

Abstracts

Sezione monografica

Curricolo per l'educazione morale.

La sfida della formazione morale dei preadolescenti di oggi

Liliana Silva, Elia Pasolini, *Analisi critica delle pratiche di educazione morale maggiormente diffuse in ambito nazionale: metodologia della ricerca*

The contribution aims to introduce the empirical part of the work carried out by the research group of the University of Bologna which related to the research project of national interest (PRIN) entitled Curriculum for Moral Education (CEM). The challenge of the moral formation of pre-adolescents today. Starting from the main purpose of the project, the Unit focused on the theoretical-theoretical insights developed from the data that emerged from the research described in this contribution.

The national reference sample for the analysis of 100 P.T.O.F.s, the validation of the research, the methodology and some initial conclusive indications are then described, which leaves the various issues open to the reflection of the other authors of other contributions.

Keywords: Three-year training offer plans (P.T.O.F.), Documentary analysis, Ethical-social education, Moral education curriculum.

Maurizio Fabbri, *L'educazione morale nei piani triennali dell'offerta formativa. Fra responsabilità deontologiche, problemi di metodo e di contenuto*

The contribution aims to verify the relationship existing between the contents and data emerging from the *piani triennali dell'offerta formativa* (P.T.O.F.)

of lower secondary schools, on one side, and a conception of deontology aimed at making teachers responsible for defining the priorities connected to moral education, on the other. Given the scarcity of direct references, it was decided to work mainly on implicit references, linked to other moments of ethical-social education. The analysis is carried out along two directions, which search for traces of moral education in related and converging voices, while at the same time highlighting its relationship, sometimes coherent, sometimes tense and contradictory, with the broader representations of teachers regarding the fulfilment of their tasks of educating and training pupils.

Keywords: Moral education, Ethical-social education, Pedagogical deontology.

Silvia Demozzi, Marta Ilardo, Nicoletta Chieragato, *Promuovere il pensiero complesso per un'educazione etico-sociale. Osservazioni a partire dall'analisi di alcuni P.T.O.F. di scuole secondarie di I grado*

The paper draws the relationship between the construct of ethical-social education (Bertin, 1968) and Lipman's proposal for an education on complex (creative, critical and caring) thinking.

Starting from the idea that education on complex thinking could be a possible operational proposal for ethical-social education, some of the P.T.O.F. selected by the PRIN "CEM - Curriculum for Moral Education" research team have been qualitatively analysed, with the goal to identify the explicit or latent meanings attributed to the practices coded as critical, creative, caring thought, the connections with those formulated by Lipman and the delicate elements, if any, to be examined in more detail.

The analysed proposals outline a general framework and possible ideas for ethical-social education intervention, but the need for a clearer and problematized definition of actions supporting the realisation of the declared general aims arises, too.

Keywords: Ethical-social education, Complex thinking (creative, critical, caring), Dialogue and ethics of discussion, Secondary school P.T.O.F.

Federico Zannoni, *La significanza morale e l'impegno fattuale del rispetto delle regole nella scuola secondaria di primo grado*

Finding themselves to face and dialogue with models of society characterized by individualism and a culture of pleasure “at any cost”, and therefore also to the detriment of others and of the rules, school institutions today encounter significant difficulties in obtaining compliance with the rules by pupils and families. We are in the presence of a theme whose value does not end in allowing the functioning of the large scholastic organization, but comes to assume strong educational and moral connotations. The analysis of the Three-Year Plans of the Educational Offer developed in lower secondary schools confirms a significant attention and multidimensional planning aimed at the topic in question, which is thus inserted according to a multiplicity of approaches and intersections in the broader ambit of moral education.

Keywords: Compliance with the rules, Moral education, Lower secondary school in Italy, Three-year educational offer plan, Group management.

Pietro Corazza, *La proposta di un curriculum di educazione etico-sociale a confronto con gli approcci all'educazione alla cittadinanza dei sistemi scolastici europei*

The article is part of the research conducted by the PRIN 2017 “Curriculum for Moral Education (CME). *The challenge of moral education of pre-teenagers today*”, and it develops a comparison between the curriculum of ethical-social education elaborated in the aforementioned PRIN, in particular in the formulation offered by Baldacci, and the approaches to citizenship education proposed by the national curricula of 42 European school systems, referring to the 2017 Eurydice report. The comparison will focus on three dimensions of the curriculum: the type (explicit or implicit curriculum, first or second level curriculum), the curricular logic (curriculum by objectives or by principles) and the content. The aim is to identify and discuss affinities and divergences between the curriculum of ethical-social education proposed by Baldacci and the approaches of the European national curricula.

Keywords: Curriculum of ethical-social education, Curriculum of civic education, Citizenship education, Ethical-social education, Civic education.

Miscellanea

Gabriella Armenise, *Per una riflessione “sistematica” sul concetto di educazione in Edith Stein*

In Edith Stein the education action is directed to a definite personhood, embodied in a teleological and at the same time theological design. In this paper the focus is “systematic” thinking on education of the philosopher, to revealing, by her most representative writings, the building stones in a complex mosaic to base educational action at which the center is human person as a microcosm of body-psyche-spirit, as individuality, empirical, ontic datum, unrepeatability uniqueness.

Keywords: Stein, Education, Human Person, “Systematic” thinking on education, Dual anthropology.

Paolo Bonafede, Alessandro Soriani, *Prospettive del metaverso. Questioni pedagogiche sull’universo digitale che verrà*

The metaverse is presented as the next big thing in the digital revolution. This is mainly due to the large investments that big companies in the sector and European policy-makers are making. However, the concept of the metaverse is not entirely new: In the past, experiences such as *Second Life*, or certain video game ecosystems such as *World of Warcraft* or *Fortnite*, or even certain social platforms strongly based on para-social interactions (e.g. *Twitch*) have already provided glimpses of what could be the future scenario of an internet enriched by the metaverse. Thanks to past experiences, it is possible to solicit questions and reflections in this exploratory phase that affect the educational, training and didactic dimension of the project. What changes can the metaverse bring to the world of education? In particular, what are the next kinds of digital divide that need to be addressed? How could the concept of educational relationship and educational presence change? The contribution intends to answer, with a pedagogical perspective, these, and other questions that the new immersive project proposed by Meta necessarily raises.

Keywords: Metaverse, Digital divide, ICTs, Education, School.

Luca Bravi, *Le memorie di scuola dei rom in Italia. Un progetto di narrazione collettiva e pubblica*

Since 1965, some classes of the Italian public school were reserved for nomadic minors. They were organized by Opera Nomadi, a “moral association”, recognized by the Italian government, which was entrusted with the socio-educational integration of the so-called “gypsies”.

A recent historical-educational project, “Stories in history”, has collected more than fifty video-interviews of direct witnesses who participated in that school experience. It represents the school memories of the Roma communities and it is a part of history of the Italian public school.

Keywords: Differential classes, Lacio Drom, Roma and Sinti, Public History of Education, Inclusion/Esclusion.

Alessandra Carenzio, Simona Ferrari, Päivi Rasi-Heikkinen, *Investigating older people's media repertoires: intergenerational interview as a research and pedagogical tool*

Digital media have an intergenerational appeal, meeting older people's practices, agendas and everyday habits. Many people aged over 65 years lack adequate digital competences and media literacies to support learning, well-being, and participation, thus imposing a need to discuss older people's opportunities, willingness, and abilities to use digital media.

For this reason exploring older people's media use and repertoires, digital competences, and media literacies is an important step to promote media literacy education across all ages, as shown in this study. The article focuses on the use of a particular tool – the intergenerational interview – as a research and pedagogical tool to detect older people's media habits and to support media literacy education across all ages.

Keywords: Media repertoires, Intergenerational interview, Media literacy education, Older people, Digital competence.

Domenico Francesco Antonio Elia, *Il colonialismo liberale nei manuali scolastici liceali: limiti di una narrazione storica*

This research intends to contribute to a better understanding of the narrative of Italian colonial history of the liberal age in textbooks adopted in high schools. The choice to focus on this topic is justified considering the

high interest shown by curricular teachers towards textbooks, which are considered “service book(s)” (Brusa, 2012) helpful in stemming teachers’ anxieties (Cavadi, 2005). Based on Paul Weinbrenner’s heuristic (1992), the paper investigates textbooks «as a medium, studying its contents, languages, and transmission techniques» (Adorno, 2020, p. 22). The paper thus intends to highlight the main problems connected to the representation of colonialism in the liberal age. The criticalities found in school textbooks seem to support Grendi’s claim that textbooks are «marked by a common historiographical sense, made up of a series of simplifications and clichés now superseded by historical research» (Cajani, 2019, p. 126).

Keywords: Colonialism, Textbooks, Liberal Age, Italy, Africa.

Michele Marangi, Marco Rondonotti, *Digital storytelling as a community and participatory dimension*

The various ways of applying Digital Storytelling (DST) in educational contexts have shown its qualities regarding the sharing of both cognitive and emotional contents. Although DST can be considered a personal and collective storytelling practice, perhaps it would be limiting to believe in DST only as a way of telling stories through digital tools. This article aims to provide a contribution to the debate in order to analyse the attitude towards DST as a support the participation of different social actors in a process of the continuous meaning-making necessary to understand the reality we are absorbed in and interact with. In particular, it is suggested to interpret DST in two ways: the first one thinks of DST as a technology of community, a paradigm that considers digital technologies as an opportunity to facilitate the construction and development of relational bonds, assuming the perspective of community development as well. The second way considers DST as a third space for the negotiated construction of knowledge through the logics of non-formal learning.

Keywords: New literacies, Digital storytelling, Participation, Technologies for community, Third space literacies.

Eleonora Mazzotti, Salvatore Messina, *Teaching Performative Scale (TPS): uno strumento per rilevare la performatività del docente*

This contribution is part of the theoretical framework that interprets theatre, the performance art par excellence, as teaching and teaching as theatre

(Rivoltella, 2012; 2017; 2021). The assumption is not metaphorical, but refers to the tradition that sees the teacher's performance as an integration of body and action (Rossi, 2011) allowing the didactic event to be co-constructed thanks to the students.

The aim of the work will be to present the performative paradigm in the context of teaching action, the consequent construction of a structured questionnaire (Teaching Performative Scale) investigating the reference competence and representations in the performative teaching situation.

We present the reference theory, the construction of the instrument and its validation process of construct (Cronbach, 1971; Sartori - Pasini, 2007) and content (Escobar Pérez - Cuervo Martinez, 2008).

Keywords: Teaching, Didactics, Performativity, Construct validation, Structured questionnaire.

Lorenza Orlandini, Patrizia Lotti, *La scuola fuori dalla scuola: approcci pedagogici per la costruzione di comunità educanti*

The pandemic context has highlighted the importance of in-school and out-of-school relationships, in which the “phenomenologies of intersubjectivity” get through the classroom and include inter-professional dialogue in the relation to community and territory. The building of relationship between school and territory needs some organizational-devices (Educational Pact, Paths for soft skills and orientation, Civic Education) and pedagogical-devices. The educational aims of the devices depend on problems interacting with subjects with different competences (De Bartolomeis, 2018) expanding the interhuman experiences of this “reciprocal relationship” (Bertolini, 2021). Consequently, the pedagogical approaches that support this relationship can be Service Learning and Outdoor Education, because of they reflect these complex relationships. Through the experiences of some schools, the paper analyses the relationship between school and territory with reference to the organizational and pedagogical devices.

Keywords: Service Learning, Outdoor Education, school-community relationship, Educational Pact, educational innovation.

Valentina Pagani, Alessandra Anna Maiorano, Giulia Pastori, *“La scuola in presenza dovrebbe essere qualcosa di più della DAD”*. *Riflessioni sulla scuola in pandemia di studenti di scuola superiore in Lombardia*

The Covid-19 pandemic has highlighted and at times exacerbated pre-existing fragilities of the Italian school system, making the need for profound and systemic change even more evident. This contribution illustrates how this need is also strongly felt by students, central actors – yet often unheard – of the school scene. The qualitative study was framed in a phenomenological approach. It involved 176 students from five secondary schools in Lombardy in a reflection on the school, starting from their experience with distance learning. The results highlight how reimagining the school beyond the emergency requires going beyond a didactic reorganization. Rather, it is necessary to rethink and value the school as a space imbued with relationships and where students can explore their identity; a training ground for active citizenship in which they can find their voice and let it be heard; a place where wellbeing, participation and learning are inextricably linked.

Keywords: Student voice, Distance learning, High school, Participation, Wellbeing.

Chiara Panciroli, Veronica Russo, *L'intelligenza artificiale nei musei: uno studio esplorativo sullo stato dell'arte in Italia*

The paper presents the results of the first year of three-year research that aims to build and test an Artificial Intelligence (AI) prototype to impact on participatory and inclusive practices of the museum audiences and increase the attractiveness of collections and their use. After an initial theoretical study that frames the international debate, the exploratory study, involving 153 Italian museum institutions, is presented. The goal is to explore the knowledge and use of AI technologies and learn about present and future use opportunities. Starting from the results, future research developments are oriented towards the analysis of the pedagogical and participatory dimensions of the IA technologies design in the museums. A specific attention will be given to the customization of the user experience and the training of museum professionals.

Keywords: Museums, Artificial Intelligence, Cultural heritage, Audience, Engagement.

Franco Passalacqua, Michele Flammia, Silvia Cristina Negri, Sabina Minuto, *“A scrivere non ci sono mai riuscito”: il Writing and Reading Workshop come metodologia inclusiva in un istituto professionale*

The paper aims to explore the inclusive potential of the teaching method of reading and writing called Writing and Reading Workshop limited to its application in the context of a vocational school. The study, in accordance with the principles of the student voice movement, is conducted through the analysis of the point of view of nine students belonging to a fourth grade that participated in the WRW in the curricular course of Italian. This exploratory research is intended to provide an initial identification of the factors of inclusiveness of the WRW method through the description of the students' perceived learning in the area of writing skills and changes in their relationship with literary culture. A thematic analysis has been conducted on the textual data, collected through semi-structured interviews, which allowed us to identify two inclusive processes: a) the perception of a growing sense of self-efficacy regarding written composition skills; b) the expression of a perspective change in perceiving the act of reading and writing in terms of personal practice.

Keywords: Writing and reading workshop, Inclusive education, Teaching reading and writing, Right to education, Literary skills, Self-efficacy.

Maila Pentucci, *Formati pedagogici nelle posture di apprendimento degli studenti universitari. Alcune questioni emerse in situazioni di didattica da remoto.*

With the term *Format pédagogique*, the Francophone literature (Veyrunes, 2015; Thepaut, 2019) refers to an organizational device of the teacher's action, incorporated in practice and pervasive in professional culture. *Formats* emerge, un-designed and semi-conscious, in the course of action, seen as effective and useful apriori, validated by collective and recurrent use (Pentucci, 2018).

This paper highlights how some *Formats pédagogiques* are also embodied (Caruana - Borghi, 2013) in the practices of university students, developed through peer modelling, as a result of beliefs about teachers' expectations, or by alignment with proposed teaching methods. Such postures, linked to receptive learning, considered effective because of the modes of repetition and replay, emerge from responses to a questionnaire on the effects and satisfaction of a digital learning ecosystem (Jeladze *et al.*, 2017; Rossi -

Pentucci, 2021), implemented during the periods of distance and blended learning, due to the Covid-19. Making visible these formats and activating feedback procedures, not only on the product but also on the processes and self-regulation of learning (Winstone - Carless, 2019), can be one of the positive tracks beyond emergency didactics.

Keywords: Format Pédagogique, Embodied Cognition, Feedback, Digital Learning Ecosystem, University Teaching.

Marco Piccinno, *Pensare e agire la prassi. Per una didattica dell'“Esperimento mentale”*

The thought experiment is a construct developed by the philosopher E. Mach (1905) in the early 20th century. It consists in the mental representation of a situation (not necessarily realistic) and of the consequences that occur in it when, always by mental way, some of its elements are modified. Although it occurs through paths that do not imply an immediate reference to experience, it does not qualify in purely abstract terms. Its dynamism, in fact, makes it possible to direct learning actions on aspects that are relevant for the acquisition of concepts, but that are not immediately deductible from experience. For these reasons, the mental experiment appears as a suitable device to rethink the relationship between theory and practice in the learning processes.

Keywords: Mental representation, Variation, Paradox, Praxis, Thinking.

Paolo Raviolo, Stefano Pasta, *Mediawar. Tecnologie e conflitto nella guerra Russia-Ucraina: rappresentazione mediale e discorsivizzazione nel web sociale*

In this research work we analyzed some traditional media, such as newspapers and a digital social media such as Twitter, to verify the hypothesis that the emerging narrative about the Ukraine war can be a contrast between a “good” part, which lives in the contemporary digital world, and a “bad” part, which comes from the Soviet analogue era. The research is structured in two phases: the first is closer to the classical analysis of traditional media discourse (7 national newspapers), while the second uses the social network analysis (SNA) techniques on Twitter. The time span is from February 24, 2022 to June 15, 2022. In general, the contrast between “good web” vs “bad web” emerges much more than that one between obsolete vs digital technologies. The double analysis reveals a different represen-

tation of the relationship between war and technology, where traditional media (paper newspapers) presents a more polarized approach and social media (tweets) a more segmented representation.

Keywords: Media education, Conflict, Technology, Communication, Social Web.

Pier Cesare Rivoltella, *Il cielo di Icaro. Intergenerazionalità, educazione, media*

This article reflects on the myth of Icarus as an emblem of the eternal relationship between fathers and sons. By working on the imagery of literature, visual arts and theater, and relating it to recent discoveries in neuroscience, Icarus's guilt is brought into focus, but also the responsibilities of Daedalus. In fact, if in the case of Icarus it is the recklessness typical of youth that explains his behavior, in the case of Daedalus it is the transgressive use of instrumental reason. Daedalus, like Prometheus and Ulysses, thus represents the essence of the technique, its tendency to not recognize its limits. This trend becomes an educational model and shows the child the same way. Icarus transgresses not because he is young, but because he has learned it from his father: responsibility lies with Daedalus, it belongs to the adults.

Keywords: Philosophy of Technics, Relationship fathers-sons, Icarus Myth.