad for both instrumental and expressive reasons, and sees it as an institutionalized rite of passage towards adulthood and global citizenship. Nevertheless, it is an undefined story without models, so it is up to the individual student to find heroes and villains along the way to construct his or her idea of who is a good citizen of the world. And it also remains unclear what the prize is, or the lesson from the special "studying abroad world" and what use it will be to the young person in his/her adult life.

670 Leaving The Comfort Zone Behind, Yet? Narratives Of The Mobile 'Persona' During The Pandemic

Cuzzocrea, Valentina (Università di Cagliari, Italy) · Satta, Caterina (Università di Cagliari, Italy) · Mandich, Giuliana (Università di Cagliari, Italy)

Keywords: MOBILITY, EU, NARRATIVES

In a socio-political context where educational institutions struggle to respond to individual needs, the relation between youth, learning and Europe is called upon to solve a variety of issues (Du Bois Reymond 2004). This presentation centres on discussing how a European mobility discourse may impact on the construction of the self and the narratives of the future produced by mobile young people departing from Italy.

Indeed, empirical material recently collected within the project 'Mapping youth futures' (funded by Italian ministry of research) opens up interesting insights on the discursive construction of a mobile 'persona'. We have interviewed young people who were caught by the pandemic after having recently returned from a structured programme of mobility. Some narratives emerged in this material show to adhere to the mobile rhetoric that has permeated European supranational policies in the last decades, and which has been important at least before the covid 19 pandemic (Cairns et al 2017), and then with ambivalent traits during the course of this. The embodiment of this discourse, which comes with its own terminology based on such expressions as 'the necessity to leave the comfort zone behind', 'the importance of discovering oneself' or 'making experiences', goes along the direction of an increasingly professionalisation of the youth sector. This latter reflects but also feeds, in turn, 'the mobility dream'.

The constructions of the self we have depicted in this project at times interrelates and at (other) times ignores the difficulties in putting mobility into practice, thereby attributing an untouchable status to the discourse of mobility. On the other hand, a possibility of 'turn to immobility' does not seem too straightforward, nor direct, in these narratives. Therefore, in this presentation we investigate the characteristics that this discourse takes and how ambivalences and tensions are contained in it.

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720   (Im)Mobility: The Calabrian Young People Experience In The "Waiting Room" During The Pandemic Covid-19

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Keywords: waiting room, young people, mobility, immobility, pandemia

Mobility has become an "evocative keyword" of modernity implying "a world of movement on a global scale". With the spread of pandemic on global level, a reshaping of mobility is taking place both in relation to the issue of immobility and the emergence of new regulatory regimes. Young people are set up in a context of (im)mobility, configuring suspended or interrupted transitions. This process implies the need to revise the mobility paradigm centered on the dichotomous idea that distinguishes mobility from immobility, producing a positive idea of the individual that is antithetical to that rooted in a place. In the present work the condition of immobility has been interpreted through Bourdieu's theoretical frame using the concepts of field and habitus. A new field called "waiting room" is configured in which the terms of the relationship between mobility and immobility are redefined and are no longer mutually exclusive but in a continuous osmotic relationship with each other. The theoretical proposal has been verified through an empirical research carried out in 2020. The findings are based on the analysis of 40 in-depth narrative interviews with Calabrian young people, aged between 18-35 years, who have been come back to their village/town during the pandemic emergence.

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332   Disentangling The Nexus Among Imagined Futures, Forced Immobility And Plans 'B' In Covid Pandemic. Narratives From Italian Students

Grüning, Barbara (University of Milan Bicocca, Italy) · Camozzi, Ilenya (University of Milan Bicocca, Italy)

Keywords: transitions, mobility, immobility, career aspirations, plans

Within the debate on contemporary youth transitions there is an increasing focus on geographical mobility. Geographical mobility is interpreted as a possible turning point and a critical moment that can significantly mark the transition to adulthood so much so that it is proposed as a possible new metaphor for youth transition (Cuzzocrea 2020). One of the most fruitful strands of the study of youth mobility is that of educational projects at different levels (bachelor's degrees, master's degrees and specialisations) which require leaving the family roof. Behind this kind of analysis there is often a Bourdieusian approach that considers mobility as a practice which stems from embodied cultural capital.   Of particular interest is the analysis of the link between geographical mobility - understood as embedded practice - and planning in a scenario of uncertainty – aggravated by the pandemic.

In our paper, we will present the results of the first and second waves of a five-year qualitative longitudinal study on youth and transition to adulthood in Italy, based on 6 dialogical workshops (DW) (Cahill and Cook, 2019) with 78 undergraduate students both women and men aged 22-24 at the time of the first DW, of both hard and soft sciences from three large universities in Milan, Rome and Naples. Among the themes we tackled – intergenerational relations (including family relations), future plans, uncertainty, educational and professional projects and experiences - we will focus here on geographical mobility, career paths and aspirations, and their role in the transition to adulthood.

The preliminary analysis of these two waves - crossed by the outbreak of the pandemic - shows two main results: 1) the condition of immobility imposed by the pandemic, if on the one hand it has required a review of future projects including mobility, on the other hand it does not limit planning. In fact, the young people involved continue to draw up projects which envisage mobility both interregionally and abroad however with meaningful differences according to the disciplinary macro-area and the cultural environment where they study and/or where they grew up. 2) The condition of immobility is linked to the lack of a clear space where experiencing daily recognition, that of the university. If the pandemic has not interrupted their plans in terms of examinations and degrees, it has, however, deprived them of the space for daily interactions and practices with colleagues, friends and professors. The general background to these elements is that of a change in the perception of the pandemic: their initial feeling of a loosening of expectations and social pressures (especially from parents) and of a suspended time in which to 'breathe a sigh of relief' now gives way once again to the imperative of acceleration in terms of the transition from university to work.

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280   Mobility Or Temporary Migration: Cultural Embeddedness For Highly Skilled Italians Abroad

Samuk Carignani, Sahizer (University of Pisa, Italy) · Burchi, Sandra (University of Pisa, Italy)

Keywords: highly skilled, mobility and migration, expat vs. migrant, Italian case, culture

Does spatial mobility imply non-integration or non-acculturation? We attempt to answer to this question as a result of our thematic analysis of 47 semi-structured and in-depth online interviews with highly skilled Italians abroad. The interviews have been analysed via Atlas.ti and main theoretical categories were prepared before doing a literature review. We have combined the results regarding three categories: what they say about the countries, how they interpret the host cultures and how they describe their acculturation or conscious non-integration.

We have observed that cultural communication, work culture and cultural agency are heavily present in the interviews. For most of the interviewees, it is impossible to escape from the Italian diaspora and if they do, they prefer more to be closer to international

circles not to be a stereotypical Italian abroad. In their words, we observe that the spatial mobilities provide them with personal development, career growth whilst adding important lines to the curriculum. Moreover, they enjoy the challenges of their jobs abroad and work hard in many cases making many sacrifices from their social lives. However, sometimes the time management is at the cost of learning more about the local culture. By the time that they finish their contracts, if they cannot renew it they will move as a part of a postdoc or as a part of new career development. For those who work in the private sector, it is observed that they might be ready to move if they find a better job, in another country.

The epistemic communities and the international bubbles that are networking and moving in different directions show that spatial mobility is not only a mobility imperative but a part of their flexi-lives (Cuzzocrea 2019). And yet, the cultural question and acculturation in general apart from the work culture do not come to the fore till there are some turning points and transitions. These turning points can be the birth of children or on the transition periods where the PhD is realised in a completely different cultural environment. In both cases, with the second mobility, a country that is closer to Italy but not Italy can be preferred for professional reasons and geographical proximity. Furthermore, the decisions taken as couples and as singles are highly influenced by the networks and acquaintances made. The most important of this common theme is that we find a partial integration, and yet, it would be better to describe it as differentiated embedding (Ryan 2019; Ryan and Mulholland 2015) in diverse cultural settings. With our contribution, we add mostly to the dimension of temporariness via examining the relationship between culture and temporary migration. Finally, we picture the situation of the highly skilled Italians abroad as a result of our reading of the analysis based on cultural gravity, differentiated embedding and decision(s) to move based on life transitions and turning points.

L.2. Rethinking Youth After Pandemics? Reintroducing Agency and Generations

617 New Forms Of Youth Agencies Via Social Media Participation

Allaste, Airi-Alina (University of Helsinki, Collegium of Advanced Studies, Finland)

Keywords: Youth participation, TikTok, political subjectivities

During the time of crisis young people's opportunities are further decreased, at the same time activism and participation has increased. Young people have been expressing themselves politically differently already before the pandemic. Social media, in particular, is thought to open up new means of being political, albeit with strong criticism of participation via this means also noted. On the one hand, there is unprecedented access to information and diversification of political participation, on the other hand, the spread of disinformation and algorithmically engineered communicative fragmentation might feed political polarisation.

TikTok, a video sharing platform known for dancing, lip-syncing, and challenges, has been one of the biggest hits of lockdown. Recently user videos expressing political views have become increasingly common: dancing and lip-syncing are used for critical speeches and challenges to make a political point. Based on data from social media networks, especially TikTok, the paper investigates how new forms of youth agency and political subjectivity are made online.

648 Juxtaposing Adolescent Subjectivity And Agency To Support The New Mental Health Act In The Uk

di Emidio, Danilo (University of East London - UBEL/DTP, United Kingdom)

Keywords: Agency, Subjectivity, Mental Health, Human Rights, Service-Users

Late-adolescents (16-18 years old) experience multifaceted aspects that contribute to their mental health (MH), particularly, the inevitable pressure of high-stake examinations in a questionably meritocratic system (Reay, 2018). This largely stems from the pressure of transitioning to adulthood with increased responsibilities for one's future without fully understanding the socio-economic factors that relate to race-based, class and gendered claims of oppression. It is here that compulsory education becomes implicated with human rights and, in turn, faces the spectres of its own crisis or offers reflexive opportunities for service-users to overcome the crisis.

Drawing from an interpretation of my overall experience as a teacher and a researcher in the British education system put me in a privileged and unique position to critically assess the compatibility of the Reforming MH Act (RMHA, 2021) with human rights such as choice and autonomy. For seven months, sixteen late-adolescents co-researched as part of my ethnography, which focuses on the influence of formal education on adolescents' MH.

Comparing to students ages 10-11, who are still risk-takers within the classroom, seek autonomy, or display less self-conscious traits (Di Emidio 2019, Smith, 2018), late-adolescents showed that they are grappling with introspection (e.g., self-esteem, self-doubt) and therefore managing different layers of 'recognition' (personal, private, public – Honneth 2003) influencing their subjective wellbeing and, successively, their MH. Therefore, risk-taking gets inhibited, and so is the intrinsic motivation (Smith, 2018). Additionally, academically, the pressure of subject choices at A-Level and university—in less than two years— requires late-adolescents to make life lasting selections between vocation and employability, all while external conflicts mount up, and intrinsic motivations are left unexplored at the expense of positive MH. Our research shows that students associated their poor MH with their lack of intrinsic motivations for their current subjects and an unidentifiable university/career. This suggests that intrinsic motivations

are more likely to sustain students' positive MH because their voice, choice and autonomy (agency) would be actively implicated, as opposed to extrinsic motivational factors (e.g. pleasing others) that reflect less personalized pathways/choices.

The RMHA evidence must fully acknowledge uncertain epochal changes which have occurred since the 1983 MHA and provide service-users with a more progressive and holistic vision of education, formative and appreciative of diverse modalities of being (subjectivities/subjectifications) that equally contribute to collective existence, instead of conceiving students as always 'lacking' learners that must be optimized (Atasay, 2014). More nuanced research is required that questions the way state education meets its official aims while re-engineering citizens of the future (Gillies, 2017) on suspicious utilitarian grounds, and through a questionable 'therapeutic education' agenda (Ecclestone & Hayes, 2009). It is essential to know which aspects of the RMHA briefing influence the MHA reform and subsequent educational policies, how the latter are implemented, the extent they are enforced in the hierarchical school/college structure, and how the student population perceives them in the school/college environment. Policy influence is multiple and intersecting with broader aspects of adolescents' educational life while transitioning to adulthood, therefore constitutive and generative of the modality of beings that recognize service users' views and choices.

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694   Visions Of Politics, Relationship With The Future And Transition To Adulthood

Gambardella, Maria Grazia (University of Milano-Bicocca, Italy) · Leccardi, Carmen (University of Milano-Bicocca, Italy)

Keywords: Youth, Agency, Political Participation, Future, Everyday Life

Several of the investigations that have attempted to cover the reality of youth over the last decades (Caniglia 2002; Diamanti 2000; Koesnsler, Rossi 2012) underline the fact that younger generations today seem to have developed a strong sense of rejection of the political dimension. According to Beck (1997; 2013), however, this 'un-political' attitude is in a sense extremely political: young people see themselves as rebelling against monotony and the duties they are expected to mindlessly fulfill. In Beck's view, political involvement with the institutions is not lacking because of the subjects' (young or otherwise) unwillingness to pursue the common good, but because the 'executive service' required by those institutions is rigidly hierarchical. Thus, we are not witnessing a lapse in values, but a search for values that can make everyday life meaningful and allow for the accumulation of experience. This apparent depoliticization is, in fact, a solid movement of subpoliticization – a bottom-up challenge to conventional politics (Alteri, Leccardi, Raffini, 2017).

This paper presents the first results of a study carried out by the research group of the Department of Sociology and Social Research of the University of Milano-Bicocca as part of the ongoing PRIN project 'Mapping youth futures: forms of anticipation and youth agency', started in August 2019.

More precisely, our aim is to offer a reflection on the visions of politics of young women and men aged between 25 and 34 as it relates to the increasing dilation and suspension of the transition to adult life – especially after the economic, social, and cultural fractures caused by the effects of COVID-19. Through 40 narrative interviews conducted all over Italy between September 2019 and December 2020 with young people involved in non-conventional forms of politics, we will focus on the way in which the intersection of gender, education level, ethnic background, territorial collocation, and social-cultural capital results in different forms of negotiating the transition to adult life, as well as different ways of relating to the future (Cahill, Leccardi, 2020; Musumeci, 2020; Rebughini, Colombo, Leonini, 2017). The analysis of narrative forms in relation to political and social involvement at this stage of life for young people grown up in different territorial settings (Milan, Naples, Cosenza, Cagliari) allows us to demonstrate the intertwinement between the centrality of everyday life, forms of activisms, and forms of negotiation in relation to the transition to adulthood. We will focus our attention on the experiences of young people involved with associations, informal groups, community centers, and movements – spaces of daily life in which the subjects find meaning for their actions, in which the present coexist with the past and with projections into the future. The spatiotemporal limits of these spaces and experiences have been profoundly redefined by the limitations imposed by COVID-19. Regardless, they still frequently empower young men and women to imagine a society characterized by new rights, new practices, new social balances, and new forms of well-being together (that is, of being a society).

524   Discussing The Value Of A Life Course Agency-Structure Lens For Analysing Young People'S Lives Under The Pandemic Crisis

Nico, Magda (ISCTE-IUL/ CIES-IUL, Portugal)

Keywords: Agency, Methodology, Generations

The debate on agency (and structure) in young people's lives is a never ending one in Sociology and in Youth related Studies in particular. It is likely the pandemic has put the sense of self, the importance of the interdependency of lives, and the very relation between biography and society into "high definition mode" not only for sociologists but also, perhaps even more so, for everyone else. It is also likely that this historical landmark, having caught young people in a particular timing of their lives – where the notion of autonomy, of self, of will, and of the very "agency" even in put in different terms , are bubbling - will produce important and long lasting effects in the way these people live and perceive their lives with a framework of structural constraints.

But how to tackle this while having Furlong's "epistemological fallacy" in mind? How to attempt to tackle this without simply and acritically reproducing young people's own perceptions? Can we continue to resort exclusively to qualitative methods, or could we dare to use quantitative methods, to do so? In this presentation I present an analysis of young people's trajectories during a different crisis (2008) through a life-course agency-structure lens (Nico, 2021), and question the potential value of this methodological strategy for the analysis of the trajectories of young people under the current pandemic crisis.

Nico, Magda (2021), "The go-between. Young-ish trajectories through a life course agency–structure lens" in Nico and Caetano (Eds,), Structure and agency in young People's lives, Routledge.

265   Practices And Cultures Of Boredom: Young People'S Experiences Of Doing Nothing In Covid Time

Pitti, Ilaria (University of Bologna, Italy) · Tuorto, Dario (University of Bologna, Italy)

Keywords: Youth culture, Boredom, Time

In its broadest meaning, "boredom" describes a state of having nothing to do and of being disengaged from one's surroundings which develops when external circumstances distance individuals from the life they hope for (Bourdieu 2000). Emerging from a situation in which individual desires, intentions, ambitions become temporarily impossible to achieve, the experience of boredom highlights a discrepancy between the societal and the subjective time when the individual perceives oneself as "blocked" while the surrounding world keeps moving (Frederiksen 2017). During the Covid-19 pandemic, boredom, doing nothing, and disengagement have become daily experiences for most young people. Being harshly deprived of all opportunities for face-to-face socialization and interaction due to the preventive measures, young people have found themselves dealing with a feeling that our accelerated society has for a long time neglected and stigmatized (Rosa 2013). Drawing on a qualitative study conducted through interviews and focus groups with Italian young people (16 – 20), the paper proposes a preliminary analysis of young individuals' experiences of boredom during the current pandemic asking: a) how have young people – individually and collectively - navigated boredom? b) how are they making sense of the discrepancy between societal and individual time? c) how is their overall experience of boredom mediated by social background? Through these questions, the presentation aims at shedding light on practices and cultures of boredom emerging amongst young people in this unprecedented time.

801   A New Form Of Youth Agency. The Ecological Ethopoiesis Of Young Entrepeneur

Vatrella, Sandra (University of Naples, Department of Social Sciences, Italy)

Keywords: young entrepreneurs, technologies of the self, ethopoiesis

Theoretical framework

In the era of economic and cultural globalization, the logics of the neo-liberal governmentality affect educational systems pressing them so that they produce individuals for global competition, that is individuals who can compete in a fiercely competitive world. Consistently, school respond to such pressures to improve human capital through the enhancement of skills and abilities, according with the need to invest in the so-called "character skills" (Maccarini 2019): the set of personal traits that allow people to create and shape a life path consistent with the needs of a labour market increasingly interested in the classical type of the flexible working individual (Sennet 1998).

Against this backdrop, the foucauldian reflections about the practices of self-governance sound particularly interesting. In fact, the processes of ethical self-governance emerge as possibility to challenge the neo-liberal trap of education. In an era, when young people seem to oscillate between the subjectivations produced by the neo-liberal governmentality and the constitution of themselves as subjectivations looking for alternatives, such practices constitute a possibility for action also for young entrepreneur.

Research questions:

In this scenario, new research questions emerge. Among others, this contribute aims to understand:

1) Whether and how young entrepreneur resolve this tension and what processes of ethical self-government they manage to shape;

2) Through what techniques do young people manage to build alternative paths to the neo-liberal model. What are the "technologies of the self, which permit individuals to effect by their own means or with the help of others a certain number of operations on their own bodies and souls, thoughts, conduct, and way of being, so as to transform themselves" (Foucault 1988, 3) in order to achieve the desired state in the prefiguration of their future.

Research strategy and data collection

The listed aims were pursued through a research strategy combining narrative and hermeneutic approaches.

To collect data, we resorted to the technique of discursive interview, we articulated on a dimensional basis in which the life story (Bertaux 2003; Rosenthal 1993) constitutes the incipit of a story aimed at exploring the forms and spaces in which the techniques of the self emerge as practices aimed at the constitution of the future self.

Constructed following the narrative approach of life stories, the empirical basis consists of 40 discursive interviews analysed following the hermeneutic approach (Montesperelli 1998) to text analysis.

Results

Although the analysis of data is still on going, the textual corpus already allows us to glimpse how, among the young entrepreneurs we interviewed, there are those who orient the processes of ethical self-government in terms of ecological ethopoiesis; in "an attention to the world as a common habitat" (Marzocca 2017, 195) that challenges the logic of neo-liberal governmentality.

In this perspective, the technologies of the self seem to configure an emancipatory opportunity; i.e. in the combination between self-care in a pedagogical function, asceticism and prove themselves with which that perspective exercise capable of advancing the subject towards new forms of life is realised.

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516 A Study About Generativity In Intergenerational Care In Pandemic Time

Vinciguerra, Maria (Università degli studi di Palermo, Italy)

Keywords: Generativity, Young adult, Intergenerational relationships, Family generativity, Adult education

The paper aims to present, through an educational approach, a reflection about generativity, defined as the desire to leave a positive legacy and related activities that raise outcomes for future generations (Erikson, 1963; McAdams et al., 1993). Sustaining the future has been identified as a key factor in the welfare of future generations and the desire to leave a positive legacy (Hauser et al., 2014) helps young adult to cope with the challenges of the transition to adulthood in contemporary life. However, interdisciplinary theoretical insight suggests that generativity as a targeted midlife task may no longer be sufficient for explaining a life course pattern of generative concerns, commitment, and actions (Kim et al., 2017). Some scholars of symbolic-relational area interpret the generativity as an essentially relational construct: it is the value of the relationship between the generations (Scabini, Rossi, 2012; Marta et al., 2012). In agreement with these studies, generativity derives from the relationship with the other and it expresses itself in the relationship with the other. We can consider generativity as a product of the relationship between different generations, not only of the individual him/herself. The analysis underlines how the intergenerational dimension is at the origin of the family generativity (Dollahite et al., 1998) as it develops and grows thanks to the donative sources within the family systems. Family generativity is a holistic concept because it is inherently familiar, intergenerational, relational and communal. It involves the care for the rising generation by the previous generations, including the grandparent generation, not simply as individuals but also as the extended family group that makes up the "older generation". The discussion points out emerging educational needs not only related to young people but also adults; today there is a priority to educate the adults to take and rewrite their generative role in an intergenerational exchange that cannot and must not be interrupted, but that has to turn into the social, cultural and economic current scenario linked to the pandemic.

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L.3. International students mobility pre, during and post COVID-19

141 The Impact Of Covid-19 On Phd Students Ongoing Mobility In France

ballatore, Magali (AMU) · Bertrand, Jean-Baptiste (AMU)

Keywords: HE Internationalisation, PhD mobility, COVID 19

"Internationalisation" has undoubtedly invaded the discourse and practices in education at the tertiary level. At this level, it is seen as a necessary goal. Internationalisation "includes the set of practices undertaken by academic systems and institutions – and even individuals – to cope with the global academic environment" (Altbach and Knight 2007, 290). State of the art scholarly literature enables us to map the main practices in the field, translated into indicators of internationalisation (Stavrou, Ballatore, 2017). In many countries, the higher education students and PhD mobility has already begun to change due to the spread of the coronavirus, lockdowns, but also Internationalisation Aboard (IA) and « hybrid » strategies adopted by national governments, European Commission programmes or higher education providers in Europe. We hypothesise that these policies, as well as travel restrictions, isolation or quarantine procedures, campus closures and border closures, have altered the nature of PhD student mobility and their experiences in France.

France was in 2020 the third most important host country for PhD students among OECD members[1] behind the United States and the United Kingdom. It is also one of the countries with the highest proportion of foreigners among doctoral students (40% [2]), alongside the United States and the Netherlands. However, even before the coronavirus crisis, this strong internationalisation has dropped in France, with a decreasing number of PhD student applications from both nationals and foreigners, at a moment when the number of PhD students is progressing nearly everywhere else in the world [3]. Can it be only explained by the shortening of theses' duration in France? It is necessary to underline a decreasing number of first doctoral enrolments too [5]. This decline is observed for all regions of origin. North Africa and the Middle East are amongst the most affected by this rapid decrease (-17% between 2013 and 2018).

That is why we have undertaken a quantitative study by questionnaire this November, to understand and analyse these trends and the immediate short-term effects of the pandemic on PhD students experience in France, as well as its impact on gender gap and other social inequalities among students, depending on their social and geographical origins. This work in progress will then focus on a mixed-method study that will advance critical analysis of the changes on PhD experiences and social disparities resulting from the pandemic within the context of other higher education changes. We will present in this panel our statistical analysis of the questionnaires sent to all PhD students enrolled in France. Hence, we will bring a new empirical contribution and compare it with other existing data and researches in the field of PhD international mobility.

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223 International Virtual Mobility: Is It An Option For Promoting The Internationalization Of Higher Education?

López-Duarte, Cristina (University of Oviedo, Spain) · Maley, Jane Frances (Sabanci University, Turkey) · Vidal-Suárez, Marta María (University of Oviedo, Spain)

Keywords: International Virtual Mobility, online mobility, COVID 19 crisis

International student mobility is one of the hallmarks of the European Higher Education Area. So far it has mainly relied on traditional physical mobility (TPM). International virtual mobility (IVM) is a more recent alternative that implies an online cross-border experience where students remain in their own country while studying at their host university. IVM is a rapidly gaining importance because it allows overcoming the traditional social and financial biases usually shown by traditional programs. The recent health crisis caused by the COVID-19 and its consequent mobility restrictions has brought increased attention to IVM. Furthermore, part of the students that were engaged in a TPM program along the Spring semester of the 2019/2020 academic year turned their program to a virtual one due to this crisis. The aim of this work is to get an approach to the students' valuation of IVM programs —pursued and achieved objectives, problems, advantages, etc.— and their willingness to engage on them. We have surveyed a sample of over 1,000 students from the University of Oviedo (Spain) that were engaged on or nominated for an international credit mobility program during the 2018-2019 (pre-COVID-19 crisis), 2019-2020 (COVID-19 outbreak), and 2020-2021 (ongoing crisis) academic years.

Our results show that a relevant number of students think that IVM is a good alternative to TPM when contextual factors impede or seriously difficult the latter (for instance, during a health or financial crisis); but not when these restraints are not present. Overall, IVM seems to arise just as a second-best option to be considered only when TPM is not possible. The reluctance to IVM seems to be clearly due to its shortcomings in the social arena: the factors that arise as the most relevant drawbacks of IVM are the lack of social interaction in and outside the university. Furthermore, the lack of face-to-face interaction with teachers and colleagues make students feel that they are not a legitimate part of the host university and impedes them to gain cross cultural skills. When focusing on the students that turned their program to a virtual one during the COVID-19 crisis, we find that they report a lower degree of achievement related to personal development, improvement of cross-cultural competencies, upgrading of their academic CV, and enhancement of their professional options. Just on the contrary, continuing with the mobility programme through an IVM option did not harm their achievements in terms of language improvement.

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104 Young People, Identity And Experience In Europe

Polidori, Alessandra (University of Perugia, Italy· · EHESS)

Keywords: young people, Erasmus, identity, cosmopolitan generation

I am currently pursuing a doctorate in Sociology; my areas of interest concerns youth and Europe. The focus of my research is the relationship between the experience of young people in Europe and identity construction.

The aim of the article that I propose is to analyze if and how the Erasmus context is a privileged moment of identity building for young people. I would like to conduct this analysis through interviews with international students and participant observation within the Erasmus Student Network (ESN).

The sociological literature has been inclined in recent years to associate uncertainty and passivity with young people that recognize themselves in the generation of precariousness. Faced with this not too reassuring panorama, we can think of adopting a more comforting look towards some concepts. The mood of the crisis is not the only shared place for the construction of identity, even nationality, a fundamental point of reference, should be integrated with others constituent elements derived from the individual definition based on the belonging to a collective. In this perspective, the identity for new generations is linked to national belonging but does not reduce there, it is in fact integrated by belonging to other categories.

One of these could in fact be the belonging to a mobile generation, a kind of cosmopolitan nationality. In recent years, in fact, there has been an increase in youth mobility in the countries of the European Union thanks to the studying and working programs of the Erasmus project.

Youth mobility outlines a scenario of participation, curiosity and interest in the otherness that partially undermines the vision of the apathetic and disinterested young person in social and political life. Spending a period in Erasmus does not aim only at university knowledge, but also at living new experiences, situations and meetings that form a wealth of narratives shared with peers who have experienced the same context.

It is in fact a profound sharing among young people of all that repertoire that entails the condition of a student abroad. Young people who participate in this experience are not limited only to university attendance, but also to the discovery of the country where

they are welcomed. We must ask ourselves if and how a context such as Erasmus can be considered an experience to which we can attach the construction of one's identity which brings with it shared languages, but above all the desire of young people to participate in community policies and to demonstrate an active part of society by releasing themselves the label of liabilities that is often assigned to them.

898   Are Universities Important For Explaining Unequal Participation In Student Mobility? A Comparison Between Germany, Hungary, Italy And The Uk

Schnepf, Sylke (European Commission DG Joint Research Centre)

Keywords: international student mobility, Erasmus+, unequal uptake, inequality, segregation

Policies supporting international student mobility prepare young people for the challenges of global and multicultural environments. However, disadvantaged students have lower participation rates in mobility schemes, and hence benefit less from their positive impacts on career progression. Therefore, policy makers aim to make mobility programmes more inclusive. Nevertheless, it is far from clear how policy design can achieve this aim. This study investigates factors driving unequal mobility uptake. It goes beyond existing research by not only focusing on individual choices but also on university characteristics, like university segregation, excellence and student support. In addition, the study is novel in comparing rich graduate survey and administrative data merged with university level ETER data across four countries. Multilevel regression results show consistently across all countries that disadvantaged students do not only lose out on mobility experience due to their background but also due to them being clustered in universities with lower mobility opportunities. Universities' support and excellence while important for explaining mobility uptake do not appear to mitigate unequal uptake in any of the countries examined.

583   International Student Recruitment And In-Bound Mobility In The Post-Pandemic World Order

Singh, Raghvendra (Northern Arizona University, United States of America) · Rust, Dylan (Northern Arizona University, United States of America)

Keywords: international student mobility, international student recruitment, international education post COVID-19, US higher education admissions

International student enrollments in the United States have grown exponentially in the last two decades, leading more US Higher education institutions to invest in international student recruitment to get a share of the global student market. Since international students traditionally pay the full cost of attendance, this strategy is also a reaction to US Higher education budget cuts which particularly struck public universities, since the Great Recession of 2008. However, the COVID-10 pandemic, along with the challenging global political tensions and the contracting economy of the leading nations that send international students to the United States, international recruitment in the United States is looking at some of the biggest challenges in a post pandemic world. New enrollments of international students in 2020 declined 43%, while even the pre-pandemic data of the Institute for International Education's Open Doors report from 2019-2020 highlighted a fourth straight year declines in new international student numbers as well as an overall decline in international students on American campuses (Redden, 2020). According to NAFSA: Association of International Educators (n.d.), the US Higher education institutions could see a loss of 3 billion dollars in revenue due to the major declines in international student enrollment.

Method

This paper focusses on the future of international higher education recruitment in the United States in a post-pandemic world by conducting a quantitative survey with 42 international admissions officers working for US higher education institutions. The survey questionnaire was developed to identify the most challenging factors for international student recruitment according to the international admission officers in US Higher education institutions in a post-pandemic world as well as how institutions have changed and adapted their strategies since the pandemic began.. The questions focused on economic challenges, support from university administration, virtual recruitment, online academic programs, working with educational agents and development of academic partnerships with local educational institutions.

Outcomes (expected)

The results obtained from the quantitative survey and by critically analyzing some of the existing challenges faced by US Higher education institutions in a pre-pandemic world the authors are able to emerge with a clearer picture of international student recruitment trends and strategies in the post-pandemic world.

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L.4. Educational Experiences of Youth NEET at Urban and Rural Areas During Covid-19 Pandemic and Future of New Education World

134 Educational Policies And Effects On Students In Rural Areas In Turkey At The Covid-19 Pandemic

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Keywords: Educational Policies, Distance Education, Rural Areas, Pandemic, Students

During the pandemic period, distance education has emerged as an important alternative to face-to-face teaching. In this study, the pandemic period education policies and activities in Turkey are examined. Also, the effects of these policies on the educational processes of students living in villages and rural areas are discussed. News on the official website of the Republic of Turkey Ministry of National Education (MEB) used for the determination of Turkey's education policies [1]. The policies during the pandemic period can be summarized chronologically as follows:

Hygiene in schools

International exit restrictions

Restricting activities (meeting, social event, etc.)

Interrupting education and training

Continuing education through distance education

Support activities for students

Psychosocial support activities

Expansion of training content (mobile applications, guides, counseling training, AI-based support applications, etc.)

Pre-Primary schools were opened under private education institutions.

All pre-primary schools and village schools opened.

Primary education level schools and some classes were by stages opened.

Also, MEB prepare various educational facilities for students:

Education Information Network (EBA) (Live courses, course resources, support services, applications)

Scheduled course broadcasts on TRT EBA Television Channels

Tablet distribution is approximately 500 thousand (included in the sim card and with the internet package)

Mobile EBA mobile support vans

Printed books (distributed free of charge to all students)

Mobile Applications

Different online resources

Guidance guides

The impact of the Covid-19 pandemic was limited in rural areas than in cities. In the first period, education decisions were made centrally and in a holistic manner due to uncertainties. According to a research report conducted with people living in rural areas between September 2020 and January 2021, 51.5% of those living in villages stated that there was no fixed internet in their villages, 26% had electricity cuts in their villages and 45.3% of their children did not have access to online education [2]. The report findings reveal a difference between cities and cities, especially in terms of information and communication technologies infrastructure. Considering the opportunities provided by the Ministry of National Education, educational content was delivered to the students living in villages (such as TV broadcasts, textbooks, mobile minibuses). However, problems with accessing online distance education applications, which feature particularly rich learning resources and where teachers and students come together in live classrooms, can lead to learning losses for students. However, in the same report, it was stated that students living in villages move more easily than those living in the city, they are less exposed to the visor effect and their daily lives are less affected [2]. In this respect, it can

be said that the negative psychological effects of the Covid-19 pandemic are less effective on students living in villages. Finally, after 2021, the policy change and the different evaluations of village and city schools are thought to be more appropriate in terms of the dynamics of both areas.

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756   Mobile Learning In Bulgarian Rural Areas During Covid 19 Pandemic

Milenkova, Valentina (South-West University, Bulgaria) · Lendzhova, Vladislava (South-West University, Bulgaria)

Keywords: mobile learning, rural Bulgarian areas, digital literacy, Covid-19, education

Mobile learning is a technologically created environment for learning and communication, in which users themselves publish lessons, data, and their experience as well as communicate with each other. The published information can be in different forms: text, images, audio, and video recordings. Unlike traditional learning, learners of all ages are actively involved in a two-way process of posting and informing, because people can not only read, watch or listen but also share, comment, and discuss. Online platforms greatly facilitate and support mobile learning, as they connect individuals regardless of distances or situations that do not allow face-to-face learning, as is the case with Covid- 19.

This article aims to examine the state of mobile learning in rural Bulgarian areas, presenting the policy framework in which the education processes themselves take place, and also show the various platforms and software products that are the basis of mobile learning. In addition, a specific case is analyzed - the situation with Covid-19 and how the Bulgarian education system is being restructured in the direction of mobile learning under the influence of the new pandemic conditions. The research questions are: is there a place for mobile learning in Bulgarian education? What are the specifics of mobile learning in the Covid-19 situation? What is the quality of mobile learning?

The article is focused on showing that Covid-19 put Bulgarian education in a situation requiring quick and adequate solutions and actions aimed at total and universal mobile learning, which, however, are not accepted and evaluated in the same way by the participating social actors.

The methodology is based on qualitative methods, under the national project "Digital Media Literacy in the context of "Knowledge Society": state and challenges", № КП–06–Н25/4, 2018, funded by National Science Fund – Bulgaria.

The main conclusion is that Covid-19 puts Bulgarian education in a situation that requires comprehensive and universal mobile learning, which is in line with the modern knowledge society.

Keywords: mobile learning, rural Bulgarian areas, digital literacy, Covid-19, education.

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242   School -To-Work Transition In Italy And Romania: The Role Of Education System

Neagu, Gabriela (Research Institute for Quality of Life Romanian Academy, Romania) · Rocca, Antonella (Parthenope University of Naples, Italy)

Keywords: transition from school to work, school effect, NEETs, cross-country analysis

Italy and Romania have some of the highest rates of NEETs in EU in recent years. It is a fact that this situation is a result of the interaction of individual, institutional and structural factors. One of these factors is the education system. The heterogeneity of NEETs is also given by their relationship with education: young people who left the education system early, young people who opted for short-term forms of education, others who have high levels of education.

The objective of this research is to examine the role of education in the trajectory of young people after leaving the education system and factors that influenced their exit from the educational system and their experiences as NEETs.

The data we will analyze are from the 2016 ad hoc module of Labour Force Survey „Young people on the labour market". It gives us an image both on the educational path of the NEETs and on the first years after they left the education system. This survey has the advantage of including several factors that are considered in the literature determinants for the educational and professional path of a youth: socio-demographic characteristics (gender, level of education, degree of urbanization), family background (family size, level of education of parents) and characteristics of the educational system (organizing education by levels and specializations).

Through statistical comparative analysis we expect to get a more complete picture of the role that it plays in the success or failure of youth transition to the labor market the education system. The results of our research are able to support the exchange of best practices between countries, between institutions, between specialists.

768 Inclusion For Neets. Perspectives And Proposals

Stillo, Lisa (Università di Roma Tre, Italia)

Keywords: NEETs, Distance Learning, MOOC, COVID-19

Today, the Neets population is increasingly rising, and it includes people who live in very different conditions. Thus, it is difficult to hypothesize the right answers for needs which emerge (Agnoli, 2014). The Covid-19 crisis has further worsened the social and working exclusion of the young people, (Ilo, 2020) moreover it has pointed out the potentialities and weakness of the technology, both within training and working dimensions. This research, which is a part of a PRIN (Project of Relevant National Interest) named "RE-SERVES", shows a pilot project involving some young Italian Neets from 18 to 29 years old which attend a MOOC (Massive Online Open Course). From the study of literature (Acosta, Otero, 2014; Barbas et al., 2017), it emerges there are little programmes of distance learning dedicated the Neets, nevertheless this kind of programmes are suggested as possible effective tools in order to empower young people who are not in education, training or employment. In fact, distance learning is flexible relating to the users' needs and, moreover, the use of new digital applications fosters in itself the develop of digital skills, which nowadays are fundamental to be oriented in the contemporary society. Specifically, this paper aims to illustrate the findings of the interviews carried out to some stakeholders involved both in social and working inclusion projects for Neets and in labour policies. These results have been crucial for the implementation of the MOOC.Agnoli M.S. (2014) (a cura di), Generazioni sospese Percorsi di ricerca sui giovani Neet, Milano: Franco Angeli editore.Acosta, E. Otero, E.j.j.. (2014). Comparisons of young people´s educational aspirations on MOOC. Global Journals. 14. 25. Barbas M, Branco P. Loureiro A., Matos P. (2017), NEETin with ICT, Educational Research 5(4): 537-543Ilo and UNICEF (2020). International Labour Organization and United Nations Children's Fund, 'COVID-19 and Child Labour: A time of crisis, a time to act', New York, 2020

L.5. Re-Inventing the Integration Between Formal, Non Formal And Informal Education (After Pandemic Time)?

330 In Teams … Only Connected: Re-Read And Re-Signify The Experience Of The Civil Service At The Time Of Covid 19

Capo, Marianna (Università degli Studi di Napoli Federico II - Centro di Ateneo Sinapsi, Italy)

Keywords: experience, storytelling, training, competencies, reconnaissance.

This contribution focuses on the educational experience of volunteers of the Civil Service, involved in a project called "Advocacy and inclusion of disabled university students", from Centro di Ateneo Sinapsi operational sections. Target: 27 volunteers of the National Civil Service – gradueted in high school and university, average age about 25 – placed in different sections: disability, educational success, employability and anti-discrimination. The training has taken place in the "Laboratorio interattivo per la promozione dell'occupabilità (SPO)", and planned some autobiographical-narrative tasks designed to self-assessment of skills and sources acquired by students in different learning contexts, official and informal. In particular, at the end of this training, there has been a dual objective: allow the partecipants to lead in a role of reconstruction, documentation and enhancement of their educational experiences, professional and of life, and due to the pandemic, restore the experience of the civil service. At the close of the year of the civil service, that has been projected and realized for the activities of employability, there has been also a training module who invites young people to reflect and understand consciously the final experience. The journey has been structured in 3 meetings: the first two for the execution of interviews in a group in order to reorganize the experience of the civil service based on the increment of transversal competences, the last one has been focused on a challenging experience that turned out to be different than it was expected. The current pandemic situation forced a radical change in the management of both meetings and civil service works, Microsoft Teams has been used for the provision of training activities. In the first rendez-vous volunteers have been asked to find a metaphor or a symbol to describe the experience of the civil service, to write the motivation and to share it with the group. After that, an activity to introduce the digital story telling has been proposed, leading to the realization of a digital portrait. In the second rendez-vous, digital portraits have been shared; finally, in the third we proceeded in a summary of the formative experience. The introduction of the digital story telling has been realized from different incipit: a self-describing narrative text, the preparation of a digital portrait trying to make it easier for young people to get involved in the experience of the civil service in personal events. At the end a review has been made for educational and volunteering activities. This contribution concludes with a reflection on the unexpected effects and new frontiers of recognizion and reconstruction of experiences of life and/or training. The partecipants, for solidarity and social benefits, have shared this purpose of the lab considering it useful for an inclusion of a future job; due to the assessment questionnaire it showed up that, despite the social distance, young people have appreciated this positive experience, percived it as a successful opportunity for highlight personal values and ideals; and awareness that lead them to future goals.

305 Evaluation Of Educational Credentials For Young Refugees Inclusion: An Exploratory Research

Colosimo, Marianna (Università degli Studi di Bari "Aldo Moro", Italia) · Scardigno, Anna Fausta (Università degli Studi di Bari "Aldo Moro", Italia)

Keywords: non-formal and informal learning, skills, migrants, cultural and professional integration, educational processes.

The Covid-19 emergency contributed to amplify the problems of social inclusion for migrant people, with an emerging need of change in social and educational policy. A valuable response can come from a better integration between formal, non-formal and

informal learning, with particular attention to the recognition of educational credentials (Merico and Scardigno, 2020). In fact, the process of recognition and consequent validation «can increase participation in lifelong learning and access to the labour market» (Council of the European Union, 2012, p. 3; Souto-Otero and Villalba-Garcia, 2015, p. 588).

This contribution focuses on experiences of validation of learning and skills of migrant people, by highlighting the role played by an improved integration between formal, informal and non-formal education systems. Specifically, the results of a first critical review on the subject will be presented, with a focus on good practices in some Northern European countries.

The purpose of this research project was to reconsider the value of lifelong learning processes for people with a migrant background. The guiding assumption links the building of a "polycentric" educational system to the generation of new chances of cultural and professional integration of young migrants, whose needs are particularly challenging for the educational and training system.

To this end, we conducted an exploratory analysis of the scientific literature by using the key words technique and interrogating some Online Databases and international search engines. The measures adopted and described in the European Inventory on validation of non-formal and informal learning, show the importance of ensuring that recognition services must also be integrated with other forms of access to studies and employment, as migrant people «are not a uniform group, but very complex and heterogeneous» (Clayton, 2005; Sainsbury, 2006; Souto-Otero and Villalba-Garcia, 2015, p. 596).

Furthermore, the literature review shed light on the importance of guaranteeing a more fruitful dialogue between local governments and civil society, together with the need of specific measures supporting tertiary education, especially towards young refugees, as several Italian Universities have already experimented by enhancing informal education and skills acquired in non-formal contexts.

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348 Re-Contextualising Education In Pandemic Time: Doing Education Out Of School

Crescenzo, Nadia (Università degli studi di Salerno, Italy)

In the public debate that developed during the first phase of the pandemic, there was acute concern over the forced closure of educational institutions, also linked to the difficulty in finding spaces for teaching. On the contrary, the "indefinite" suspension of many (if not all) of the no schooling experiences - and, therefore, of the other "spaces" of education - has remained silent, practically ignored by the press and public institutions. Yet, the health emergency has severely limited - to the point of almost canceling - the opportunities for non-scholastic education for children, young people and their families: from sports, to recreational and recreational activities, up to all projects and actions that fall within the broader sector of non-formal and informal education.

On this basis, the paper aims to investigate three aspects.

In the first instance, through the presentation of the preliminary results of a background research, it intends to verify how some experiences of no schooling have been redefined during the pandemic, both in the practical dimension and in the necessary rethinking of the basic assumptions.

Secondly, it is proposed to verify the basic characteristics of some project interventions, including experimental and innovative, of non-formal and informal education developed during the pandemic period, albeit in accordance with the indications provided by the guidelines drawn up at the various levels of government.

Thirdly, it is proposed to present the preliminary results of a reasoned review of the debate (national and international) on the relationship between schooling and no schooling that took shape in the pandemic phase, to verify the challenges and problems identified.

In this direction, the health emergency seems (albeit implicitly) to bring to light an "old" debate, which developed from the 1970s onwards and which then found new impetus at the beginning of the new millennium: that on the importance of the experiences that take shape in what Mannheim would call the "educating society", or rather on the promotion of useful tools to offer a response to the social, cultural and educational needs (and requirements) of young people in a historical period in which the paradigms of flexibility and resilience play a decisive role.

The phase from which we are still struggling to re-emerge seems, that is, to reaffirm once again the "renewed" need - to take up the words of Lynne A. Chisholm (2008) - to "recontextualize" learning and to remodel the relationship between the different dimensions of education, emphasizing in particular the importance of focusing attention on the "times, opportunities, spaces and actors" of no schooling.

In a historical moment in which there has been a real unhinging of social relations, the operative hypothesis underlying the paper is to verify whether and to what extent the learning opportunities "outside the school" are able to offer children and young people the opportunity to acquire knowledge and develop skills and abilities capable of encouraging their participation and protagonism, as well as contributing to the formation of the individual character and regaining possession of the educational spaces following the health crisis due to COVID-19.

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317   Educational Poverty In Italy. An Analysis Of Educational Inequalities From Teenage To Preadult Life

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Keywords: Social Inequalities, Life courses, Educational Poverty, Pseudo-Panel, Testing and Measurement

The term "educational poverty" has been dealt with in numerous investigations in the field of sociology and economics of education (Allmendinger, 1989, 2016; Solga, 2002; Lohmann and Ferger, 2014; Pratesi et al., 2020). The multidimensional vision of poverty has led many authors to interpret basic competencies as an essential dimension of well-being, since they contribute to avoiding the risk of poverty and social exclusion, especially in terms of generating resources potentially capable of igniting personal empowerment (Stromquist, 2009; Nussbaum, 2010; Metcalf and Meadows, 2009).

Researchers from the NGO Save the Children (2014) provided a definition that describes educational poverty as the process of restricting children's right to education and depriving them of their opportunities to learn and develop the abilities they will need to be successful, in a rapidly changing society. Along with this discourse, educational poverty tends to reverberate itself through a vicious circle, passing from generation to generation and depriving adolescents of the effectual prospect to know, to be, to live together and to act (Corak, 2006).

We then present and discuss outcomes from a research comparing young Italian students at 15 years old and at 27-28 years old. The research aim is to understand if and at what extent educational poverty assessed at low secondary school resonates later at pre-adult age. By means of a pseudo-paneling technique, OECD-PISA waves 2000 and 2003 data on Italian students' performances in basic competences have been linked to the OECD PIAAC 2013 data on Italians pre-adults' performances in basic competences. In

addition, we observed the effects of social origin on basic competences at "t0 - zero time" (first observation on PISA datasets) and at "t1 first time" (second observation on PIAAC dataset). Specifically, observed and compared basic competence are those captured by tests on literacy and numeracy in PISA and then in PIAAC (since the PISA operational definition of reading literacy coincides only partially with the PIAAC definition, operations of alignment have been inserted).

Following a pseudo-longitudinal approach, given the retrospective structure of the data collected, the analysis also allows to observe the effects on educational careers and on the risk of early school leaving and drop-out.

In our analysis, we framed whether social inequalities at the origins follow a trend of the type "systematic bias" (moderate deviations between origin and t0 produce increasing effects over time, that is at t1) or an accentuated widening of the gap based on ascribed variables (social origin, gender, migratory background, geographical location).

Ascribed variables have indeed a specific influence on basic competences at the two different observed stages. In addition, a substantial share of the Italian young population keeps on having poor basic competences from early stages (at school) to the pre-adult stages (when studies were completed), while another significant share even deteriorate those competences. This latter population has the greatest risks of being entrapped in a permanent status of educational poverty, with all the resulting multi-dimensional consequences.

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387 We Are Still Here! School- Vet Alternance Between Engagement And Dropout Risk. Evidence From European Practices During The Covid-19 Pandemic

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Keywords: Inclusion, youth disadvantage, Covid-19 pandemic, dropout risk

Covid-19 pandemic has trigged an educational crisis which has imposed a rethinking of traditional educational methods towards new teaching spaces and times (Ciurnelli and Izzo, 2020; UNICEF, 2020; Win et al.,2020). The sociology of education has opened a broad dialogue on global education, youth educational needs, the role of education in dealing with the crisis and on the emergence of new and old inequalities in the educational system (Colombo et al., 2020; Giancola and Piromalli, 2020). The reflection on disadvantage groups has assumed a crucial role in the scientific debate, requiring new perspectives of analysis. In the field of educational policies, the pandemic has imposed a macro-level redesign, requiring a review of existing programs, both at national and international level, in order to address the new needs arising. In this context, especially for projects providing exchanges of good practices, such as the FAMI- Fondo Asilo Migrazione e Integrazione (NO3 - Capacity Building exchange of good practices) they have imposed a reshaping of the objectives and inclusion strategies. The paper aims at describing the remodelling of the "Young in & up" project based on the exchange of practices between Portugal, Italy, Germany and Belgium on the topic of inclusion of young people with a migratory background in school-VET alternation paths. Starting from the description of previous pre-pandemic projects on the same fund (Lamonica et. al., 2020) the authors will develop a critical reflection on the new tools and strategies implemented by the partners, in order to face the new challenges rising from the pandemic. The study was conducted through qualitative tools and methods (focus group, semi structured interviews, evaluative brainstorming) with the aim to answer to different research questions: What new pedagogical plans have partner countries put in place to encourage the engagement of students with a socio-economic disadvantage? And what organisational innovations have been implemented? What differences and common strategies emerge between the different educational systems analysed? The results of the international comparison will offer a multilevel reading both from a pedagogical and organisational point of view, through students, teachers and stakeholder perspective. In addition to this, new insights will be provided on new perspectives of cooperation between the VET and the education system, in order to include the most vulnerable youngest in educational programs.

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599   Rethinking School And Professional Orientation In Non-Formal Education Contexts. The Case Of Italian Universal Civil Service

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Keywords: Youth work, school-to-work transition, biographical interview, civil service

The universal civil service is a proposal of the Italian State addressed to young people between 18 and 28 years of age to carry out an unarmed and non-violent defence service of the homeland and education for peace among peoples through actions for the community and the territory. An educational and training purpose is also envisaged about the civic, social, cultural and professional training of young people.

Although it is not an active labour policy intervention, some research showed how this measure contributes to training skills that are also useful for the labour market and to improve the employability of young people. The 2017 reform and the subsequent circulars have further accentuated the emphasis on the axis of training support also in the employment perspective. With the 2019 call for projects, the certification of skills acquired and tutoring activities aimed at the orientation and job placement of young people leaving the civil service were promoted.

The results of a three-year tutoring experiment carried out in northern Italy (Brescia) on 50 young people leaving the civil service are discussed. The experiment adopted an approach to guidance based on the model of socio-educational animation consistent with the overall structure of non-formal education activities provided for in the civil service. This model focuses on the construction of a trusting relationship and the promotion of personalised pathways, combining in a flexible way different orientation and activation tools to achieve the objectives identified by the young people. A team of sociologists and youth workers with experience in the field of orientation co-constructed the research path with the young people initially through individual work sessions and, later, also through small group workshops. The intervention was repeated to the contingents of the following years.

The methodological cornerstones of the project are: 1) the biographical interview, aimed at reconnecting and giving meaning to the various fragments of experience; 2) the development of action plans capable of mediating between dream and reality; 3) the analysis of the context, used to identify places of work that are attractive and similar to the values and the idea of work of the young people; 4) the accompaniment and support during the implementation of practical projects; 5) the direct intervention on the local network of businesses and third sector realities.

The accompaniment process allowed the researchers to analyse the biographies as they were being constructed, to map out the difficulties and limits that young people perceive about themselves and to a labour market that is often perceived as hyper-competitive, uninvolving and short-lived. At the same time, it highlighted the importance for young people of self-recognition of their history, the effectiveness of intergenerational comparison and the resource of the community and local networks. The course, during which some young people chose to resume their studies, highlighted i) the limitation of the current civil service tutoring guidelines, which are strongly unbalanced on work orientation ii) the need to develop an approach to mentoring coherent with the overall structure of the proposal or civil service.

545   Toward Understanding Potentials, Limits And Challenges Of Cooperation Between Youth Work And Schools In Pandemic Time

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Keywords: youth work, school, Covid-19, young people

A diffused warning has been globally raised by international organizations on the impact of the Covid-19 pandemic on young people (e.g., United Nations, OECD). Concerns have been expressed for a possible lockdown generation particularly exposed to unemployment, more uncertain life trajectories and worsen wellbeing.

From a sociological perspective (Lucini, 2014), the resilience of the educational system to the pandemic disaster should not be intended as a restoring process of a previous equilibrium, but as the ability to activate new processes of reflective learning and innovation in order to contain damages and to take advantage of opportunities. There are at least three major challenges that the broader educational sector is called to face: the social, psychological and educational impacts on more vulnerable youth groups; the support to educational and work transitions in order to contain the scarring effects caused by the increased difficulties to enter in labour market or the early start of a precarious job career (Mousteri et al., 2018); the creation of spaces of youth-adult cooperation to face the loss of inter-generational trust caused by the pandemic (Morciano, 2021).

The paper presents a preliminary research on how these challenges would be more effectively faced thanks to an improved cooperation between the youth work sector and the school system. The objective is to identify and discuss main potentials, limits and challenging issues toward jointed models of intervention based on the continuum between formal, non-formal and informal education/learning. To this end, the paper presents a review of the international research literature on a range of different topics: school-based youth work and youth work as a border pedagogy (Blackham and Smith, 2018); the frame of open education promoted by the European Union (dos Santos, 2016); first studies of projects oriented by the principles of "educating community" and "open school" which have become rather popular in Italy.

In conclusion, the paper discusses new possible research directions on the cooperation between youth work and schools in the face of the immediate and long-term impacts of the pandemic crisis. The discussion is also based on an exploratory mapping of possible case studies of cooperation during the Covid-19 emergence.

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722   Formal, Non-Formal And Informal Education: Integration Is Possible

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Keywords: Informal learning, unschooling, formal education, integration, homeschooling

Educational neuroscience shows that informal learning is led by the biological laws of learning processes: it's the most natural and efficient way to provide quality knowledge and to improve cognitive and social skills, soft skills and executive functions. It also increases motivation, creativity and happiness and promotes life-long learning in the young person as well as in his/her living and social environment.

Infants and very young children naturally learn in this way.

If children are free to learn independently, if they are active protagonists of their learning process, formal or non-formal learning usually starts spontaneously from curiosity and creativity, which have been activated by an informal and experiential approach.

Informal education is typical for Homeschooling and Unschooling because they allow more flexibility than school in time and space management, in the choice and use of materials and contents; the learner in these cases is more active, involved and motivated; the catalyst of informal learning processes is the living environment together with the co-learning of children and parents.

On the other side, formal education typically takes place at school, because the learning times, spaces and contents are more restricted and formally structured, as they are separated from the complexity of the real world and outside of the learner's decision spectrum. Formal learning is teacher-centred and oriented on labour market.

Pandemic has shown that through distance learning it's possible to widen learning spaces, but this isn't enough for a real integration between formal and informal education.

In North-America (U.S.A. and Canada) and in the United Kingdom, where governments recognize and support Homeschooling and Unschooling, the cooperation and integration between school and unschooling approaches is a usual practice: homeschoolers attend school part-time or on demand, they participate to school trips and workshops. This leads to a synergy among students, parents and teachers or educators.

In Italy, informal educational practices are mostly considered as an alternative to school and take place outside of it: education is either formal or non-formal. As homeschooling mother and public school teacher I experienced the limits of this opposition.

The increasing homeschooler and unschooler movement could help to balance the traditional predominance of formal education and its actors.

From the integration among all these options depends the future of education and youth in the future. Maybe it's one of the few solutions of the educational crisis the pandemic has amplified.

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L.6. Beyond Formal Education? Young People and Alternative Non-Formal And Informal Learning Times and Places

678 Informal Learning In The Local Community. The Tessere Cultura Project

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Keywords: informal learning, urban pedagogy, civic education

The urban space provides numerous opportunities for project-based learning, by fostering civic awareness and encouraging participation through nonformal and informal learning opportunities. The local community becomes a space of deep learning as a result of cultural affinities, the transmission of implicit and explicit values, and the generation of meanings and symbols that emerge and spread over time (Ellerani, 2013). In this sense, the goal of our work is not only to demonstrate competencies acquired through non-formal and informal learning processes, but also to describe the contexts and generative challenges of those processes so that we can better understand how learning occurs. Such generative contests have the potential to influence the construction and redefinition of the social community while also improving professional autonomy, motivation, and re-activation, as well as civic rights protection.

On these premises, our work presents the case study of the Tessere Cultura project (https://www.tesserecultura.it/), which was realized in the city of Ragusa (Sicily, Italy) with the support of the local municipality and local associations. Our goal was to highlight Ragusa's public assets as well as the efforts of local youth organizations in order to provide young people aged 20 to 35 with new opportunities for civic engagement and cultural expression. Through an auto-ethnographic analysis (Ellis & Bochner, 2000; Roth, 2005) conducted over a year (November 2019 - November 2020), we identified numerous positionings in the study's context, including those of a researcher, participant-observer, designer, and activist, all while working in a continuous field of research and total immersion. What processes of activation and transformation have occurred in young people? How has urban space evolved as a formative space?

The Tessere Cultura project had a formative and transformative impact on the participants and the local community. Knowledge of material and immaterial cultural heritage has become a means of bringing young people closer to their city through the implementation of workshops, formative activities, and interviews. The young participants encountered marginal urban spaces and developed a relationship with the commons good that goes beyond mere enjoyment (Ruggiero & Graziano, 2018). This project was able to elicit collaborative and cooperative processes of participation from the local residents, as well as to activate practices of continuous care for the city. In light of the recent debate on civic education and the promotion of inclusive processes in the pursuit of active citizenship, this project is significant for ethical and political implications.

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842 International Youth Work. Assets And Challenges

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Keywords: Youth work, Erasmus+/Youth in Action, EU Youth Programmes, Non-formal education

INTERNATIONAL YOUTH WORK: ASSETS AND CHALLENGES

Youth work is known as an ideal space for non-formal education and informal learning. International youth work is expected to offer additional advantages for young participants, for instance opportunities to acquire and improve language skills and intercultural learning. Transnational research analysing the assets, but also the challenges and potential for improvement of international youth work is, however, scarce. This lack of research explains, in part, the continuing lack of recognition of non-formal education and learning in the youth field in general and when it comes to international youth work and learning mobility.

The RAY (Research-based analysis of European youth programmes) Network is an open and self-governed European research network of National Agencies of the European youth programmes and their research partners, counting currently with 36 partners in 34 countries. The network conducts mixed-method research on international youth work and the European non-formal education programmes 'Erasmus Plus´, ´Youth in Action' and 'European Solidarity Corps'. These programmes focus not only on youth learning mobilities but also on cooperation for innovation among youth work organisations, on support for youth policy and for sports, among others. This paper presents findings from different RAY research projects that monitor and analyse the European programmes. It also gathers findings of projects that focus on the programmes' effects on participation and citizenship of European youth, capacity building of European youth workers, citizenship education and learning made available for the youth, and the effect of the corona pandemic on European youth work.

Main results show that International youth work treats many different topics and addresses a variety of target groups within the youth population, offering prolific ground for informal learning processes and competence development, related but not limited to active citizenship and multiculturalism. However, it is also shown that non-formal education has largely ignored digitalization and faces currently the major challenge to adapt its methodological approaches to face-to-screen situations. It has, in other words, confined itself largely to physical, face-to-face, formats – leading to additional difficulties in the context of the corona pandemic.

729 Activism And Ngo Involvement As Successful Practice Of Informal And Non-Formal Learning : From A Student Activist Herself

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Keywords: student activism, NGOs, learning environments, innovative pedagogies, youth movements

Nowadays, especially in the time of the global pandemics, learning and education can take place anytime and anywhere, with the spaces where learning occurs being incredibly and increasingly diverse, yet deeply and surprisingly interconnected. Even before the pandemics, we were able to observe a drastic struggle of schools and formal environments to meet the needs of students and other learners in the society that is rapidly changing from a technological, demographic, societal and environmental perspective. Educational systems, which are way too often rigid, non-flexible and obsolete fail to meet those needs of learners and do not provide them with skills to keep them relevant actors in current issues of our society. Offering a rich diversity of learning environments, and recognising the importance of the latter, is therefore of great value and event greater significance to learners in today's world.

One of the main issues that we observe when talking about equal recognition of the three types of learning is that outcomes of learning outside formal settings (non-formal and informal learning) are a way to often not regarded in the same way as those produced within them. If we wish to encourage learners to shape and adapt to the world around them, we must designate equal value to all learning environments and work towards building cooperation and seamless transitions between them. We should explore possibilities of using non-formal techniques in formal education (innovative pedagogies such as problem-based learning, project-based learning, and co-working with peers are some non-formal methods that can be used in a formal context by educators in order to learn content faster and create connections between students), building synergies between teachers and non-formal educators and providing spaces for the exchange of tools and methodologies between learning environments. Building cooperation between the two sectors is especially crucial because research shows that young people acquire the majority of their skills (such as critical thinking, digital literacy, citizenship skills, etc.) through engagement in youth movements or other forms of activism, labeled as non-formal and informal learning. Should formal education fail to recognise those efforts, students could be left overburdened with work, lacking motivation, and apathetic towards informal and life-long learning.

That NGO sector truly is an important learning environment that teaches students how they can participate as positive actors in society, shows the case of student activism in the global movement Fridays for Future. By taking the streets to demonstrate for the climate, school students all over the world managed to include the issue of climate change and environmental awareness in the school curriculum. This shows that informal learning environments are capable of responding to present-day challenges better and faster than traditional formal schooling contexts and that synergies between the systems are possible and very much effective.

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228 Serious Games And Non-Formal Learning In The Classroom: The Experience Of "Sicuri Si Diventa"

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Keywords: Serious game, participatory learning, non-formal teaching activity

Serious games, research has shown, have proved to be an effective alternative tool for educators in a wide range of different learning contexts (de Freitas 2006; Carvalho 2017; Zhonggen 2019). Educational elements become part of the gameplay and players are engaged in learning activities through entertainment. Easiness in use, surprises in the story-script, and open ended situations have been found to be influencing factors for the learning outcomes, especially among young players (Iten & Petko 2016; Wouters et al. 2017). Although they could be classified as a non-formal, ICT-based learning activity (Colardyn & Bjørnåvold 2005), serious games can be easily integrated into the structured learning that takes place in middle and high school.

This paper presents the results of a two-year participatory research conducted in 7 Italian schools with the goal of developing a new educational tool about occupational safety for the work-based learning program that is currently mandatory in Italian high schools. The research was conducted as part of a project that saw the collaboration of the University of Bologna with INAIL (Italian National Institute for Insurance against Accidents at the Workplace) and local health authorities from 3 different Italian regions. Feedback from different groups of high-school students and teachers was collected and analysed before, during and after the development of the tool, in order to co-create a product that was promoting a "skills-based" learning through experience, and was connected to the resources that are part of young people's everyday life.

This insight helped the researchers, supported by a team of developers, create a serious game titled Sicuri si diventa (Becoming Safe), a management simulation game set in a 3D environment. As an RPG (role-playing game), it provides players with an empathetic experience, where they are transported into the role of a junior safety manager, initially guided by a senior manager who explains the basic rules and regulations that have to be followed to guarantee the workers' safety. The senior manager then leaves, entrusting the player with the responsibility of keeping the company productive and safe at the same time. The video game is not designed to replace the settings and contents of formal knowledge. While it can be used in the classroom to promote awareness, curiosity and desire to learn, the game keeps its original character: an informal, enjoyable opportunity to practice one's performance in the

competition for simulated occupational safety. Aware of the fictional dimension but driven by the context, identifying with the role they are given and going down wrong and right paths, the players learn that safety and profit are not conflicting objectives.

The experience gained from the process of development and testing of Sicuri si diventa is used here to explore the role and potential of non-formal, ICT-based educational tools in a formal teaching environment. We argue that the high levels of satisfaction shown by the students who tested the game prove that this kind of non-formal learning experiences provide a valid support to formal training and a useful addition to structured school programs.

154 It'S Even More Complicated! The Influence Of Media Practices In The Development Of Adolescents' Identity

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Keywords: digital citizenship, online media practices, adolescents, identity development

ABSTRACT

Social media have long been considered both a strong driver of peer-to-peer social relationships (Caron & Caronia, 2007) and an important ground for the constitution of participatory cultures that promote informal learnings and opportunities for the construction and negotiation of one's identity path (boyd, 2014; Ito et al., 2010; Jenkins, Ito, & boyd, 2016). Particularly in the last decade, the infosphere (Floridi, 2017) has been traversed by a development that, while expected, has surprised in terms of rapidity and profound transformation of teenagers' online practices (Riva, 2012). If the phenomenon has been largely investigated for childhood, especially when considering the cognitive impacts on learning dynamics, local and specific studies on relational dynamics in adolescence are limited (Bissaca, Cerulo, & Scarcelli, 2021). Therefore, there is a need to analyze the ways in which young users of digital technologies stage themselves as a function of a multifaceted social paradigm and of the opportunities offered by the communicative environment generated by ICTs.

The research, which involved 1657 students (14-19 y.o.) from ten secondary schools of different curricula in the metropolitan city of Bologna, intends to investigate, from an exploratory-phenomenological point of view, the influence that adolescents' online practices (video-social platforms, gaming, etc.) have on the development and negotiation of their identity. Has the transversal and pervasive change generated by digital tools and environments affected the ways in which adolescents perceive themselves, negotiate their identity and their role in the peer group? What challenges and critical issues arise for identity development from digital consumption?

What emerges is a picture in which technologies are mediators of fundamental importance in the relationships of young adolescents; a situation that has been further emphasized by more than a year of health emergency with consequent lockdown and closure of schools. The figure of peers, even those known and frequented exclusively online, as well as that of influencers, play a very important role in the negotiation of the identity of young people and in the construction of their relational dynamics.

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435 Twitch In Pandemic Period: From Streamer To Worker. The Strategies Of Influencing And New Job Aspirations In Young Adult (Abstract)

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Keywords: Streamer, Twitch, para-social, media influencing strategies

Introduction

Twitch is currently the largest live streaming platform (Social Live Streaming Service, SLSS), with over 2 million viewers and over 90,000 broadcast/day. Twitch offers a personalized entertainment experience that is as enjoyable as possible (T. Wulf et al. 2018). It mainly involves males (81.5%), and 55% has an average age of 21 (J. de Wit et al. 2020). It is a form of para-social interaction (Horton, Wohl 1956), which fosters long-term involvement with streamers, comparable to a sort of friendship (Payne, Keith, Schuetzler, Giboney 2017). Twitch is intended as a combination of "hot" an "cold" media (Luhman) and, today, could be considered as a digital learning paradigm, based on digital co-presence, partly different from physical co-presence (V. Diwanji et al. 2020). Its use is favored by what has been studied by the Theory of Uses and Gratifications (UTG): people actively seek, consume and participate in media that meet their individual needs (Z. Hilvert-Bruce et al. 2018). Twitch has grown a lot during the Pandemic period. Streamers have represented 'resilience trainers' through entertainment. We want to explore: How Twitch change the future life/job planning look? How Twitch develops resilience skills? How do streamers shape future job skills?

Methods

Our research is based on the resumption of a research done in Germany (D. Gros et al. 2017). We adapted the survey to our situation and administered it to a random sample (opportunistic) of 870 subjects. The subjects were recruited directly into Twitch Social Groups or in linked Social Groups (Instagram, in particular). The 'good questionnaires' are equal to 73% and far exceed the data collected by German colleagues. The questionnaires consist of closed questions with a Likert scale of 5 (completely agree, completely disagree; very strong impact, very weak impact) and some open questions.

Results

The study demonstrated the informal educational potential of SLSS, showing the impact of leisure on formal activities. In particular, it highlighted how the concepts of interaction, immersion, interactivity will be increasingly important in everyday experiences. This will also have repercussions on future job experiences, which will be increasingly characterized by para-social and not just social relationships. This shows that the model that opposes 'real' and 'virtual' activity is not correct. It also shows that the new media professions (Influencers, youtubers, streamers, ecc.) represent very powerful indirect-social-training- models and have the power to influence and modify many other professions.

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L.7. Learning digital creativity in formal and informal environments: Challenges and opportunities for education

364 Surviving The Ph.D.: The Use Of Memetic Creativity In Informal Networks

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Keywords: Meme, Social Media, Connective Action, Ph.D., Polyvocality

"I was so happy, and then the paper's reviews came back", "Are you familiar with Maleficent? Yes, she's my supervisor", "There is no more coffee in the house, it must be deadline time".

The publish or perish imperative, the relationship with the Ph.D. supervisor or the overwhelming feeling of a deadline are just some of the major stumbling blocks that a Ph.D. student must deal with.

It is said that "misery loves company" but due to the high mobility and the individualistic structure of the doctorate, that fosters the competition and the work alone, many times it's hard for Ph.D. students to find a stable group of peers to process with these intimate or stigmatized aspects of their experiences.

The informal online communities of Ph.D. students seem to be a collective response - although partial and unstructured - to these needs, constituting safe places in which to find support, exchange opinions or simply share the difficulties inherent to the long process of writing the dissertation.

Within these digital groups, the narration of the constitutive aspects of one's experience is often told with the use of memes: transmedia symbolic forms (Shifman 2014) that use individual experience and, tapping into shared popular culture and practices (Knobel and Lankshear 2007), generate a collective knowledge within the online spaces that they are created in.

Memes, through the practices of produsage (Bruns 2008) and vernacular creativity (Burgess 2006), stimulate a participatory process that acts on two levels: an individual level, in which each student can share their personal and intimate point of view (Grundlingh 2018) concerning the doctorate, abandoning the academic logic of a self-representation that requires being always impeccable and self-sufficient; and a connective level, in which the ability of memes to trigger the reactions of alike users allow them to build ad hoc communities (Bennett and Segerberg 2013) in which members can discuss even the "dark side" of the Ph.D., such as the impact of the program on the psychophysical and social health of doctoral candidates, the high workloads, or the uncertainty about the future.

Using as a case study the Facebook page "High Impact Ph.D. Memes" and its related pages, this research aims to investigate through content analysis how digital creativity contributes to shaping online networks of doctoral students. The analysis examines the role of Facebook's affordances in enhancing the structural and functional characteristics of memes and the resulting forms of polyvocal public conversation (Milner 2013) that create a collective knowledge. Therefore, the study explores which are the constitutive elements used in the memetic narrative of the Ph.D. and what are the main issues that students face in their doctoral path.

Grounding into the logic of participatory culture, the memification of the Ph.D. experience foster forms of digital creativity that promote participation and encourage the creation of a public discussion where peers can share through humorous contents their own experience and learn in an informal environment the best practices on how to "survive" the Ph.D.

705 Measuring The Impact Of Digital Fabrication In Schools: A Randomised Controlled Trial

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Keywords: digital fabrication, fablab, creative pedagogy, creativity

Nowadays, it is clear that new skills are required for students to feel empowered in the digital era. These include creativity, leadership, communication, adaptability, curiosity, and basic ICT literacy. However, it is not yet clear how these skills can be better promoted and which methods are most effective.

This study presents a project which leverages digital fabrication tools to promote these skills of the XXI century. The project is called Teens4Kids and has involved over 850 students in the period 2018-2020. The project trains teenagers to be able, in turn, to teach primary school students digital creative skills with coding, 3D printing, laser cutting, and electronics. The teenagers follow technical classes as well as pedagogy classes offered online by MIT on creative learning, and then they train kids in primary school on digital fabrication.

In addition, the paper presents the methodology developed to assess the effectiveness of the project through a randomised controlled trial. By doing so, the study aims to provide a basic framework for the assessment of digital fabrication in school to promote the learning of new skills, which can be of interest for future assessments in this area.

658   Instagram And The Television Fiction Series El Internado: Las Cumbres. New Narrative Prosumer Trends

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Keywords: Social media, series, teenagers, prosumer

Currently, audiences are engaged in a synchronous relationship between watching on TV and reading on social media. In this informational environment, people share their opinions, and emotions about television content through social media, especially youth people and teenagers. Bearing in mind the social media has altered the way that people communicate, it is extremely important to remind that this situation has changed the way in which audio-visual products are consumed. Faced with a scenario disrupted by streaming services, these audiences have moved away from their passive role to become proactive citizens who create and interact with the content.

The television industry is following these dynamics, establishing a point of convergence with social media that promotes the creation of digital content. Such corporate culture involves prosumer audiences in a regular and creative communication. In this sense, media convergence constitutes the cornerstone for the rise and growth of multiple virtual communities that work under ubiquity, participatory culture, and collective intelligence concepts, where the use of technologies and social media prevails. Indeed, it has become a discussion topic in the field of education, where different proposals related to the use of audio-visual media through a teaching and learning approach is extensive. Significantly, this is a complex transmedia literacy process of production, functionality, and sustainability.

Although Social Networking Sites are not mainly designed for the educational field, they are increasingly adopted in formal and informal learning environments. Over time, social media platforms have been analysed for their teaching advantages–learning process, especially those which have been attracting the attention of young people. The use of these platforms, and specifically Instagram, is characterized by dynamism and youthful interactivity, collecting profiles of well-known Spanish fiction series with thousands of followers. In this context, the role of media literacy becomes extremely relevant, as it enhances media and digital competences to train empowered and critical citizens in the prosumption of information. In general, one of the most important challenges to researchers lies in understanding the impact of digital technology use in general and social media use in particular among young people.

The focus of this study aims to analyse the youth prosumer generated-content on Instagram as a result of the new Spanish series El Internado: Las Cumbres. A series targeted at a teenage audience and produced by the on-demand content platform Amazon Prime Video. The methodology used for this project was qualitative and exploratory. A content analysis was carried out on the hashtag #elinternadolascumbres promoted by the official Instagram series account, in order to study the posts that teenagers share under it during a month before and after the premiere of the first season of the series in 2021. According to this analysis, we should try to

understand how a hashtag can be related to the stimulation, usage, and interaction with the digital entertainment among youth people, taking into special consideration the narrative, and aesthetics skills in order to understand how they take an active part as prosumers when they generate contents through the publication of posts.

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235   Pandemic And Self-Representation. Guys And Girl Tell Each Other Through Images

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Keywords: self-representation, multimedia materials, visual sociology, CPIA, minors.

The unexpected impact of the Coronavirus and the drastic changes forced all teachers/educators and students of the "Inclusione Minori CPIA and PAS CPIA" and "PAS Tutela Integrata" projects to adapt to the new emergency situation and elaborate a new way of teaching and learning. The projects promoted by the Foundation for the School of Turin aim in particular to fight school dispersion and to welcome Italian and foreign underage students offering the opportunity to learn the Italian language and/or to obtain the qualification of the secondary school of I degree. The research group collected multimedia material related to the self-representation of the students before and after the Coronavirus.

To understand better the feelings and the perception of the difficult period during the first lockdown, some online questionnaires and focus groups were given to teachers/educators, children and family members for a total of approximately 83 people.

Specifically, it was proposed to teachers/educators and students to tell about their experience relating to the first lockdown or to the spread of the virus through the use of images or videos. In the field of visual sociology, multimedia materials reconstruct a social and subjective reality. Photos and videos were vehicles of expression and communication despite the distance, promoting an exchange between the formal and informal school assignment.

The boys and girls who answered the questionnaire are 30: 70% are male and 30% female.

90% was born in Italy, while 10% in other countries. The total number of students live with their families and the average age is approximately 15 years.

The photos collected before the epidemic show passions, hobbies, famous people, activities, landscapes and animals as a way to tell about their character traits. For example, a girl who chose the photo of a lightning bolt says: I chose the image of a lightning bolt because it reflects me. It represents who I am inside and what I feel. I am often confused and undecided. There is a mess inside me.

The photos related to the lockdown are different: they show deserted landscapes, people who cannot see each other, suspended daily activities or new occupations. A guy comments on the photo that represents him with his girlfriend: for me the virus has took many things, the virus has separated me from the person who makes my days better. From the perspective of soft skills, the search for multimedia material has been an attractive stimulus for students, allowing them to express aspects of themselves that sometimes remain hidden or not verbalized and to take on the role of protagonists within the task given to them. Perone E., (2006), La dispersione al plurale. Storie di giovani che abbandonano la scuola nella tarda modernità, Milano, FrancoAngeli. Rossi-Doria M. (2016), Reti contro la dispersione scolastica. I cantieri del possibile, Trento, Erickson. Migliorati L. (2020), Un sociologo nella Zona Rossa, Milano, FrancoAngeli Open Acces. Marmocchi P., Dall'Aglio C., Zannini M. (2004), Educare le life skills. Come promuovere le abilità psico-sociali e affettive secondo l'Organizzazione Mondiale della Sanità, Trento, Erickson.

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690   Smartphones As A Placed Resource: Evidence From A Migrant Slum

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Keywords: smartphones as placed resources, new literacy studies, literacy as a social practice

Purpose and Objective

Recent years have seen an influx of technology, leading to India's emergence as a global digital media player (Times of India, 2014). Studies of children's use of digital devices at home confirm that they engage in a range of tech literacy practices (Marsh et al., 2018). However, most such researches have focused on wealthy and upper-middle-class populations (Alper et al., 2016). This research aims to document tech-literacy practices of families living in an urban slum in the Southern part of Delhi. The research questions for this study are:

1. What was the role of smartphones in the everyday lives of children and families living in an urban slum?

2. How do these engagements with smartphones contribute towards the literacy development of children and adults?

Theoretical Framework

This study is situated in the sociocultural framework of literacy (Heath, 1983; Street, 1984). I build on a tradition of research in the New Literacy Studies (NLS) that argues literacy is an ideological practice that is socially situated and tied with society's power dynamics (Street, 2003). Extending the argument of the NLS while acknowledging the presence of the digital devices, Prinsloo (2005) argues that despite their global presence, the digital resources "are best studied as resources situated in social practices that have a local effect" (p.87).

Methodology

This qualitative study took place in a migrant community in New Delhi with people hailing from

the country's eastern parts. The data collection for the study began in January 2018 and

continued till June 2019. Data were collected using semi-structured interviews and

participant observations. In one and a half years, we conducted a total of sixty -four semi-

structured interviews with parents, children and other stakeholders of the community. The

data collected were transcribed and grouped using thematic analysis (Bogdan & Biklen, 2007; Merriam, 2009).

Results

Results of preliminary data analysis regarding the tech-literacy practices of families are

summarized in the following three broad themes as follows:

Multiple entry points to learning: Interviews with parents and children revealed that using technology-facilitated access to an array of co-learning opportunities for families. These include information about the latest happenings worldwide, enhancement of numeracy skills through online games and improved problem-solving skills.

Maintaining language and identity: The families employed smartphones to uphold and foster their children's mother tongue by accessing video streaming websites such as YouTube to expose children to Bengali films, songs and culture. In the process, the parents acted as brokers of content while the children helped them broker or act as 'experts' for using smartphones.

Smartphones as an aid in work-life: The smartphones helped adults navigate challenges at work and enhanced employment opportunities for the participants who had limited literacy skills but could navigate smartphones.

Implications

The study documents the use of smartphone as placed resource in a marginalised community that ranges from domains such academic, social, cultural and professional. The findings are imperative to add to the non-exsistent pool of research done in this area in South-Asian countries and to drive educaional change.

384   Empowering Digital Creativity Developing Critical Knowledge Through A University Blog, Social Media And Podcasts

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Keywords: digital literacy, digital skills, social media, blogging, creativity empowerment

The latest Global Digital Report released by We Are Social in 2021 depicts young people among the major users of Internet and social media. Assuming the hypothesis that digital media can have a strategic role in empowering creativity among young people, we might consider them not only as consumers but as active creators (Shaheneen 2010). High education can support the development of a creative thinking to generate and extend ideas, to suggest hypotheses, to apply critical imagination, and to look for innovative outcomes.

Since 2012, the master's degree in journalism, public and corporate communication of the University of Bologna promotes Laboratories involving the students in different communication activities also in collaboration with other institutional and social actors. In this paper we focus on the last edition of the Laboratory in Digital Communication and Social Media Management, where students make up a web editorial office. Organized in different teams, all of them experiment the participation to weekly editorial meetings, the setting of the editorial plan, as well as the web content management, from the idea to the publication and online dissemination. An average of 60 students takes part to the Laboratory. Everyone is called to contribute to the management of the Compassunibo blog, the official blog of the master's degree, a space for report, articles, news and storytelling, as well as to manage the official social network profiles.

Through our participant observation and the content analysis of a selected sample of contents we reflect on how a teaching method based on "pro-activity" can improve digital creativity and foster a critical awareness on professional ICT skills. The analysis starts from the output produced by the students using digital platforms as WordPress for blogging, Instagram, Facebook, YouTube, and Twitter for content marketing on social media, and Spotify for podcasting.

As Rajic (2013) stated, students become more engaged in the learning process trough constructing knowledge rather than simply receiving it. Each of them acts like content creator who learns by doing, sharing abilities and experiences with others developing a "supportive culture of peer-assisted learning" (Hodgson, Wong 2011). They gain awareness of the gatekeeper's role about news and social issues that they propose to a community of readers made up particularly by their peers. At the same time, they have the role to build and reinforce the community's bonds. Creating digital contents allows them to develop skills such as sources searching, frame analysis and interpretation, web writing and search engine optimization (SEO). Using the social media in a professional way they learn to practice new forms of digital literacy. Podcasting also enable them to develop creative skills in hosting episodes where they make critical analyses on different topics.

Overall, this learning experience in Laboratory allows students not only to get technological and communication skills but to develop a greater and mature awareness of working and to cooperate effectively in a team (Bazzarin, Lalli, 2011). It also supplies an immediate portfolio of work for their future job hunting (O'Donnell 2006).

883   Social Media As Creative Environments: Exploring Youths' Perceptions From Self-Representation To Civic Engagement

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Keywords: social media, youth, civic engagement, communication, creativity

The abstract deals with the self-representation of young people on social media and on the innovative communicative practices they develop to affirm their identity and to connect with peers in digital environments. Indeed, social media can represent learning playgrounds for stimulating young people's creativity taking advantages of the possibilities offered by these platforms, in terms of use of texts, images, videos, hashtags, emojis, etc. This performativity can increase youths' relational and social capital in unexpected venues. At the same time platforms' logics and their affordances inevitably (re)shape communicative practices, influencing their visibility and spreadability across the social web.

After reviewing the main literature about this topic, the contribution reports the main findings of an empirical study, carried out within the research project IANG (open survey on new generations), aimed to investigate a) the practices for self-representation of young people on social media, also for affirming their distinctive identity on the social web; b) the creative uses of social network sites, like Facebook, visual social media (like Instagram and Tik Tok), and instant messaging platforms (like Telegram and WhatsApp) to communicate and relate with peers and private organizations; c) the innovative adoption of social media to gather information and to connect with public sector organizations and institutions, like municipalities, regions, and universities.

An online survey, composed by 40 closed-ended questions, was administered in December 2020 using social media platforms and mailing lists by projects' members. The study collected 452 responses from a self-selected sample composed by people from 13 to 35 years old. Results show interesting paths of creativity in using social media platforms both for representing youths' identity, as well as in defining creative paths of civic engagement that could be used by public institutions to rethink and integrate their communication mixes.

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549   "Futuri (Im)Perfetti". Social Foresight And Digital Creativity As Practices To Extend The Ability To Aspire

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Keywords: future studies, social foresight, digital creativity, capacity to aspire, participatory culture

Methods to explore plausible futures in the economic, social and environmental fields is the object of an interdisciplinary research approach defined as futures studies. Sociological studies on social change has offered a decisive contribution to the epistemological status of future studies (Bell 1996). Thanks to the rise of practices such as social innovation, techniques have been developed to facilitate the exchange of knowledge, defined as social foresight, characterized by the prevalent use of qualitative techniques. In some cases, these "future exercises" aims to formulate different possible scenarios on specific problems, such as, for example, stimulating a common vision that can lead to action, or the empowerment of the voice of disadvantaged subjects or more simply excluded from the debate on "what to do" (Barbera 2008): this is the case of methods such as 3Horizons or Causal Layered Analysys (Inayatullah 1998). From this perspective, the future is a practice of exploration based on collective intelligence and creativity, aimed at building possible and / or favorite futures (Pellegrino 2013).

The Italian project "Futuri (im)perfetti" is an experimentation of social foresight promoted in 2020 by the Giacomo Brodolini Foundation, in collaboration with "Forwardto" and supported by the Compagnia di San Paolo. The project is aimed at creating a cultural association that will be a place of inclusion where young people can exchange skills and ideas with their "innovator" peers.

In this context, 8 online workshops on utopias and dystopias have been conducted using social foresight methods. 60 under-30 participants have been involved in participatory design sessions to plan alternative future scenarios, starting from their own aspirations. Images of the future sedimented in the collective imagination (Leonzi, 2009, Ragone 2015) that offered a social repository or that have been diegetically included into the narratives of the future have been analysed. The scenarios have been then re-mediated by participants into a multimedia "Manifesto of the future" about civic participation, using art-based methods (preforming arts, video, graphics, multimedia, storytelling).

The paper aims to: i) describe the main theoretical and methodological assumptions of social foresight in the context of the project ii) discuss the results of the participatory sessions for the design of the "Manifesto of the future" led by the Forwardto team.

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644   Looking For Inspiration: Influencers As Aspirational And Reference Models For Teenagers Creating Content On Social Media

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Keywords: creativity, social media, influencers, aspirational models, teenagers

In this communication we presents part of the outcomes of the H2020 Transliteracy project (2015-18), an international initiative that explored the acquisition and development of 'transmedia skills' in informal learning environments by teens in 8 countries (from Australia, Europe and Latin America). The research was based on two main questions: What are teens doing with media?; and how have they learned to do it? To answer them, the project followed an ethnographic approach based on the precepts of short-term ethnography (Pink and Morgan 2013).

The research revealed that teens are particularly active in the production and management of social media content, which forms a central part of their media universe (Boyd, 2014; Ito et al., 2010). In fact, most of the teens that took part in the study have an account on a social network. They use social media to construct and manage their digital image, in some cases going so far as to develop a complex and quasi-professional personal online brand (Masanet et al., 2020). Teens create profiles, share their own photos and videos, comment and "like" others content, etc. In this context, influencers are especially important, as they become aspirational and reference models for the construction of their own image. In fact, most of the teens participating in the study acknowledged that they follow YouTubers and Instagrammers; these are figures they look up to, in some cases their media idols, and constitute attractive, aspirational models (Márquez and Ardévol, 2017).

In this communication we explore the role of these celebrities as models for teens when creating their own content. We have observed teens identify with influencers. They are the same age and share the same goals, objectives and media practices. They also

talk about topics that interest teen audiences, share experiences and offer advice on day-to-day matters. The teens follow these celebrities because, in one way or another, they see themselves reflected in them, but also to imitate and to acquire ideas for constructing their own online identity. By observing the celebrities' speech patterns, aesthetics and creations teens obtain inspiration for devising and producing their own content. It is here that we see the emergence of new forms of creativity, characterised primarily by the aesthetic reworking and reinterpretation of influencer content, which teens adapt and translate to their own contexts (Taddeo and Tirocchi, 2019). We have observed some teens have a broad encyclopaedia (Eco, 1996) of references and models that form the basis for appraising other people's work but also for reinterpreting content and creating their own. This can be considered a form of intertextuality or intertextual competence that takes places in the process of creating meaning, during which an author uses information from previous texts to configure their message. It is a form of appropriation in which the author draws from existing work to construct a novel idea or original product (Sorókina, 2006). So, in viewing content created by influencers, teens are building a narrative and aesthetic encyclopaedia that will help them to construct their own digital identities.

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595   Young People And Practices Of Creative Resistance During The Lockdown

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Keywords: covid-19, vernacular creativity, young people, digital media

In our paper, we will focus on the role that digital technologies have played in supporting the different daily activities for young people during the recent lockdown periods, focusing on the everyday routines of secondary school and university students.

The paper is based on interviews that we did in two different periods coinciding with the first and second lockdown in Italy. We involved young people between 16 and 25 years old, that live in different regions of Italy (with a prevalence in the centre-north).

The results focus on the organization of everyday life and on the importance that digital media have assumed in maintaining social relationships (Chambers, 2013); carrying out physical and leisure activities at home; the relationship with parents (Aroldi, 2018; Piccioni, Scarcelli, Stella 2020); the managing of school and university commitments (Colombo, Poliandri, Rinaldi 2020). Alongside the formalized uses of digital media by schools and universities, interviewees also talked about their personalized and autonomous initiatives in the management of technological tools for maintaining active contacts with the peer group, intimate friend or partner. Then they spoke about resistance practices (Hall and Jefferson, 1976) referred to distance learning and that involve many activities. From the creation of WhatsApp groups that permit them to exclude the teacher from jokes or gossip to the use of specific tactics to simulate connection problems.

Activities that could be connected to the sphere of popular and symbolic creativity that Burgess (2007) defines as "vernacular" (Mascio, 2014). This kind of creativity is characterized by being ordinary and generalized, capable of giving rise to a series of real tactics of opposition (de Certeau, 1980).

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160   Focus On The Future. An Orientation Project Of The University Of L'Aquila

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Keywords: orientation, university, school, education, innovative practices

It is quite clear that, in today's society, informal learning patterns increasingly involve the use of creative tools that enable individuals to rapidly acquire new knowledge and skills. Since, in a constantly evolving context, it is mainly young people who are experimenting with ever-changing creative practices, it seems necessary that educational institutions also learn to speak the language of innovation (Shaheen, 2010), using original tools to dialogue with young people and making educational proposals accessible and comprehensible to them (Fabbris, 2009).

In this perspective, this contribution aims to illustrate an orientation project carried out within the framework of the degree course in Education and Social Service Sciences at the University of L'Aquila and aimed at the students of some Abruzzo high schools. In order to strengthen the collaboration between schools, universities and the working environment, the researchers developed a two-steps cultural proposal, able to positively intervene on the students' reflection and construction of the educators and social workers profiles and their professional prefigurations.

Within the framework of informal learning strategies, the project coordinators used innovative tools to allow the students to focus on tasks, objectives and methods of intervention related to the working environments in which the two professionals work. Specifically, the project included different moments of orientation, training and action, set in two different settings: school and university classrooms. By virtue of an articulated workshop course, which included simulations and role-plays, objectives and tasks relating to the professions in question were analyzed, using participative learning practices and heuristic and creative strategies to achieve the expected training outcomes.

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564   Changing Educational Roles And Competences During The Covid Crisis. A Case Study From Piedmont And Lombardy

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Keywords: lifelong learning, constructivist pedagogy, parent-teacher collaboration

The global pandemic has further pronounced the interrelation between socio-economic capital and educational performance pointing to existing inequalities among students with different social and cultural backgrounds. In view of the lifelong learning strategy, the EU-Commission has been underlining for decades the thread of time-limited, context-bound and 'traditional' education patterns (Tuschling & Engemann 2006). In the same vein, policymakers underline the urgent necessity to promote learning in highly-diversified settings, to promote the lifelong, lifewide and life-deep perspective.

Drawing on these premises that point to a constructivist pedagogy (Richardson 2003) and thus customized curricula and learning environments, this work ties in with the observation that demarcations of formal-, non-formal and informal education have been increasingly blurred during the COVID crisis. Defined delegations to and responsibilities of learning (environments) have been completely shifted in a reality that required formal 'in-family' instruction, resources and devices. Schooling and extra-curricular activities were thus outsourced mostly to the home context. Roles of caretakers and task descriptions for professional educators were accordingly altered in a way that taught us about the fast pace of competences and the true necessity of continuous learning. Knowledge acquisition, cultivation and transmission is always embedded not only in specific educational cultures but also in individual and familial life trajectories that steer related processes. Hence, parental skills and competences, strengths and weaknesses came into play on all levels.

To analyse this new reality, a case study in Turin, Italy and a case study in Lombardy, Italy, will be discussed, using in-depth interviews with school teachers (formal), educators (non-formal) and parents (informal) investigating on the perceived and experienced difficulties during lockdown in diverse settings. Particular attention will be paid to the difficulties in communication between school teachers, educators and parents, challenges faced regarding digital skills and competences of all groups involved, and developed solutions and collaboration patterns to encounter them.

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378 Fostering Students' Creative Processes Through Digital Stories

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Keywords: new digital languages, coding, digital storytelling, creativity processes.

As Travaglini (2020) asserts, creativity is a multifaceted concept that is important also for the educational field. Gardner (1991) invites us to think that creativity is the result of the interaction between the individual's mind, the social context and the relational and contextual actions that stimulate creative processes. The generativity of creativity is guided and supported by reflexive methods, such as storytelling, which stimulates e generates metacognition and new meanings (Bruner, 2015). If stimulated, creative processes induce individuals to act consciously both for themselves and for the community. Today, we know that even through digital technologies it is possible to enhance creative thoughts and actions (Mario Pireddù, 2019). Starting from this premise, we present one of the activities of the SILVER project, financed by the CRT Foundation and led by the University of Turin, which intends to respond to a twofold objective: a) to design situations through which creative thinking can be developed; b) connect this thought to actions of active citizenship fostered by young and old people in their local area.

The project answer to these aims is the creation of educational courses for young and old people, based on coding and digital storytelling (personal video stories) (Joe Lambert, 2018). In this presentation we focus on the first phase of the process, currently underway, which involved 75 students from the Galileo Ferraris vocational institute in Settimo Torinese (Piedmont - Italy). Specifically, the online workshops were carried out in parallel (7 one-hour meetings for coding and 7 two-hour meetings for digital storytelling). Students were able to create interactive stories with Scratch and video stories with Movie Maker concerning their relationships with the territory. Two tools were used to assess the intertwined contribution of the two workshops to students' learning: a pre-post questionnaire to detect students' skills and abilities related to coding and storytelling and structured interviews to deepen students' reflections about the learning pathways taken. The first results will be reported based on the 35 students involved till now from both the workshops. Students had created eight stories in groups, while within the coding laboratory they have created stories individually. In general, by both workshops it emerges that students were able: a) to experiment with new expressive languages through digital languages; b) to be the active protagonists of their own story; b) to reflect about the relationships of territory's places; c) to construct original and alternative meanings starting from one's own point of view.

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