

Abstracts

Pier Cesare Rivoltella, *Through the looking glass. Metaphors and functions of audiovisual in Health & Media Education*

This article's aim is to focus on the function of audiovisual media in the case of a New Media Education acting in health contexts as a prevention tool, especially respect to youngsters' behaviours. To do this, it works on four metaphors that correspond to as many functions of audiovisuals: the mirror (the modelling of values and behaviours, as in the case of eating behaviours); the place (the web as a space of new addictions, as in the case of gambling); the bridge (this is the case of online environments into which care givers can support youngsters in an informal and more confident way); the workshop (when media making becomes an opportunity for developing knowledge and self-regulation skills). Each one of these four metaphors will be analysed on the level of both theoretical conceptualization and practical experience: some cases and good practices will be analysed in this regard. The outcome is the definition of a new field of declination of Media Education: Health & Media Literacy. Audiovisual skills of the practitioners are very important at this level: this could help them to well knowing youngsters' media practices making that care giving could be more effective. This requires a deep review of the traditional training paths.

Keywords: Health & Media Education, Visual Literacy, Audiovisual in Education, Media Literacy, Health Prevention

Lorenzo Denicolai, Valentina Domenici, *To an Audiovisual Learning Hypothesis: theories and practices for the First Cycle of Education*

Over the past fifteen years, the *Indicazioni Nazionali* for the First Cycle of Italian Education have emphasized the role of images and audiovisual media as cross-disciplinary tools for teaching and learning curricular subjects. In this regard, audiovisual language should be considered a complementary mode of writing and a means of developing procedural thinking (analogous to coding, for example).

This study hypothesizes that audiovisual media can play a functional role in primary education by leveraging their engaging and cognitively effective nature to facilitate the active construction – i.e., with student involvement – of videos that synthesize knowledge in an equally effective and shared manner. The paper proposes a learning model based on narration (a central element in animated productions and TikTok), cognitive processes, and the ability to create effective media products.

The study is divided into two parts. The first explores theoretical issues related to film and audiovisual studies (including a neuro-cognitive perspective) in dialogue with didactic methodologies and the *Indicazioni Nazionali*. The second presents case studies of animated series and experimental projects using short-form audiovisual media – such as those typical of social platforms like TikTok – as empirical support for the theoretical hypothesis.

Keywords: Audiovisual language; Audiovisual Learning Model; Media Writing; TikTok; Short video

Manlio Celso Piva, *Insegnare Audiovisivo – Multimediale nelle secondarie di II grado: il nodo della formazione dei docenti.*

The quality of teaching in any subject depends on teachers' professional training paths and on the rules governing their recruitment. In the case of the Audiovisual–Multimedia subject(s), these conditions have been shaped by an uneven and “exceptional” implementation process—indeed, uneven *because* exceptional. Reconstructing this trajectory—from the 2010 Gelmini Reform, which reorganized upper-secondary school curricula and created from scratch the Audiovisual–Multimedia track within the Art High Schools *without* establishing a specific teaching qualification (classe di concorso) for the new subjects, to the recent introduction of disciplinary and pedagogical training pathways for future teachers—constitutes a key step in understanding how the educational “pipeline” of this field has been affected by inefficiencies and distortions that have, in many cases, compromised its quality and therefore its effectiveness. Main focus areas: Presidential Decree of 15 March 2010; creation of new curricula “at zero cost”; new teaching qualification classes (Draft Laws 2016 and 2017); transitional norms and atypical qualification classes; staffing allocations and the discretionary power of regional school offices and principals, as well as the “competition” from the Graphic Design qualification classes; teacher-training pathways and CFU requirements in L-Art/06; overlap between qualification classes A07 and A61; new Audiovisual–Multimedia curricula in technical institutes; limited permanent hiring in Aud–MM and the ongoing decline in student enrollment.

Keywords: DPR 87/2010, Audiovisual–Multimedia Curriculum, Audiovisual–Multimedia Teaching, Qualification Classes A-07 and A-61, Teacher-training pathways

Valerio Ferrero, *Pensare (con) le narrazioni audiovisive: l'incontro tra Philosophy for Children e media audiovisivi per una ricerca dell'altro*

Nowadays, the audiovisual media play a prominent role; having become the dominant cultural paradigm, they must be examined and problematized. Given their increasing fruition by children, schools have a strategic role in supporting and highlighting students' protagonism in the use of this language. Why is a critical approach to audiovisual media so important? How to support the active role of pupils? How to make media products an opportunity for an authentic *discovery of the other*? By emphasising the urgency of promoting reflexive, intercultural and decolonial attitudes that question the dominant (audiovisual) discourses, this theoretical paper proposes *Philosophy for Children* as a pedagogical tool to develop *multimodal* and complex thinking with dialogue *about* and *through* words, images, sounds, animations... Thus, audiovisual narratives become an *object of analysis* and a *communicative-expressive tool*, with positive effects on creative production and on a broader and more integrated understanding of issues such as justice, freedom, truth...

Keywords: Audiovisual Narrations; Images; Media Products; Decolonial Education; *Philosophy for Children*

Fulvia Antonelli, Simone Cangelosi, *Tecnologie e ideologie. La "natura non indifferente" del linguaggio audiovisivo*

This contribution explores the theoretical and pedagogical reflections that have inspired a number of audiovisual language education projects carried out over the years with adolescents in a number of secondary schools and which have focused on the natural environment and urban space in the representation of westerns, documentaries and videoclips. The choice of such filmic and audiovisual themes and 'objects' made it possible to anchor the teaching of the functioning of the iconic language to 'representations', particularly in westerns, in which the hierarchisation of the relationship between human beings and the environment is immediately recognisable through the proceeding of a series of symbologies and visual signifiers. The punctual analysis of the 'text' and the focus on the filmic specifics was intended to verify the theoretical starting point: developing methodologies for reading iconic language is a tool to enable students to recognise the linguistic nature and ideological undertones of the constant audiovisual stimuli they are subjected to today.

Keywords: Media Education; Audiovisual; Critical Pedagogy; Secondary School; Eco-Education.

Salvatore Messina, Antonio Raimondo Di Grigoli, *Oltre gli algoritmi normativi: pluralità queer tra serie TV e media digitali*

Streaming platforms feature content shaped by algorithms that influence individual choices and the construction of gender imaginaries, often perpetuating cis-heteronormative stereotypes (Rauchberg, 2022). However, they also offer media products that challenge normative frameworks in favor of broader models. Building on the theoretical and methodological framework of Queer Critical Media Literacies (Van Leent & Mills, 2018), which intersects Algorithm Literacy (Noble, 2018; Schulze Heuling et al., 2021) and queer pedagogy (Britzman, 1995; Burgio, 2012), this study analyzes video resources such as *SKAM Italia* and *Prisma* (Krijnen & Bauwel, 2022). The aim is to highlight the importance of an educational model focused on deconstructing cis-heteronormative biases to promote queer narratives and create equitable, transformative digital learning environments.

Keywords: Algorithms; Queer Media Education; Tv Series; Queer Pedagogy; Queerness.

Laura Cesaro, Milena Lamendola, *Film festival e pratiche di educazione all'immagine: una mappatura*

It is undisputed that film festivals act as catalysts and crucial hubs in the symbolic and material construction of new generations and their expressive practices. As fertile grounds for experimentation, festivals have responded with a variety of different approaches that have not yet been systematically mapped. On the other hand, both media education and media literacy studies have paid little attention to this field. Filling this aporetic gap, the present contribution first offers an analysis of the Italian case, which is symptomatic of the shift from *film literacy* to current *media education* practices. Drawing on the four main approaches to media education theorized by Rivoltella, it shows how the latest evolution — the “images and consciousness” approach — aligns with today’s needs, fostering awareness not only of viewing but also of technological use. To this end, through selected case studies — based on archival research and field interviews — the paper highlights methodological and organizational aspects that have enabled festivals to become both material and symbolic spaces of cultural and social innovation centered on education *with* and *about* the media.

Keywords: film festival; historiography; educator training; innovative teaching; case studies.

Romana Andò, Simona Giaconella, Federica Nicchiarelli, Ambra Saitta, Formare gli sguardi. Cinema e inclusività come pratiche educative nella scuola italiana

The article aims at reflecting on the role of cinematic narratives as an educational tool to create awareness on the issues of diversity and inclusiveness among adolescents: our analysis starts from the results of the project *Formare gli sguardi*, which is currently in its second edition (2022; 2024) and has been funded by Bando Cinema e Immagini per la scuola. The project has been conducted thanks to the collaboration between a high school in Ventimiglia and *Women in Film Television and Media Italia* (WIFTMI) association. The project is divided into three levels and goals: 1) teachers training about how to use cinematographic and audiovisual language in education practices; 2) students training to critical analysis of media representations and stereotypes in the audiovisual sector, through the deconstruction of audiovisual language and the production of content (namely a shortfilm); 3) dissemination for the citizenship, through film screenings in theaters with students and teachers on the theme of inclusion. The first edition was dedicated to gender issues, while the second is focused on the issue of mental health.

Keywords: cinema; representations; education; adolescence; inclusivity.

Mariangela Scarpini, Lucia Scipione, Alessandro Soriani, Cactus Edu: un progetto di innovazione didattica per l'esercizio del pensiero del/per/con l'audiovisivo

The widespread use of multimedia and audiovisual content is not always accompanied by adequate media skills in terms of interpretation, effective listening, critical and creative thinking, aesthetic education, ethical thinking or forms of active participation. CactusEdu is an educational project aimed at schools of all levels, which encourages the exploration of the potential of cinema from a media education point of view, through the enjoyment of short films selected from all over the world. Students are guided in a process of critical questioning and reflection on issues related to inclusion, sustainability and active citizenship. Through a survey conducted among teachers participating in the project, now in its fifth year, this article documents this innovative teaching practice.

keywords: audiovisual medium; new literacies; complex thinking; innovative teaching; educational project.

Anna Antonini, Marco Devetak, Elena Rocco, *Didattica inclusiva e pratica dell'audiovisivo: Radio Magica Academy e il progetto Raggi di vite.*

Radio Magica Academy is a post-secondary cultural academy for young adults with disabilities. It is a lifelong learning project that offers its students the opportunity to continue learning, socialize with peers, and engage in professional activities after completing their regular schooling. The case study focuses on the creation of a stop-motion animated short film. Supported by educators and experts, the participants — aged between 18 and 22 — experienced firsthand the entire process of producing an audiovisual work, from concept development to post-production. The experience allowed them to enhance their individual strengths and acquire new skills. As an example of inclusive teaching in itself, the short film also stands as tangible evidence of this approach, thanks to the documentary materials collected throughout the various stages of production. During public screenings, including those held in schools, *Raggi di vite* serves — as an audiovisual means of storytelling — as an additional educational tool aimed at overcoming prejudice and promoting greater inclusion.

Keywords: lifelong learning; literacy; inclusive teaching; cognitive development; socialization.

Yann Esvan, *il cinema muto per una didattica inclusiva degli alunni sordi*

The article explores the potential of using silent cinema as a tool to promote inclusive education for deaf students, drawing inspiration from best practices of the early 20th century. The proposed educational approaches, analyzed from both a theoretical perspective and through experiential evidence, focus on two main aspects: utilizing audiovisual materials to foster a more engaging and meaningful learning experience—particularly for teaching the history of the late 19th and early 20th centuries—and creating authentic multimedia products, such as short silent films, to develop digital competencies. The proposed strategies are rooted in a constructivist approach that emphasizes discovery learning and meaningful learning (Bruner, Piaget, Ausubel). The theoretical foundation is based on an inclusive, multidisciplinary pedagogy that places students at the center of the learning process, supported by Hattie's meta-analytical findings.

Keywords: Deafness; Silent Films; Inclusivity; Disability; Education

Massimiliano Coviello, *Strumenti educativi per analizzare le rappresentazioni della diversità culturale e le strategie di inclusione nelle serie tv Rai. Un confronto tra due laboratori di media education*

This essay compares the methodologies and results of two media education workshops with Italian high school students, exploring inclusion and diversity through the lens of TV series produced by Rai. *Comunità seriali*, held in Potenza in

collaboration with the *Città delle 100 Scale Festival* and the *WokeIt* research project, focused on inclusion strategies in Rai productions. Students analyzed selected series and used generative AI to create original storyboards.

Che cos'è una narrazione seriale? Impariamo a costruire storie inclusive, held in Rome, examined gender stereotypes in TV series and guided students in developing an original concept. The workshop incorporated theoretical and empirical materials from the *GEMINI* project's educational toolkit, along with *WokeIt* research on Rai's productions. The essay aims to assess students' ability to critically analyze diversity in TV narratives and apply screenwriting techniques while exploring the potential and limitations of generative AI in crafting inclusive stories.

Keywords: Diversity, Generative artificial intelligence, Inclusion, Rai TV series, Screenwriting.

Alessandra Carenzio, *Lo sguardo sulla neurodivergenza nel K-drama Avvocata Woo: riflessioni e proposte di lavoro*

The role of contemporary seriality has been addressed on many occasions. Serial television productions fit well into the agendas of today's "viewers-spectators," with two key considerations: series, like all audiovisual products, serve both as mediators of content and constructors of representations. This contribution explores the genre of K-dramas through the analysis of the series *Extraordinary Attorney Woo Young-woo*, directed by Yoo In-sik. Given its central theme — the protagonist is a lawyer with Asperger's syndrome — the analysis unfolds on three levels (asystematic, systematic, and processual), through three corresponding perspectives (socio-educational, semiotic-didactic, and clinical). While the series has, at least in Korea, significantly influenced public debate and academic research, it also proves to be an interesting tool for fostering reflection in schools, social settings, and professional contexts, promoting more inclusive spaces. In addition to the theoretical framework, the contribution presents several examples of teaching materials.

Keywords: neurodivergence; Korean series; school; film education; analysis.

Leonardo Cabrini, *Teen Series in the Italian Language Classroom: Integrating Audiovisual Media Studies into Second Language Pedagogy in English-Speaking Higher Education Contexts*

Foreign language programs often incorporate audiovisual media to foster language proficiency and transcultural understanding. However, they rarely integrate second language acquisition with audiovisual media studies in a way that allows the two disciplines to reinforce each other. This article explores strategies for "arts-integrated curricula" (Kennedy Center) in intermediate and advanced Italian language

courses, with a focus on television studies. It presents activities, assignments, and assessments from a course centered on the teen drama *SKAM Italia* (L. Bessegato, 2018). Through textual analysis and criticism, cultural critique, and creative content production, students engage with media and society exclusively in the target language. This case study represents a first step in a broader research project on Italian language pedagogy through TV and film criticism, aiming to enhance students' language proficiency while preparing them to become audiovisual media scholars.

Keywords: Second Language Pedagogy, Television Studies, Arts-Integrated Curricula, Media Education, Critical Pedagogy

Rosy Nardone, Elisa Mandelli, *Narrare per immagini. Percorsi tra albi, cinema e app alla scuola dell'infanzia*

Children's daily lives are increasingly shaped by diverse and multifaceted experiences with media devices. However, although pedagogical research has long recognized media education as a crucial issue, in the 0-6 age group, this awareness has not translated into systematic educational initiatives within institutional settings. The debate remains contentious and is often shaped by "moral panic" discourses regarding the presumed negative effects of media exposure. Nevertheless, early childhood represents a critical phase for fostering informed and creative approaches, challenging the stereotype of media as inherently passive, and instead developing educational frameworks that promote both the use and critical understanding of digital media. These efforts must, of course, be adapted to the specific developmental needs and protective measures appropriate for this age group. Building on these premises, this article presents an action research project conducted in several early childhood schools in Bologna. The project explored media and visual education activities by integrating picture books, animated films, and apps through an active learning approach. The aim was to experiment with audiovisual storytelling in various forms and to encourage active processes of interpretation and creation. Additionally, a training program was offered for educators and families to reflect on the potential of these media languages and their integration into daily educational practice.

Keywords: Visual Literacy; Media Education; Childhood Social Services; Emergent Literacy; App; Cartoon.

Eleonora Costantini, Giulia Piscitelli, Antonella Capalbi, Lorenza Di Francesco, Tommaso Fabbri, «Obiettivo Lavoro»: riflessioni intorno a un'esperienza di video-partecipato a scuola

The paper, proposed for the «Experimentations» section of the call, will focus on the description and analysis of the «Obiettivo Lavoro» project, financed by the Ministry of Cultural Heritage and Activities (MIBAC) and Ministry of Education,

through the call for proposals «Cinema e immagini per la Scuola 2022-2023». It is part of the activities of the Doctoral Course «Work, Development and Innovation» at the Marco Biagi University Foundation of the University of Modena and Reggio Emilia, and, in particular, within the Iconography of Work Observatory and the international competition Short on Work. The project builds on an initial experiment launched in 2019 entitled «Me, Myself & Work», and aims to structure participatory video workshops in Modena high schools. Adopting an interpretative framework rooted in Visual Studies, the workshops guided students in reflecting on their entry into the labor market and on the role of images in shaping their expectations and aspirations. The training sessions on the use of audiovisuals and the workshops on the construction of the VideoCV were designed to investigate, through images, the interpretative frames of young people with respect to the world of work, also in terms of self-representation, and to put them in dialogue with representatives (HRM) from prominent companies in the area.

Keywords: aspirations, representation of work, young people, audiovisual language, training.

Andrea Bobbio, *Dirigenza scolastica e neoumanesimo: per una leadership educativa “materna” e “paterna”*

This essay deals with the theme of educational leadership within school institutions, outlining the function of school management in terms of producing a unified vision, or rather a horizon of convergence – a coagulation of values, professional postures, ethical attitudes and educational organisational models – towards which to strive through a shared effort by the entire educational community. This form of educational intentionality on the part of the headteacher presupposes full possession of skills in both critical reading of organisational contexts and a mature culture of innovation, aspects that are specifically discussed in the essay in the light of the theory of institutional analysis developed by Fornari and recently taken up by Recalcati.

Keywords: School leadership; Institutional analysis; Cultural codes; School innovation; group dynamics.