



UNIVERSITÀ
DEGLI STUDI
DI BERGAMO

Dipartimento
di Scienze Umane
e Sociali



CQIIA

Centro per la Qualità dell'Insegnamento,
dell'innovazione didattica e dell'Apprendimento
UNIVERSITÀ DEGLI STUDI
DI BERGAMO



ATEE
Association for Teacher Education in Europe

BOOK OF ABSTRACTS

ATEE Spring Conference 2024

Teacher education research in Europe:
trends, challenges, practices and perspectives

Edited by Nicole Bianquin and Francesco Magni

May 29th – June 1st, 2024

S. Agostino, 2 - Città Alta, Bergamo, Italy



**UNIVERSITÀ
DEGLI STUDI
DI BERGAMO** | Dipartimento
di Scienze Umane
e Sociali



CQIIA
Centro per la Qualità dell'Insegnamento,
dell'Innovazione didattica e dell'Apprendimento
**UNIVERSITÀ DEGLI STUDI
DI BERGAMO**



BOOK OF ABSTRACTS

ATEE Spring Conference 2024

Teacher education research in Europe:
trends, challenges, practices and perspectives

Edited by Nicole Bianquin and Francesco Magni

May, 2024

ISBN: 9789464668537

An event organised by:

Dipartimento di Scienze Umane e Sociali, University of Bergamo // www.dsus.unibg.it

CQIIA – Centro per la Qualità dell’Insegnamento, dell’Innovazione didattica e dell’Apprendimento,
University of Bergamo // www.cqiiia.unibg.it

ATEE – Association for Teacher Education in Europe // www.atee.education

In collaboration with:



[SIPED](#)

Società Italiana di
Pedagogia



[Bahuhus4EU](#)

European University
Alliance



[CIRSE](#)

Centro italiano per la
ricerca storico
educativa



[Comenius Association](#)

European Higher
Education Network of
Teacher and Social
Education



[SIPSE](#)

Società Italiana per lo
Studio del Patrimonio
Storico-Educativo



[EFVET](#)

European forum of
Technical and Vocational
Education and Training



[SIPeGeS](#)

Società Italiana di
Pedagogia Generale e
Sociale



[ETE](#)

European Training
Foundation



[SIPeS](#)

Società Italiana di
Pedagogia Speciale



[INVALSI](#)

Istituto nazionale per la
valutazione del sistema
educativo di istruzione e
di formazione



[C.I.R.PED](#)

Centro Italiano di
Ricerca Pedagogica



[Ufficio Scolastico
Territoriale di
Bergamo](#)



[SIREF](#)

Società Italiana di
Ricerca Educativa e
Formativa



[SIRD](#)

Società Italiana di
Ricerca Didattica

Conference Chair

Nicole Bianquin, associate professor in Special Education, University of Bergamo, ATEE member;

Francesco Magni, assistant professor in Education, University of Bergamo, ATEE member.

Scientific committee

Adolfo Scotto Di Luzio, Vice-Rector for Didactics, Guidance and Placement, University of Bergamo, Italy

Marco Lazzari, Head of the Department of Human and Social Sciences, University of Bergamo, Italy

Anna Maria Falzoni, Director of CQIIA - Centre for Teaching Quality, Teaching Innovation and Learning, University of Bergamo, Italy

Maria Assunção Flores, University of Minho, Portugal

Joanne Banks, Trinity College of Dublin, Ireland

Federica Baroni, University of Bergamo, Italy

Tore Bernt Sorensen, University of Glasgow, Scotland (UK)

Paolo Bertuletti, University of Bergamo, Italy

Serenella Besio, University of Bergamo, Italy

Antonio Borgogni, University of Bergamo, Italy

T.J. Ó Ceallaigh, University College Cork, Ireland; ATEE AC member

Monica Crotti, University of Bergamo, Italy

Linda Daniela, University of Latvia, Latvia

Dietmar Frommberger, University of Osnabrück, Germany

Paola Gandolfi, University of Bergamo, Italy

Mabel Giraldo, University of Bergamo, Italy

Etti Gordon Ginzburg, Oranim College of Education, Israel

Michiel Heijnen, Marnix Academy, Netherlands; ATEE AC President

Erika Kopp, Eötvös Loránd University, Hungary; ATEE AC member

Marta Kowalczyk-Walędziak, University of Białystok, Poland

Anna Lazzarini, University of Bergamo, Italy

Hagen Lehmann, University of Bergamo, Italy

Nicola Lovecchio, University of Bergamo, Italy

Gale MacLeod, University of Edinburgh, Scotland (UK)

Fernando Marhuenda Fluixá, Universitat de València, Spain

Alessandra Mazzini, University of Bergamo, Italy

Sara Nijs, Leuven University, Belgium,

Katrin Poom-Valickis, University of Tallinn, Estonia

Andrea Potestio, University of Bergamo, Italy

Evelina Scaglia, University of Bergamo, Italy

Johannes Karl Schmees, Norwegian University of Science and Technology (NTNU), Norway

Leah Shagrir, Levinsky College of Education, Israel; ATEE AC member

Olena Shyyann, Lviv State University of Physical Culture, Ukraine; ATEE AC member

Vasileios Symeonidis, Pädagogische Hochschule Freiburg, Germany

Ronny Smet, Karel de Grote University of Applied Science and Arts, Belgium; RDCs Coordinator of ATEE

Agnieszka Szplit, Jan Kochanowski University Of Kielce, Poland; ATEE AC Vice-President

Elena Theodoropoulou, University of the Aegean, Greece

Philippe Tremblay, Université de Laval, Québec

Vidmantas Tūtlys, Academy of Education, Vytautas Magnus University, Lithuania

Wieland Wermke, Stockholm University, Sweden

Mara Westling Allodi, Stockholm University, Sweden

Jenny Wilder, Stockholm University, Sweden

Rano Zakirova Engstrand, Stockholm University, Sweden

Organizing committee

Virginia Capriotti, University of Bergamo

Sara Cecchetti, University of Bergamo

Federico Chiappetta, University of Bergamo

Emilio Conte, University of Bergamo

Ester Guerini, University of Bergamo

Paolo Lazzaroni, University of Bergamo

Alice Locatelli, University of Bergamo

Isabel Maggiarra, University of Bergamo

Fabio Sacchi, University of Bergamo

Arianna Taravella, University of Bergamo

Table of contents

Parallel session n. 1

Day 2 // Afternoon / Thursday, 30th May 2024

A.1.	School & work and the role of teachers in Vocational Education and Training	1
A.2.	Teaching and learning challenges and professional development (1)	15
A.3.	Teaching and learning challenges and professional development (2)	32
A.4.	Teacher education and pedagogical perspective in uncertain times: history, theory, policies and practices (1)	43
A.5.	Teacher education and pedagogical perspective in uncertain times: history, theory, policies and practices (2)	59
A.6.	Inclusion in teaching and learning processes and school improvement	76
A.7.	Digital innovation and artificial intelligence (AI): schools, teachers and students between real and virtual world	94

Parallel session n. 2

Day 3 // Morning / Friday, 31st May 2024

B.1.	Teaching and learning challenges and professional development (1)	107
B.2.	Teaching and learning challenges and professional development (2)	120
B.3.	Teacher education and pedagogical perspective in uncertain times: history, theory, policies and practices (1)	136
B.4.	Teacher education and pedagogical perspective in uncertain times: history, theory, policies and practices (2)	148
B.5.	Digital innovation and artificial intelligence (AI): schools, teachers and students between real and virtual world	169
B.6.	Inclusion in teaching and learning processes and school improvement (1)	180
B.7.	Inclusion in teaching and learning processes and school improvement (2)	197
B.8.	Inclusion in teaching and learning processes and school improvement (3)	211

Parallel session n. 3

Day 3 // Afternoon / Friday, 31st May 2024

C.1. Teacher education and pedagogical perspective in uncertain times: history, theory, policies and practices (1)	223
C.2. Teaching and learning challenges and professional development (1)	236
C.3. Digital innovation and artificial intelligence (AI): schools, teachers and students between real and virtual world	250
C.4. Inclusion in teaching and learning processes and school improvement	262
C.5. Teacher education and pedagogical perspective in uncertain times: history, theory, policies and practices (2)	278
C.6. Teaching and learning challenges and professional development (2)	292
C.7. Teacher education and pedagogical perspective in uncertain times: history, theory, policies and practices (3)	306
C.8. Teaching and learning challenges and professional development (3)	321

Poster section

Day 2-3 // Thursday 30th / Friday, 31st May 2024

335

NOTES ON THE ITALIAN DEBATE ABOUT THE TRAINING OF PRIMARY SCHOOL TEACHERS IN THE FIRST TWO DECADES OF THE 20TH CENTURY

Gabriella Seveso, *Bicocca University of Milan, Italy*, gabriella.seveso@unimib.it

In the first two decades of the twentieth century, the debate on the training of primary school teachers became very lively in some European countries: it started from a unanimous criticism of the initial training pathway, which was considered inadequate for many reasons.

In Italy, the animated discussion on this subject was set in a particular framework: on the one hand, the first teachers' associations were being formed that intended to play the role of interlocutor towards institutional actors; on the other hand, Italian pedagogical reflection was influenced by Herbartism: the main exponent of this pedagogical position was, among others, Luigi Credaro, first coordinator of Unione Nazionale Magistrale, and then Minister of Public Education.

Moreover, some interesting educational and didactic experiments saw the light in those years, partly also connected with stimuli from abroad: for example, Salvoni's school, the Rinnovata Pizzigoni, and Montessori's Children's Houses. These experimentations were characterized by innovative solutions concerning the design of spaces, materials and teaching methods, and required a radical renewal of the initial training of teachers: it was to focus on the intertwining of theory and practice, on didactic internships, on training in observation and the acquisition of a scientific habitus.

The debate on the initial training of primary teachers was, therefore, affected in Italy by this particular lively climate and followed lines of reflection also present in other European countries, such as England or France, albeit in some ways going in different directions: the questions concerned the cultural versus professional training of teachers, internships in schools, indispensable subjects, and the duration of the training course.

This contribution proposes an in-depth examination of some of the voices and themes of this debate through an analysis of the pages of one of the most popular Italian pedagogical journals at the time, *La Coltura Popolare*.

Keywords: Teacher's training in the early 20th century; History of school in the 20th century; History of teachers in Italy.

Bibliography

- Chiosso Giorgio (2019). *L'educazione degli italiani. Laicità, progresso e nazione nel primo Novecento*. Bologna: il Mulino
- Condette, Jean-François (2017). *Histoire de la formation des enseignants en France (XIXe-XXe siècles)*. Paris: L'Harmattan
- Dombkowski, Kristen (2002). Kindergarten Teacher Training in England and United States 1850-1918. *History of Education*, 31, 5: 475-489.
- Ghizzoni, Carla, Polenghi, Simonetta (2008). *L'altra metà della scuola. Educazione e lavoro delle donne tra Otto e Novecento*. Torino: SEI.
- Lussi Borer, Valerie (2017). *Histoire des formations à l'enseignement en Suisse Romande*. Berne : Peter Lang.
- Morandi, Matteo (2019). Luigi Credaro e la pedagogia scientifica: i temi della prolusione romana del 1903. *Civitas educationis*, VIII, 1: 15-19.
- Pironi, Tiziana (Ed.) (2023). *Maria Montessori tra passato e presente. La diffusione della sua pedagogia in Italia e all'estero*. Milano: FrancoAngeli, Milano.
- Robinson, Wendy (2006). Teacher Training in England and Wales: Past, Present and Future. *Education Research and Perspective*, 33, 2: 19-36.
- Scaglia, Evelina (2019). Montessori e Il bambino in famiglia: per una pedagogia della prima infanzia come pedagogia della liberazione. *Formazione, lavoro, persona*, IX, 29: 135-142.
- Tomarchio, Maria, D'Aprile Gabriella (Eds) (2010). *Educazione Nuova e Scuola Attiva in Europa all'alba del Novecento. Atti del convegno internazionale di Catania del 25-26-27 marzo 2010. Vol. I: Modelli, temi. Num. mon. I Problemi della Pedagogia*, n. 4-6. Roma: Anicia.