

Abstracts

Angelo Gaudio, *La valutazione nel gioco degli specchi comparativi*

The evaluation of the performance of educational systems is one of the most relevant aspects of the global education discourse how it has developed over the last two decades around PISA and its global and local receptions. The developments of the discursive and decision-making agenda appear to be linked not only to the specific educational discourse but to the global discourse on globalization and its political rhetoric.

Keywords: PISA, Evaluation, Global education discourse.

Michele Aglieri, *Valutare le scuole: i fini e i mezzi tra bisogni pedagogico-didattici e approccio economico-sociale*

The contribution is intended to explore the theme of school evaluation in its various meanings of evaluation of the system, the institutes, and the school staff. References will be made to the literature not only to define the object, which has become increasingly complex in recent decades, but also to collect some critical proposals. The objective is to invite reflection, guided by the criterion that evaluation tools is aimed towards the education of pupils (future citizens of tomorrow) rather than the control of a system.

Keywords: evaluation of schools; evaluation of teachers and managers; pedagogical criticism.

Cristiano Corsini, *Tra accountability e valutazione: il caso delle prove Invalsi.*

The article analyses the validity of the Italian national school tests (“Invalsi”). Taking into account the twofold end assigned to the Invalsi

tests, which consists in an accountability (measuring each school effectiveness) and a development (supporting school improvement) function, the paper highlights how the attribution of such diverse goals to the same measurement tool weakens the test validity in its content, construct and consequential aspects.

Keywords: accountability, assessment, test, validity, Invalsi.

Gianluca Gabrielli, *Le prove Invalsi viste dalla classe: la prospettiva di un maestro “alternativo”*

The National Invalsi Tests are mandatory tests introduced fifteen years ago in the Italian primary school. The essay analyses the conditioning effect of these practices on teaching. It shows the twist towards the standardization of learning and towards the unilateralism of thought, the enhancement of speed at the expense of reflection and the strengthening of individualism at the expense of cooperative learning.

Keywords: Test, Standardization, Primary School.

Maurizio Piseri, *Le competenze degli studenti e della popolazione italiana nelle inchieste internazionali: il punto di vista di uno storico dell'alfabetismo*

OECD-PISA surveys recently received a lot of criticisms by scientists affirming the unreliability of their methods in measuring the competencies of students in experimental sciences. The aim of the work is to consider the reliability of the OECD surveys in student and adult literacy in accordance with the methods of the history of literacy. As the evidences show, OECD surveys use self-referential literature, ignore the proper methods and patterns of analysis of the studies in literacy, not consider the relationships between literacy, school system and society.

Keywords: Literacy, School, Society, PISA.

Francesca Terrasi - Irene Culcasi - Vincenzo Schirripa, *Storie di vita al liceo. Un'esperienza di Service-Learning in alternanza scuola lavoro*

Since 2018, a Sicilian high school (Liceo delle scienze umane) has been running for two years a School-Work Alternation project based on the Service-Learning approach. High school students visited residential care services for the elderly, collected their life histories and edited them for

publication. The aim of these pages is to give an account of the experience from the point of view of its further reproducibility: how it worked, how the parties involved interacted, what conditions facilitated or hindered the achievement of the objectives.

Keywords: Service-Learning, School-Work Alternation, Social Research in High School.

Stefano Pasta, *Le Mémorial de la Shoah de Milano accueillant les réfugiés: le sens de l'enseignement de la Shoah*

The Shoah Memorial is located in the underground area of the Milan Central Station. This was the point from where - between 1943 and 1945 - hundreds of people were deported to the Nazi extermination camps. On these premises, in June 2015, the Shoah Memorial Foundation, together with the Community of Sant'Egidio, offered hospitality each night to 50 migrants on their way to other destinations. From June to November in 2015 more than 5.000 people were welcomed and this assistance was given again in 2016 and 2017.

The Shoah Memorial has created a chain of solidarity in which the humanitarian assistance shown by the volunteers for the refugees has positively 'infected' many others. For many Milanese, the Memorial itself, in addition to the opportunity to meet with refugees, has had an educational function which posed many questions to the Italian Jewish Community and to experts of didactic of the Shoah. According to an intercultural approach, this is also an example of how a minority group can establish a relevant space of dialogue with the city, thereby promoting a strong memory like the one of the Shoah between "old and new others".

Keywords: Holocaust Education, refugees, memory, minority, solidarity education.