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Living and Leading in the Next Era: Connecting Teaching, Research, Citizenship and Equity

Edited by
Loredana Perla
Laura Sara Agrati
Viviana Vinci
Alessia Scarinci

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All contributions published in this volume have been rigorously subjected to peer review by experts in the field, to ensure the high quality of the research and its relevance to the scientific community.

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Table of contents

IX **Loredana Perla, Laura Sara Agrati, Viviana Vinci, Alessia Scarinci**
Living and Leading in the Next Era. Connecting Teaching, Research, Citizenship and Equity
Presentation. Teaching, *today more than ever*

I. Sessione
Research models and methods on teaching, learning and teacher training

2 **Laura Sara Agrati, Loredana Perla and Viviana Vinci**
The near future teacher-tutor. Questions for research, suggestions for practice

4 **Ilenia Annunziata Amati, Loredana Perla, Viviana Vinci, Stefania Massaro, Antonio Ascione**
The 'Globalismo affettivo' method to promote reading and writing competence in ECEC: the research-training project in Apulia

7 **Maini Barreira Gonçalves, Maria Alzira Pimenta**
Values and virtues experienced in Teacher Training Courses in Brazil

9 **Dorota Bazuń**
Why is it worth going beyond the walls of the university? The use of mobile methods for social education at the university

11 **Laura Sara Agrati, Arianna Beri**
The performance assessment ability of student-teachers. Documentary analysis of authentic tasks

14 **Dajuana Chaney Fontenot, Virginia Redwine Johnson**
Every teacher has a breaking point! Analyzing Teacher Attrition

18 **Renata Čepić, Petra Pejić Papak**
Teachers' experiences of using formative assessment. A challenge for improvig learning outcomes through teacher-student partnership

20 **Anthony Clarke, Juanjo Mena**
A History of Paradigm Shifts In Education: Their Impact On Practicum

22 **Martin Fico**
Additional pedagogical education: Does It mean difference?

24 **Mauro Giacomazzi**
Transforming Teachers' Instructional Design for Enhancing Critical Thinking in Ugandan Schools

26 **Khalil Gholami, Savareh Rashidi**
Pedagogy of passion: A core ontological entity for teaching being

28 **Khalil Gholami, Maryam Alikhani, Kirsi Tirri**
Teachers' knowledge of neuroplasticity: How it augments their thinking

30 **Sabrina Girardi, Caterina Balenzano, Giuseppe Moro**
Skills and Self-efficacy: teacher training in the fight against child educational poverty

32 **Polona Gradišek**
"Bringing out the best in ourselves": Character Strengths of Preschool Education Student Teachers

34 **Lorenza Maria Capolla, Francesca Gratani, Maila Pentucci, Lorella Giannandrea, Pier Giuseppe Rossi**
What relationship between designing and regulating in times of emergency?

37 **Mariusz Kwiatkowski**
Mobile social interventions in academic teaching

39 **Noam Lapidot-Lefler**
Learning in communities: What I learned in two parallel communities of practice of teacher educators accompanied by action research

41 **Äli Leijen, Margus Pedaste, Natalia Edisherashvili**
Enhancing Teacher Professional Standards: A Case Study of Estonia's Initial Education and Continuous Development

43 **Vania Finholdt Angelo Leite, Maria Inês Marcondes**
Didactics and initial teacher training: past and present teaching-learning models in Brazil

45 **Vania Finholdt Angelo Leite, Bianca de Macedo Abreu, Flaviane Coutinho Neves Americano Rego, Helena Amaral da Fontoura**
Narratives and teacher education: survey of qualified production in theses and dissertations in Brazil (2018-2022)

47 **Antonella Montone, Michele G. Fiorentino, Giuditta Ricciardiello**
The Mathematical Discussion: a learning experience in and from practice

49 **Mounia Risch, Muriel Frisch**
Adapted didactics and teacher phenomenology

51 **Giuditta Ricciardiello, Rosalinda Cassibba, Michele G. Fiorentino, Antonella Montone, Pasquale Musso, Cristina Semeraro**
Role of teachers' Mathematics Anxiety on mathematics achievements

54 **Aléxia Roche, Maria Alzira de Almeida Pimenta, Vânia Maria de Oliveira Vieira**
Pedagogical practices inspired in the Reggio Emilia approach during the covid-19 pandemic in Brazil

56 **Joana Paulin Romanowski, Simone Regina Manosso Cartaxo**
Learning how to teach in teaching courses

59 **Daniela Savino**
Through CLIL: the unpredictable link among Teaching-Learning, Relationality, Engagement and Changing within the lesson

62 **Tom Schoemaker**
Students teachers articulating their personal worldview is part of their professional identity

64 **Yaron Schur, Ainat Guberman**
Conceptual Change of "Teaching/Learning" among Veteran Educators who Experienced Attentive Teaching

66 **Birsen Tütüniş, Özge Köksal, Duygu Yalman Polatlar**
Self evaluation via reflection during pre-service education

69 **Rieke van Bemmel, Ilya Zitter, Elly De Bruijn**
Manifestations of Responsiveness in Dutch Teacher Education Curricula: a multiple case study

71 **Alenka Polak**
Portfolio as a tool for student teachers' professional reflection on teamwork

73 **Maurício Teodoro de Souza, Luiz Sanches Neto**
From Physical Education to Holomotricity – epistemological proposal through participatory thinking

II. Sessione
Human challenges for teaching, partnership in community, practicing diversity for all students

77 **Daniela Roxana Andron, Stefania Kifor**
Formative intervention for developing independent life skills of abandoned children

79 **Alessandro Barca**
Fables and digital fairy tales for inclusion: a perfect combination in the training of future teachers against gender stereotypes

82 **Christine E. Beaudry, Jane McIntosh Cooper, Leslie Gauna**
Making Connections: Implementing Student Conferences to Strengthen Feedback and Relationships in Teacher Education

84 **Anna Brichetti**
At school of circular economy. Analysis of teaching practice in secondary schools

86 **Francesca De Vitis, Marcello Tempesta**
Educating culture-conscious teachers: the experience of Unisalento's FAMI Course

88 **Julie Dumonteil**
Autistic Teachers: Practicing Inclusion and cultivating belonging for all Students

90 **Vânia Galindo Massabni, Stefania Rosolen**
The hole of teacher's in environmental changes at school: two Brazilian studies

92 **Loredana Perla, Rosa Gallelli, Rosa Palermo, Ilenia Amati, Pasquale Renna**
AHEAD: a project to fight discrimination and hate speech

94 **Saadet Garan, Ali İlker Gümüşeli**
The identification of the problems faced by Syrian immigrant students in schools and the determination of the practices to solve these problems

97 **Serena Greco, Elettra Morini, Francesca Storai**
Leadership for Equity: Promoting Innovation and Organizational Change

101 **Irene Gianeselli**
Rethinking performing arts education in Italy: the "Manifesto Theatre" by Pier Paolo Pasolini as a methodological practice for a Transformative Learning social training

103 **Jana Kalin, Barbara Šteh**
Partnership between teachers and school counsellors - between reality and expectations

105 **Manpreet Kaur, Balwant Singh**
Recognising and responding to Casteism in higher education Institutions in India

107 **Magdalena Kohout-Diaz, Marie-Christine Deyrich**
Diversity in doctoral supervision practices: analysing inclusive and ethical dimensions

109 **Maria Ines Marcondes**
Paulo Freire and Lawrence Stenhouse: contributions to Teacher Education

111 **Marilù Mastrogiovanni**
Socially networked learning for participative democracy in the Italian Ecofeminist 2.0 movement

113 **Rosimê da ConceiçãoMeguins**
Impacts and challenges of the pandemic on education with social equity

115 **Anna Mielczarek-Żejmo, Joanna Frątczak-Müller**
Cross-border staff education, agency, mobility

117 **Alison Mitchell, Margery McMahon, Andrea Reid, Madelaine Baker, Jane Arthur, Olivia Drennan**
Leading Critically Conscious School Communities: Constructions of a research/practice partnership to strengthen political literacy in school leaders

120 **Juan Vicente Ortiz Franco**
The pandemic and socio-emotional development of families. Experiences in educational institutions in Bogotá

122 **Isabella Pescarmona, Valerio Ferrero**
Children's voice for community development. A participatory path to build intercultural citizenship

124 **Valeria Quarto**
Co-constructed knowledge in the process of the helping relationship. The social worker's learning by doing

127 **Meher Rizvi**
What constitutes professional practice? A researched-based model of teacher professionalism from students' perspectives

130 **Nicola Tenerelli**
A pedagogical response to war. From perpetual peace to eternal spring

III. Sessione
Innovative practices and methodological issues for hybrid teaching and teacher education

133 **Helena Amaral da Fontoura, Martha Prata-Linhares, Gabriela Cristina Basso Engler-Marques, Taise Marchiori Soares**
Thinking formative processes in challenging times: arts, languages, subjectivity

135 **Mario Luiz da Costa Assunção Júnior, Martha Prata-Linhares**
Learning from audiovisual creation in initial teacher education

137 **Michele Baldassarre, Valeria Tamborra, Martina Dicorato**
Experimenting with blended learning in university education: perceptions and opinions of students

140 **Flavian Heidi, Dana Barak-Harel**
Inclusion of primary-school learners with learning disabilities through on-line lessons

142 **Ilaria Fiore, Alessia Scarinci, Maria Addolorata Deleonardis**
Digital storytelling: application of an innovative methodology for the training of future teachers

144 **Alberto Fornasari, Alessia Scarinci, Matteo Conte, Guendalina Peconio**
GEMMA project for university teacher education: a scoping review to investigate digital, entrepreneurial and soft skills

146 **Simone Regina Manosso Cartaxo, Joana Paulin Romanowski**
Social Networks as an informal education possibility for basic education teachers

148 **Stefania Massaro, Antonio Ascione, Ilenia Amati, Angela Balzotti, Loredana Perla**
Innovating school-based health education through serious games: the challenge of obesity prevention

150 **Emiliana Murgia, Filippo Bruni**
ChatGPT or not ChatGPT in education? A preliminary investigation at the university among prospective teachers

153 **Loredana Perla, Stefania Massaro, Berardina De Carolis, Viviana Vinci, Angela Balzotti**
Social robot-based nutritional education for children’s engagement on healthy lifestyles

155 **Romina Plešec Gasparič, Milena Valenčič Zuljan**
Initial teaching practice during remote schooling

158 **Mary F. Rice**
Evaluating Digital Instructional Materials through Diffractive Activit

160 **Alessia Scarinci, Loredana Perla, Viviana Vinci**
Training faculty developers as change agents

163 **Birsen Tütünis, Mehmet Aslan**
The impact of blended mobile learning on EFL students’ vocabulary development

167 **Mats Vernholz**
Academic self-concept of pre-service technology teachers for vocational education in Germany according to the TPACK-Model

169 **Viviana Vinci, Loredana Perla, Laura Sara Agrati, Alessia Scarinci**
Training teachers in hybrid mediation. Recruitment reform in Italy and prospects for university training centers

Living and Leading in the Next Era. Connecting Teaching, Research, Citizenship and Equity

Presentation. Teaching, *today more than ever*

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Teaching is not just an art, which requires creativity and inventiveness. Teaching is a complex commitment, *today more than ever*, which requires wisdom (Shulman, 2007) to be gained through initial preparation, ongoing professional development, collaboration of the social community and support of the research community. Teachers need, *today more than ever*:

- adequate initial preparation to develop the skills necessary for the creation of inclusive and now immersive learning environments, for the evaluation of disciplinary and transversal learning outcomes;
- professional development to face the challenges posed by an increasingly globalized society, by increasingly complex classes but also to welcome and exploit the opportunities offered by digital and immersive technologies;
- collaboration by the social community – students and colleagues, first and foremost, but also families, school networks, territory, mass media, regulations and institutions, etc. – which starts from the mutual recognition of different roles and can lead to the creation of innovative and welcoming projects;
- support from the research communities to gain ever greater knowledge of the otherwise hidden dynamics of the teaching-learning processes, to enter into the depths of the teacher-pupil relationship, to gain evidence regarding the effectiveness over time of one's work carried out day by day.

Having these needs met, teachers will be able not just to survive, but to live, indeed to lead the next era towards expanded and digital citizenship and instruction and gender equity.

The ISATT2023 conference organized at the University of Bari welcomed over 200 scholars and researchers, from all continents of the world - Australia, Belgium, Brazil, Canada, Cyprus, Colombia, Croatia, Estonia, Finland, France, Germany, Japan, Greece, India, Iran, Ireland, Iceland, Israel, Italy, Malta, Mozambique, New Zealand, Pakistan, Poland, Portugal, Czech Republic, Romania, Russia, Slovakia, Slovenia, Spain, Swiss, The Netherlands, Trinidad and Tobago, Turkey, Uganda, UK, USA.

This work collects the long abstracts presented and grouped into three macro-themes:

- research models and methods on teaching, learning and teacher training;
- human challenges for teaching, partnership in community, practicing diversity for all students;
- innovative practices and methodological issues for hybrid teaching and teacher education.

It offers readers a varied and multifaceted view with the aim of presenting some of today's educational challenges and opportunities and with the hope of arousing interest in research on teaching.

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I sessione

Research models and methods on teaching, learning and teacher training

The near future teacher-tutor. Between already and not yet

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Recovering the reasons for a multi-level career structure, tutoring could be exanimated as expression of teacher's expertise and opportunity for a professional development. The proposal depicts the current international and national policy on the possible role of teacher-tutor and describes a horizontal longitudinal comparison case-study carried out at the University of Bari on documents and regulations related role, tasks and possible training of tutors in teacher education. The multiple forms of tutoring in Italy – tutoring of trainees in ITE and novices in induction, mentoring students in practical activities – have potential features to being a professional development opportunity of teachers. However, multi-level career structure teacher's, professional framework competencies and idea of professional development are still missing.

Keywords: tutoring, professional development, case-study

1. Introduction

The strongly inconstant context requires to redefine the profile and identity of today's teacher (Gholami & Faraji, 2023) and to rethink possible boundaries between competences areas (European Commission, 2012). Even more, analyzes of the teaching profession attractiveness and the attrition of working conditions (Kelchtermans, 2017) are slowly prompting considerations about career structures and progression, and the general well- being of 'education frontline workers'.

Recovering the reasons for a multi-level career structure, tutoring is proposed as role that the teacher could assume for a professional development (European Commission/EACEA/Eurydice, 2021; Perla, 2019; Agrati, 2022), specific area of teacher preparation/training and topic, as well as peculiar topic of didactic research.

2. Theoretical framework

In a multi-level career structure, teachers can change roles and responsibilities during their professional career (European Commission/EACEA/Eurydice, 2021; Viac & Fraser, 2020) and progress by taking on additional pedagogical roles towards colleagues and trainees (Loizon, 2019). In Italy, teaching has a single-level career structure: although teachers may diversify their tasks through additional roles and responsibilities, the commitment is only sometimes compensated in an additional way and is not formally recognized within a professional and career development framework (Perla, 2019, 2022; Agrati, 2023). Possible regulations are being discussed in this period that review the profiles, tasks and training of the school staff involved as 'scholastic' and 'academic' tutor in the initial training internship (legislative decree n. 59/2017, decree law n. 36/2022) and as supervisor of those placed in the role in the induction of the trial year (ministerial decree n. 226/2022; ministerial circular no. 39972 of 11.15.2022).

3. Methods

A horizontal longitudinal comparison case-study (Bartlett & Vavrus, 2016) was carried out at the University of Bari. The study focused on the documents and regulations that describe role, tasks and possible training of tutors in teacher education and aimed at finding early indications useful for a wider description of tutoring as professional and career development opportunities for teachers. The following research question is asked:

- *which aspects of current tutoring in Italy support or limit the teacher's professional development?*

A document review was conducted in the period April-July 2023 (Bretschneider et al., 2017) on governmental documents, including government decrees, laws and ministerial notes, as primary sources of data (l. 79/2022; dm 226/2022). For data analysis, the 'process tracing' method (George & Bennett, 2005) was followed; it is useful for accessing the descriptive dimension of the case study and for detecting possible causal processes through the so-called 'detailed narrative', without a reference theory.

4. Results

The 'narrative' followed in the present study refers to three phases, corresponding to the main 'seasons' of teacher education reform (ITE, Induction, CPD – UNESCO, 2019).

Despite Europe's increasingly explicit request for professional career paths integrated with school development (European Commission/EACES/Eurydice, 2021), an incomplete and partial definition of the teacher-tutor emerges from the comparative longitudinal analysis matrix. The Italian teacher education system still lack a well-defined framework of professional competences, capable of guiding the professional development of teachers and the selection/development of teacher educators, within a multi-level career framework (Agrati, 2023). The forthcoming reform does not involve the entire professional development and career path framework.

5. Conclusions

This study offers a picture of the Italian reality open to the broader scenario of international policies and surveys on the opportunities for professional development of teachers. The multiple forms of tutoring in Italy – tutoring of trainees in ITE and novices in induction, mentoring students in practical activities – have potential features to being a professional development opportunity of teachers. However, a multi-level career structure teacher's, a professional framework competencies and an idea of professional development (Perla, 2019) are still missing.

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The 'Globalismo affettivo' method to promote reading and writing competences in ECEC: the research-training project in Apulia

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The contribution is based on a research-training project focused on «Globalismo affettivo» method in Apulian Early childhood education and care (ECEC) centres (Italy). «Globalismo affettivo» is an innovative method – devised by V. De Lillo, an Apulian school teacher (De Lillo, 2013) – aimed at promoting reading and writing competences in kindergarten children through an approach that combines storytelling, technological devices and global involvement of the child (on an emotional, gestural, sensory, linguistic, motivational, playful, cognitive, affective level).

Keywords: Globalismo affettivo, Early childhood curriculum, teaching methods, Analysis of Practices, mixed-method design

1. Introduction

The process of configuration, dissemination and scientific recognition of affective globalism began in the 80's and saw the virtuous collaboration between the Apulian Regional School Office and the Department of Education, Psychology, Communication at University of Bari Aldo Moro.

«Affective globalism», conceived by the teacher from Bari Vito De Lillo, is a scientifically approved method which aims, through the use of technologies combined with imagination, at learning to read and write starting from kindergarten.

While with the stories of the letters, listening, elaboration and dramatization of the characters, children have the opportunity to give vent to their fantasy and imagination, with the aid of the computer it is possible to lead them into that imaginary world, proposing the moments lived intensely with classmates and with the teacher, but in a different habitat and with other languages, precisely those of multimedia.

The affective globalism method consists of three phases:

1st phase: the letters' narration with their video projection activates cognitive mechanisms useful for memorizing the graphemes' shape;

2nd phase: letters narration with their video projection activates cognitive mechanisms useful for memorizing the graphemes' shape;

3rd phase: the proposed exercises include «metaphonological» tasks valid to acquire phonemic awareness and prevent difficulties (initial-final phoneme identification, spelling, tapping, phonemic synthesis, identification of the phonic continuum of a word by organizing its sounds from beginning to end).

2. Theoretical framework

In the Italian panorama, the document issued by the Ministry of Education, called «The New National Guidelines for the Curriculum of Kindergarten and First Cycle» highlights that «the development of broad and secure linguistic skills is an indispensable condition for the growth of the person and for the exercise of citizenship, for critical access to all cultural spheres and for the achievement of academic success in every sector and study». These are part of the European teaching guidelines outlined in the Eurydice document (2019) and in the European Commission document (2008). Affective Globalism fits in precisely because it intrinsically has the meta-capacity to develop in children, starting from the age of three, the mental functions at the base not only of reading and writing but of all other disciplines. The interactive multimedia educational paths used by this method are in fact among those considered highly functional by neuroscience, even for people with disabilities (De Lillo, 2013).

That is equipping pupils with metacognitive tools helps them not only to improve reading comprehension, but also to build self-confidence (OECD/UNESCO-UIS, 2003). Teaching that combines cognition and motivation can therefore optimize reading outcomes. One approach to enhancing motivation through the use of cognitive strategies is that exemplified by the Concept Oriented Reading Instruction (CORI) (Guthrie et al., 1996, 1999; Coiro & Dobler, 2007).

3. Methods

The aim of the study is to investigate the positive impact of the method in terms of improvement of school learning, promotion of motivation, development of inclusion and high participation (Perla, 2013; Amati, 2022). These themes are examined – according to the framework of the Analysis of Practices (Vinatier & Altet, 2008) and through a mixed method design (Cameron, 2015) – through video-analysis, explanation interview, site visits, ex post evaluation, comparison of learning outcomes, evaluation of teacher training according to the method. The research-training project is supported by the Department of Educational Sciences, Psychology and Communication of the University of Bari Aldo Moro and by the DidaSco research project, in collaboration with the Apulian Regional School Office. The scientific and ministerial validation of the method – and therefore the extension of the experimentation at a national level – will provide useful guidelines and perspectives for the development of personalized curricula in Early Childhood Education and Care (Eurydice, 2019).

The research-training protocol includes a pre-phase: internship training of tutors of the degree course in Primary Education Sciences and three macro-phases: planning, documentation and monitoring tools, return and dissemination of results. 20 tutors from the ForPsiCom Department participated in the pre-phase. The planning phase included 3 micro-phases (analysis of the context of the schools involved in the research, co-definition of the objectives, co-definition of the operational phases) and 5 actions (I. identification and training of teachers to the method; II. identification of experimental control classes; III. basic surveys of learning and skills (7 micro actions have been identified); IV. documentation and monitoring; V evaluation and dissemination.

Among the documentation and monitoring tools, the observation and survey cards distributed as a sample to the pupils of the control classes, the tests and Invalsi tests, the interviews and questionnaires, the videos were used.

4. Results

In this first phase, in which 20 apprenticeship tutors from the For.Psi.Com Department were trained in the method, a high sense of inclusion of the child with disabilities emerged, an indepth verbal representation of the phases of the method, the involvement of the group, the speeding up the transition phases from recognition of reading, writing and letter. Affective globalism is certainly a positive model of the community school, of the school of good practices, of the school of the professional network, of networks between schools.

However, the research is in progress.

5. Conclusions

In conclusion, the study demonstrates that through gradual and natural passages, this method allows the maturation of increasingly adequate levels of gestural, emotional and cognitive mimic awareness thanks to specific techniques. This method also manages to prevent forms of dysgraphia and dyslalia. The method of affective globalism is valid because it is an effective method for promoting the inclusion of the pupil with disabilities in the class group, confirming itself as a «method for all and for each one».

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Values and virtues experienced in Teacher Training Courses in Brazil

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This research had as its object the values and virtues experienced in Teacher Training Courses in Brazil. The theme was justified by the reflection on the role of higher education in the formation of citizens, in a fluid society, increasingly plural. The research intention was conceived in the discussions of the Internética Project: R&D project subsidized by the Spanish MCINN (PID 2019-104689RB-I00) in the Higher Education, Technology, and Information Research Group (GPESTI). The research question was: which and how were the values and virtues experienced by students, teachers, and coordinators of Teacher Training Courses? It was based on the premise that experiencing values and virtues in Higher Education through education in values can contribute to human development. The general objective was to understand which and how values and virtues are experienced by students, teachers, and coordinators. The research procedures included a field study. As a data collection instrument, an online questionnaire was used, prepared through the Google Forms® platform. For open questions, data analysis was performed using Ginzburg's Evidence Paradigm (1989) and for closed questions, descriptive analysis was performed using Microsoft Excel®. The results showed that the teachers experienced the value of Social Justice and the virtue of Justice. The students, on the other hand, experienced the value of Respect and the virtue of Courage. They were experienced in three different moments: Classes, Events and Specific Curriculum Components.

Keywords: higher education; value and virtues; education in values; virtues; human formation.

1. Introduction

The new social settings and the advancement of communication and information technologies, in particular the internet and social networks, offered the possibility for people with different realities to introduce themselves to the world. However, this same space, sometimes, becomes a judgmental space, where pseudo-experts, without any depth or direct involvement in the treated causes, relegate the elements of social, ethical, and moral cohesion - to the background. In Brazil, the discussion about values and virtues seems urgent, after all, the country is divided into extremes, and without social cohesion in search of a common good. Education has always been a link between the individual and the collective, through citizenship training, therefore, this work chose to address Higher Education, understanding it from the perspective of education in values/moral education, for human development. We sought to answer the question: which and how values and virtues were experienced by students, teachers, and coordinators of teacher training courses? The basic premise of this justification is that the experience of values and virtues in Higher Education, through education in values, can favor human development in increasingly plural societies. It was established as a general objective: to understand which and how values and virtues were experienced by students, teachers, and coordinators. To achieve this objective, a survey and systematization of the literature on the subject was first carried out. With the application of a questionnaire to students, teachers, and coordinators of HEIs, it was possible to identify and describe the values and virtues experienced by them.

2. Theoretical framework

In this work, we start from the premise that individual action, based on moral values, can reflect positively on other individuals, and contribute to human development in globalized societies. From the perspective of Piaget's Moral Psychology (2014), with positive exposure to certain moral values throughout life, there is a greater chance of these values being centralized and incorporated into the individual's attitudes. In particular, the ethics of virtues treats the subject's action as the focus of moral action, considering the exercise of virtues and the recognition of otherness. MacIntyre (2017), points to moral education as the experience and practice of values and virtues for the construction of a responsible individual, who understands their importance and is committed to the common good. In this way, values and virtues can be discussed and experienced through education in values in Higher Education aimed at humanist formation, as pointed out by UNESCO (2016).

3. Methods

The research procedures included a field study and documental analysis of the Course Plan, Political Pedagogical Project, and Curriculum Matrix of the participating HEIs. As a data collection instrument, an online questionnaire was used, prepared through the Google Forms® platform. For open questions, data analysis was performed using Ginzburg's Evidence Paradigm (1989) and for closed questions, descriptive analysis was performed using Microsoft Excel®.

4. Results

For teachers, the most important value and the most experienced by them was social justice. For students, respect. And the most important and most experienced virtue by teachers was justice. Students pointed justice as the most important virtue and courage as the most experienced by them. Teachers and students agreed that the discussion about values and virtues took place in three distinct moments: Classes, Events and Specific curricular components through class strategies such as: Lecture, Discussion (debate) and Text Study and Events. In the documents, indications were observed to form students from the point of view of education in values and human formation, but only two curricular components that addressed values were identified, one of which was elective. No specific mentions of virtue were identified. Actions were observed regarding the discussion of values and virtues in line with practices that favor interaction, autonomy, and dialogue, recommended by UNESCO documents based on human formation and education in values.

5. Conclusions

There was great similarity between the answers given by teachers and students. They differed in relation to the most experienced value and virtue. For teachers, the value was Social Justice, and for students, respect. The most experienced virtue: for teachers, Justice, and for students, Courage. Professors and students indicate that the discussion and teaching of values and virtues can contribute to the formation of the individual and his professional formation, contributing to the improvement of society.

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Why is it worth going beyond the walls of the university?
The use of mobile methods for social education at the university

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The article presents arguments in favour of teaching at universities using mobile methods outside the classrooms, which can help organize a more varied didactic process and change the role of students as more active participants. The literature analysis shows the reduced influence of students on the educational process and a gap between the latest achievements of social sciences and academic teachers' practice. In didactics at universities, such trends as "relational turn" (Donati, 2011), "mobility turn" (Büscher & Urry, 2009), "m-learning" (Klimova & Poulova, 2016), "walking methodologies" (O'Neill & Roberts, 2019), "transformative research" (Mertens, 2021) are not reflected adequately in teaching.

The article concerns using educational methods on the move, such as exploratory walks, study visits, and field games, as an opportunity for university education. However, it also presents the limitations and weaknesses of the organization of this type of class. Three examples of classes were selected for the analysis as the case studies.

Keywords: mobile methods, higher education, social education

1. Introduction

The article aims to present arguments in favour of carrying out academic activities outside the classrooms using mobile methods. The article concerns the use of educational methods on the move as tools that enable not only a more varied way of organizing the didactic process but also as ways to change the role of students as more active participants in education. However the article aims to present arguments in favor of conducting classes outside the classrooms using mobile methods but indicating the strengths of using such a didactic approach is not devoid of a critical approach. The text will also show the limitations and weaknesses of the organization of this type of classes.

2. Theoretical framework

University education is based mainly on the traditional way of conveying content. The role of the teacher is to teach and encourage students to approach the proposed content reflectively and critically. However, what is characteristic of this approach is the reduced influence of students on the course of the educational process.

Analysis of the literature on the subject showed a significant gap between the latest achievements of social sciences and academic teachers' practice. In didactics, such trends as «relational turn» (Donati, 2011), «mobility turn» (Büscher & Urry, 2009), «m-learning» (Klimova & Poulova, 2016), «walking methodologies» (O'Neill & Roberts, 2019), «transformative research» (Mertens, 2021) are not reflected adequately in teaching. Based on selected case studies, it will be shown how the use of education in motion helps to change the perspective of the teacher and the student.

3. Methods

In the case of this article, two types of methods may be taken into consideration. First are research methods, and second, teaching methods.

Regarding research methods, the empirical material was collected based on the case study method. The subject of the analysis was selected examples of university classes carried out using education in motion. Information on the course and the effects of the lessons was obtained through evaluation questionnaires completed by students. Interviews were also conducted with the teachers who ran the activities in motion. The supplementary method was also observation, as a result of which notes were made, and material in the form of photographs was obtained.

When it comes to didactic methods, the article concerns the use of educational methods on the move with the help of exploratory walks, study visits, and field games. In a sense, they are the subject of research in this case.

4. Results

Three examples of classes were selected for the analysis. The first is an exploratory walk along the remains of the wall in Berlin that used to divide the city into eastern and western parts. These were classes for sociologists on the consequences of the actions of totalitarian regimes as part of the «Sociology of the Borderland» course. The second case is social activism classes involving exploratory walks and workshops during the participatory preparation of a strategic document in a small town. The third case was a study visit to a green care farm attended by students as part of the «Social Policy» course.

Data obtained during and after academic classes outside the classrooms show that they were an interesting diversion for students and teachers. All fieldwork activities were preceded by a theoretical and topic-related introduction, which took place at the university. Students emphasized greater interest in the topic of class when they could see certain phenomena and processes in the field. The possibility of seeing the place directly, and meeting the people involved in the topic, in the opinion of students, significantly increased their involvement in classes. During off-campus activities, the group dynamic changed. Students who were previously passive in the classical university setting were sometimes more active in the field. The change in the educational context also allowed students and teachers to get to know each other better. Relations became less formal and more conducive to partner conversation. Particularly well were those activities where students chose a topic and participated in preparing activities outside the university. During mobile classes, conveying as much information as during a lecture is difficult, but learning through experience remains in the memory for longer.

In the opinions of students and teachers, participation in activities in motion creates a lot of satisfaction. However, there is no need to implement all subjects and topics in this formula. However, if possible, some of them should be organized so students can personally experience and see the phenomena they are learning about. Movement classes require special preparation when the participants of the courses are people with disabilities.

Essential participants in classes outside the university's walls are stakeholders representing various institutions and organizations. They are experts in a given field, and meetings with them can bring a lot of information to the topics of classes.

5. Conclusions

At the end of the article, essential arguments showing the advantages of mobile education concerning some subjects and topics will be collected. Also, the crucial limitations of using mobile methods will be listed here.

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The performance assessment ability of student-teachers.
Documentary analysis of authentic tasks

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The first part of the proposal resumes the pedagogical reasons for a formative and authentic assessment and the importance of training student-teachers in the use of assessment tools, such as authentic tasks. The second part describes the design and the methodologies of an investigation carried out in the qualifying degree course of Primary Education Sciences of the University of Bergamo. The study focuses on the performance assessments ability, understood as 'using hands-on tasks to assess and improve learning processes' by student- teachers. The documentary analysis conducted on paper-and-pencil assessment tools, developed by student-teachers as 'authentic task', highlights the ability to grasp the learning processes related to everyday problematic situations.

Keywords: evaluation competences, performance assessment, pre-service teacher training

1. Introduction

In recent years, the policy framework and educational research, both national and international, have increasingly spread the concept of assessment that is *formative* - capable of producing continuous improvements in the curriculum (Scriven, 1967) and which really makes sense for the learner (Hadji, 2017; Perla, 2019, and *authentic* - which involve students in tasks that require them to apply knowledge and skills in the real world (Wiggins, 1998) and which allows to analyze both knowledge and skills ("what is known") and the competences («what you can do with what you know» owned by students (Tessaro, 2014).

For such purposes, the authentic task, as' 'situations in which students must construct responses that illustrate their ability to apply knowledge in completing a complex task or solving an open-ended problem' (Glatthorn, 1999) appears to be fruitful.

Within the assessment schools' practices, the 'authentic tasks' fall into the more general category of 'traditional assessment tools' (related knowledge and skill) and sub-category of 'performances tasks' (related application procedures); however, they require the structuring of an 'authentic' context that allows students to transfer school knowledge in solving everyday problems (McTighe, 2020).

2. Theoretical framework

Although defined as a 'problem' area, pre-service teacher evaluation training has nonetheless been the subject of investigations which over the years have led to a more complex understanding of the teacher's evaluation skills.

The studies on initial training curricula at university level, specifically, have mainly investigated the relationship between assessment and the other disciplines of the curriculum or the effectiveness of training activities (lessons, seminars, workshops, field experiences, etc.). However, few have been conducted on how to train and develop specific assessment skills that make up the evaluative competence (O'Leary, 2008; DeLuca & Johnson, 2017).

3. Methods

In the three-year period 2020-2023, a fact-finding survey was conducted on the performance assessment ability of primary school student-teachers at the teaching of Evaluation problems and techniques in the degree course in primary education sciences, qualifying for initial education. The aim was to monitor the development of student-teachers' assessment skills and the specific objective was to use hands-on tasks to assess and improve learning processes' by student-teachers. The mixed sequential survey design (Cameron, 2015; Agrati & Vinci, 2022) posed the following two research questions: *Q1 have student teachers been able to design 'authentic tasks'? Q2 what errors are most frequent in designing?*

For the document analysis procedure (Bowen, 2009) conducted on paper-and-pencil assessment tools, developed by student-teachers as 'authentic tasks', the following were found:

- elements of the authentic task format – educational and learning objectives, operational task, expected product, evaluating rubric, self-assessment and peer evaluation;
- criteria of relevance (De Ketele & Gerard, 2005) – *real situation*, *different solutions*, *challenging*, *transposition*, *consistency*.

The quantitative data are obtained by assessing a score to each criterion and proceeding to the sum of the scores obtained (see Table 1).

Criteria	**2021**	**2022**	**2023**	**Tot.**
Situation	37	39	44	120
Solution	22	24	23	69
Challange	35	41	43	119
Transposition	16	18	18	52
Tot.	120 m = 3,24/s = 0,93	120 m = 3,43/s = 0,82	120 m = 3,53/s = 0,87	360 m = 3,67/s = 0,90

The qualitative data are obtained through the procedure of emerging categories (see Table 2).

Categories	**Sub-categories**
Educational objectives	Transversal competences Learning related to subjects
Operational tasks	Procedures to be implemented Products to be created
Performance rubric	Rating Descriptors Criteria
Roles in evaluation	Shared assessment Self-assessment Peer evaluation

4. Results

The cross-analysis of the qualitative and quantitative data allows us to state that the student- teachers (Q1) were able to design good authentic tasks as they complied with every element of the format and scored satisfactorily on the relevance criteria and (Q2) the most frequent errors are related to 'solution' and 'transposition'. Specifically, prospective teachers demonstrated the ability to design authentic assignments. These authentic tasks were linked to everyday problematic situations, however, solvable through typical procedures that could not be generalized to different situations.

5. Conclusions

The study carried out and the results achieved allow us to support some statements regarding the initial training of teachers in the evaluation area (De Luca & Johnson, 2017). In general, the assessment competences of future teachers need to be implemented specifically for the skill area to be developed (O'Leary, 2008). The student-teachers involved in the study seem to understand the authentic assessment process; however, they need to design more appropriate authentic tasks related the generalization of problem to solve. Above all, student- teachers should understand that is authentic learning if transposable into other situations.

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Every teacher has a breaking point!
Analyzing Teacher Attrition

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Teaching is deemed as a service career often highlighted in a superhero aspect. Teachers, adorned with superhero capes, immerse themselves into teaching, planning, grading, and additional tasks outside of the normal school day, not clearly defined in their job description. The act of doing more duties with less administrative assistance and tools forces teachers towards a mental breakdown not conducive to student learning. Darling-Hammond states 10% of new teachers leave the profession within their first year, 20% leave within three years, and 30% of new teachers leave the profession within their first five years of teaching (Darling-Hammond, 2000). Teachers cite lack of support and poor working conditions as primary factors (Wiebke & Bardin, 2009) which leads to teachers falling victim to this mental conundrum.

Every teacher has a breaking point and could be close to the edge in the highly demanding classroom environment. According to Wiebke and Bardin, teacher programs thrive by having tools in place such as high-quality mentoring, standard planning time that is regularly scheduled, ongoing professional development, and a network of teachers for additional support. Thoughtful preparation combined with dedicated and ongoing support can yield real improvements in the classroom (Wiebke & Bardin, 2009).

This article will provide the audience with supportive and inclusive strategies that administrators can implement to support teachers effectively with the ever-changing demands of teaching. Resources shared will enable or assist administrators in creating a toolkit to address teacher attrition and retention.

Keywords: mental health, teachers, support, retention, attrition

Introduction

Teaching is deemed one of the most stressful professions, specifically in grades K-12 (Kyriacou, 2001; Marken & Agrawal, 2022). In today's ever-changing climate and politics, teachers are faced with additional tasks, more accountability measures, and the need to satisfy standardized mandates. These demands are increasing teacher burnout and affecting the attrition rates of teachers globally, despite the increasing teacher shortages that are occurring daily.

Darling-Hammond states 10% of new teachers leave the profession within their first year, 20% leave within three years of teaching, and 30% of new teachers leave the profession within their first five years of teaching (Darling-Hammond, 2000). Recent data states that new teachers leave at rates of somewhere between 19 percent and 30 percent over their first five years of teaching (Not Waiting for Superman, 2021). Unfortunately, not only are novice teachers affected, but veteran teachers as well, over various age groups and demographics. Data shows 38% of younger teachers (ages 25-35) say they plan to leave the field of education, compared to 30% of older teachers (Pelk, 2023). 57% of teachers with 21 years or more of experience say they are likely to quit earlier than planned (National Education Association, 2022). Black and Hispanic educators are 5.5% more likely to quit education occupations earlier than they planned as well (National Education Association, 2023).

This is not only occurring nationally in the United States but globally as well. In the UK, almost 40,000 teachers quit the profession each year, representing about 9% of the workforce (The Guardian, 2018). Sweden and South Africa face similar issues with concerns surrounding their lack of teachers in the future, as well as difficulties with teacher attrition (Holmqvist, 2019). Many countries, including China, are still facing steep challenges to staff schools with talented and high-quality teachers, and it is becoming more difficult to retain the teachers that they currently have (Schleicher, 2012).

Teachers cite lack of support and poor working conditions as primary factors (Wiebke & Bardin, 2009) leading to them falling victim to this mental conundrum of teacher burnout. Burnout is defined as the consequence of prolonged and extensive work-related stress (Amune, 2022). Teachers experience burnout due to the constant complex and emotional situations that expose them to emotionally draining and discouraging experiences (Madigann &

Kim, 2021). About 28% of educators experience symptoms of depression, almost double other professions (Forbes, 2022). While 85% of teachers report that their jobs are "unsustainable" (Not Waiting for Superman, 2021).

This article will propose to the audience supportive and inclusive strategies that administrators can implement to support teachers effectively with the ever-changing demands of teaching. Resources shared will enable or assist administrators in creating a toolkit to address teacher attrition and retention.

Theoretical Framework- ProSocial Classroom Model

Teaching is a challenging and demanding profession that has the tendency for teachers to reach burnout or a state of job dissatisfaction, stress, and mental anguish, easily. To contend with the ever changing demands, duties, and roles of teaching, and give students the emotional support that they need, teachers need specific social and emotional competencies in place during the school year (Brown et al., 2020). The ProSocial Classroom Model (Jennings & Greenberg, 2009) proposes that a teacher's social and emotional competence (SEC) and health embark on student academic and behavioral outcomes playing a key factor in the overall success of the students, schools, and teachers.

ProSocial Classroom Model is a model of teacher social and emotional competence, support, and classroom and student outcomes. Taking care of a teacher's social and emotional competencies helps teachers to circumvent burnout and benefits their overall well-being. Being that emotions are the central part of what educators do; emotional intelligence is a key factor to aid students in success (Madigan & Kim, 2021). This is key as socially and emotionally proficient teachers contribute to the atmosphere of their classrooms by having impactful relationships with their students, developing lessons that build on their students' abilities, modeling appropriate behavior and communication methods, and implementing classroom management techniques that are encouraging to peers (Jennings & Min, 2023).

We use the ProSocial Classroom Model as it illustrates the effects of a teacher's social and emotional competence. In recognizing and understanding a student's emotions and how they correlate to the student's behavior and attitude, a teacher can respond appropriately with empathy and knowledge of the student's overall needs (Jennings & Min, 2023). According to Jennings & Greenberg (2009), having teachers with higher social and emotional competency benefits the learning environment. This is so as teachers demonstrate more effective classroom management by the teacher having a better understanding of their classroom dynamics. In addition, the teachers are capable of creating an environment more conducive to learning by developing an atmosphere that is engaging and structured.

Another aspect of the ProSocial Model is that it highlights that teachers with higher social and emotional competencies implement the curriculum more effectively due to being exceptional role models of adequate social and emotional behavior (Jennings & Greenberg, 2009). Teachers having a personal account helps to support students via daily activities giving the teachers the tools to better assist students through any situations that may arise throughout their learning. These methods help teachers contribute, create, and maintain a healthy environment that helps student outcomes by contributing to their well-being socially and emotionally (Jennings & Greenberg, 2009). These classroom improvements not only benefit the students, but according to Jennings & Min (2023), it creates a feedback loop that may prevent teacher burnout by restoring a teacher's enjoyment of teaching, and efficacy, and cultivating a commitment to the teaching profession.

Methods

To begin, we first developed a survey to understand the experiences of teachers and their burnout. The mixing of a qualitative and quantitative approach allowed us to better understand how teachers perceived contributors to their teacher burnout (as per the survey). It helped us see if they had the necessary understanding revolving around teacher burnout. Data include teacher focus groups, teacher interviews, classroom observations, teacher surveys, and standardized testing results.

Data Sources

Participants

Participants in this ongoing study include elementary teachers, middle school teachers, and high school teachers. The participants are teachers, administrators, or retired educators from urban Title I schools ranging from novice teachers to veteran teachers with over ten years of experience.

Data Collection

The first round of data collection took place from October to April and included focus groups, interviews, classroom observations, and the collection of survey responses. The interviews and focus groups were semi-structured and open-ended to garner information, stories, and the overall makeup of the school. This is where we learned of teachers' backgrounds, content knowledge, teaching experiences, challenges-personal and school-wide, and reflections. The focus groups were not recorded in order to get a true picture of teacher responses.

Findings

Data analysis is still in process. However, at this point, preliminary analysis has yielded several themes across the teachers' experiences and feedback that highlight various factors that contribute to their teacher burnout despite their varying contexts, experiences, and school districts.

Progressive Recommendations

Based on teacher feedback and data collected, progressive recommendations will be provided to the schools in this ongoing study. Providing teachers with designated, uninterrupted planning time at least three times a week, will allow for successful planning as well as implementation.

Create a climate conducive to learning by imploring teacher buy-in by allowing teachers a safe space to voice and implement their concerns in the classroom/academic settings. Instituting high-quality mentorship programs on campus whether teacher-to-teacher or teacher-to-support staff member or vice versa.

Conclusion and Significance of Study

In continuing the work in this study, follow-up surveys will be implemented, continual observations, and data will be collected to analyze the implementation of recommendations.

Based on new findings, there will be individualized recommendations for the respective campuses. This study is relevant to the field in that it establishes key elements needed to benefit students and teachers in the classroom. It allows congruence between the teacher and students creating an atmosphere that will generate positive results in relationships and student outcomes. It yields supportive outlets to minimize teacher burnout and aid in attrition by capitalizing on the mental well-being of teachers.

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Teachers' experiences of using formative assessment
A challenge for improving learning outcomes through teacher-student partnership

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In the context of curriculum changes in the Republic of Croatia, teachers are required to engage in continuous formative assessment in order to improve and plan for future learning and teaching, and to encourage peer and self-assessment. The purpose of this research is to explore teachers' experiences of using formative assessment in the learning and teaching process. The research was conducted using a qualitative approach through focus group discussions. Purposive sampling was used to recruit 25 elementary school classroom teachers from five schools in the Primorje-Gorski Kotar County, Republic of Croatia. Data were collected using the open-ended questions protocol during three focus group sessions. Three themes emerged through thematic analysis: (1) challenges in preparing for and using formative assessment, (2) characteristics (type and frequency) of using methods/tools in formative assessment and motivating students, and (3) perception of one's competency to use formative assessment in the classroom and their expressed educational needs. Research results reveal that teachers understand formative assessment as a challenging, responsible, and long-term process that leads to positive developments in achieving students' learning outcomes. Teachers see the greatest challenge in preparing for qualitative assessment with digital tools and providing descriptive feedback. The results also suggest that teachers are willing to engage in continuing professional development that is consistent with their educational needs and current theoretical knowledge about assessment. The research concludes with implications for strengthening the partnership between teachers and students in the process of formative assessment, where they collaborate and jointly assess the obtained results.

Keywords: elementary school classroom teachers, formative assessment, professional development, teacher-student partnership

1. Introduction

Teachers are responsible for their students' success in the learning and teaching process, and the interpretation and importance which teachers attribute to formative assessment and cooperation with students is more than essential for the improvement of a student-oriented curriculum (Čepić & Pejić Papak, 2021; Pejić Papak & Čepić, 2020). How teachers interpret and what importance they attach to formative assessment and collaboration with students and reflection is more than essential for improving the quality of this process.

2. Theoretical framework

By focusing on the student, continuous formative assessment, and monitoring the dynamics and quality of student progress, teachers are required to change their approach and manner of curriculum planning of the educational process (e.g., Harrison, 2013; Kalin & Čepić, eds., 2019). Based on a qualitative research approach, the main aim of this paper was to explore teachers' experiences and their perceptions of their own competency and expressed educational needs in using formative assessment.

3. Methods

Data were collected on a target sample of 25 teacher-mentors from five elementary schools in the city of Rijeka, Republic of Croatia. Data were collected using the open-ended questions protocol during three focus groups. The protocols consisted of the participants' general information and questions related to: 1) challenges and planning of different approaches to formative assessment (assessment for learning, self-assessment, and peer assessment), 2) Student motivation, possibilities, and application of different assessment methods and digital tools for assessment purposes, and 3) perception of educational needs and competency. Questions of research ethics have been answered from the aspect of the access to the participants, their informed consent, and responsibility towards the participants.

Each of the three focus groups lasted about two hours and was recorded in audio format. Focus group participants' statements were transcribed, coded, and the collected qualitative data were analysed with MAXQDA according to the open and axial coding procedure.

4. Results

The research results are presented according to the thematic analysis defined by the following thematic units: Purpose, challenges, and planning of formative assessment; Characteristics and application of formative assessment in teaching practice; Educational needs and perception of competency for the application of formative assessment. Teachers found it challenging to allocate the time for the implementation and efficient organization of assessment through each lesson stage. They especially emphasized their role in motivating students to actively participate in the assessment process and to gradually take responsibility for their own learning and they attached importance to feedback on the achievement of learning outcomes for both students and parents. The results of the analysis point to the teachers' expressed need for further education in order to effectively and more frequently apply digital tools in the assessment process. They place a special emphasis on cooperation with colleagues, mutual exchange of new knowledge, and training at professional meetings that meet their educational needs.

5. Conclusions

The analysis of elementary school classroom teachers' experiences has revealed that formative assessment is particularly emphasized as a demanding, responsible, and long-term process in which there is a need for student-teacher cooperation. By applying formative assessment, teachers notice progress in achieving the quality of the teaching process as well as the progress of students who are guided to take on greater responsibility for their own learning. Although they perceive themselves as competent to apply formative assessment, teachers express the need for professional development and the importance of sharing experiences among colleagues.

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A History of Paradigm Shifts In Education: Their Impact On Practicum Mentoring

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It is widely acknowledged that the impact of COVID-19 on students and teachers, on their courses and programs, and on their respective schools and universities is unparalleled in the history of education. Indeed, many authors have gone as far as to contend that the pandemic resulted in a paradigm shift in education. This paper explores this contention by first looking at the history of paradigm shifts in education writ large, and then at the implication of those shifts on teacher education, in general, and on practicum mentoring, in particular. The outcome is four distinct characterizations of practicum mentoring over time.

Keywords: Paradigm, Paradigm Shifts, Teacher Education, Practicum, Practicum Mentoring

Constructing a History of Paradigm Shifts in Education

History of paradigm shifts begins by identifying key ages or eras that distinguish substantive societal shifts that have reverberated throughout society, including education, during those ages or eras. We then identify key characteristics of the respective ages or eras and then the corresponding dominant paradigms. Next, we drill down and identify the implications for education, teacher education, and practicum mentoring.

Ages or Eras

In our examination of the time periods that signify major changes in both the conception and enactment of how people learn, we have discerned four distinct ages or eras. The **agrarian age** saw the emergence of societies based on agriculture with the attendant interplay between the land, plants, animals, tools, and cultural understandings. The agrarian age was followed by the **industrial age**, first in Britain around 1760s, and later throughout the world. We argue that the third age or era is more accurately identified as the **information age** (1970-2005) because of the radical shift from analog to digital technologies which enabled ready access to and the use of information across society. Many scholars suggest that we have now moved beyond the information age (2005 onwards). However, given the relative infancy of this new age or era, consensus around this shift and how it might be labelled is the subject of continuing debate. Upon closer inspection however, we argue that the best descriptor for the current period is the **networked age** (Rainie, & Wellman, 2012).

Dominant Paradigms and Implications for Education

We now turn to the task of identifying the dominant paradigms for how people learn in each of these time periods. For the agrarian age, we believe the dominant paradigm for how people learn was experiential (Kolb, 2014). The industrial age schools represented for the first time in recorded history the institutionalization of learning. The dominant paradigm during this time period was transmission. In the information age, the cognitivists and, more importantly, the constructivists who followed rejected behaviourism and viewed learning as an internal mental process. Have we moved beyond the information age and constructivism? Our analysis suggests that theory of emergence is the most likely candidate.

Dominant Paradigms and Implications for Teacher Education

Teacher education first arose during the industrial age. During this time period teacher education moved from small church or private enterprises into government run Normal Schools (Goodlad, Roger, Soder, & Sirotnik, 1990). The teacher education curriculum was consistent with transmission as the dominant paradigm for this age. During the information age, the locus of teacher preparation moved from Normal Schools to Universities or Colleges where the teacher education curriculum was increasingly theory-driven and the pedagogy for classroom instruction became more student-centred. By 2005, conceptions of teacher education had moved well beyond the four walls of campus and practicum classrooms and learning was seen as increasingly open-ended and non-linear, dynamic and adaptive. As such, pedagogy for the networked age pedagogy is essentially inquiry-oriented.

Dominant Paradigms and Implications for Practicum Mentoring

As noted above, teacher education first arose during the industrial age and Normal Schools were under pressure to provide teachers for the rapidly expanding student population at this time. During this era, 'mentor as inspector' is the most appropriate way to characterize practicum mentoring. As we moved from the industrial to the information age, and from transmission to constructivism, mentoring underwent a significant change: inspection gave way supervision. We acknowledge that given the recent advent of a networked age, it is still too early to discern a widespread shift in practicum mentoring. However, we suggest that practicum mentor is one element, albeit an important one, within the network of connections that is teacher education. As such, the practicum mentor acts as a node in teacher education.

Concluding word

The reader will recall that one of the prompts for this chapter was the question: 'Did COVID-19 result in a paradigm shift in teacher education? The history we have constructed above suggests that although COVID-19 meant that teacher education had to attend more carefully to new media and technologies, we would argue that COVID-19 did not, in itself, cause a paradigm shift. Rather, in our opinion, it is more correct to say that the impact of the pandemic hastened a paradigm shift that was already underway (from at least 2005 onwards). We speculate that when and if it reaches that point, the theory of emergence will be a prime candidate for describing how we think about learning in the networked age.

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Additional pedagogical education: Does It mean difference?

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The paper aims to present partial results of longitudinal research focused on teachers completing their qualification through additional pedagogical education that is required in the Czech Republic. The main research question is how additional pedagogical education is reflected in teachers' self-efficacy and perceived prestige of the profession. In this research, self-efficacy is measured by an adapted and piloted version of NTSES and perceived prestige by own developed scale. The research sample consists of participants of additional pedagogical education in seven departments in the Czech Republic. Measurement was done in every group twice – at the beginning of their study and at the end of their study. Results showed that additional pedagogical education does not have a significant increase in teacher self-efficacy and perceived prestige, but the limits of the research sample and other factors are discussed. These results are compared with results of pilot testing, which showed that absolvents of classical university teachers' education have higher self-efficacy than alumni of additional pedagogical education.

Keywords: additional pedagogical education, self-efficacy, perceived prestige, quantitative research

1. Introduction

The lack of qualified teachers in Czech schools (Czech School Inspection, 2020) has resulted in support of additional pedagogical education, which means that graduates of non-teaching fields at universities will be teaching at schools (563/2004 C.O.L.). However, is additional pedagogical education sufficient for them to believe they can handle pedagogical activities at school? Do graduates of non-teaching fields enter this education with a high perceived prestige of teaching, or do they only have it through the back door?

2. Theoretical framework

2.1 Teacher self-efficacy

Teacher self-efficacy refers to a teacher's belief in their ability to accomplish tasks and positively impact students' learning outcomes successfully. This concept was introduced by Bandura (1997), who defined self-efficacy as people's beliefs about their capabilities. Research studies have demonstrated the significant impact of teacher self-efficacy on various aspects of teaching (Tschannen-Moran & Woolfolk Hoy, 2001).

2.2 Teacher professional prestige

Teacher professional prestige refers to the perceived social status, respect, and value associated with the teaching profession within a given society or community (Darling-Hammond, 2017). Perceived prestige refers to how teachers perceive the prestige of their own profession. Hoyle (2001) claims that occupational prestige comes from salary, knowledge, and social image. Research has highlighted the importance of professional prestige in attracting and retaining high-quality (OECD, 2018).

3. Methods

The main research question is, "How is additional pedagogical knowledge reflected in teachers?".

To measure teacher self-efficacy, I used the adapted and validated (Fico, 2023) NTSES (Skaalvik & Skaalvik, 2007). A developed and validated scale was used to measure the perceived prestige of the teaching profession (Fico, 2022). The measurement took place at seven universities that have APE at the beginning and at the end of that. The return rate of completed scales varied between 0-70 % (n1= 150 and n2= 49).

Non-parametric statistical methods were chosen for data analysis for the data properties. The reliability and validity of measurement and scales were published in other texts (Fico, 2023; Fico, 2022). The most significant limit is the research sample, which I can not manage either with my colleagues from other faculties – nor with the possibility of some rewards for participants.

4. Results

Differences in self-efficacy between groups sorted by teaching experience were confirmed and shown the well-known – more experienced teachers have higher self-efficacy (sig. $p< 0.05$). At one university, a difference in self-efficacy between the pre-test and the post-test was shown in favor of the post-test. However, this result was (nsig. $p> 0.05$). APE attendees who want to be teachers perceive the prestige of the teaching profession higher than those who see it as a last chance after an unsuccessful career (sig. $p< 0.05$). APE graduates who find APE valuable perceive the teaching profession as more prestigious than those who think It is useless (sig. $p< 0.05$). In comparison results from pilot-testing and present research it has been seen that alumni of teaching programs at universities have higher self-efficacy than alumni of APE (sig. $p< 0.05$).

5. Conclusions

These partial results open the discussion of whether APE is enough to prepare future teachers. There is a nonsignificant rise in teacher self-efficacy when are participants with APE done, and there is also higher self-efficacy among alumni of teaching programs at universities. That could show that it is not enough. However, some evidence are in contrast and shows us the difference between concrete programs (universities) and their impact on self-efficacy. Also, higher perceived prestige is shown in cases when respondents think that APE is useful. That could be a hint for improvement APE programs for their usefulness.

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Transforming Teachers' Instructional Design for Enhancing Critical Thinking in Ugandan Schools

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High order thinking skills are viewed by most educationalists as desirable and necessary human competencies that young persons should attain along their educational path. In the Ugandan context, research demonstrates that teaching methods neither foster deep understanding nor help learners make connections between the subject material and their lives. Based on this background, a professional development action research was conducted in order to foster transformation in teachers' pedagogical practices while developing lesson plans envisioned to provoke and nurture critical thinking among the learners. The feedback from the facilitators and fellow teachers, in terms of comments to the lesson plans, was key in triggering the teachers' thinking around aspects that had not explicitly manifested in the various components of the lesson plans.

Keywords: Teacher Professional Development; Action Research; Critical Thinking; Instructional Design; Africa

1. Introduction

In the Ugandan context, research demonstrates that teaching methods neither foster deep understanding nor help learners make connections between the subject material and their lives (Allen et al., 2016; Mitana et al., 2018). The Ministry of Education and Sports (MoES) is currently implementing a competence-based new Lower Secondary Curriculum that aims to foster deep learning among learners.

2. Theoretical framework

High order thinking skills are viewed by most educationalists as desirable and necessary human competencies that young persons should attain along their educational path (Lipman, 2003). Pedagogical approaches that place learners at the forefront of the learning process are called for to enhance critical thinking in the classroom (Paul & Elder, 2008).

3. Methods

Based on this background, we conducted a professional development action research in order to foster transformation in teachers' pedagogical practices while developing lesson plans envisioned to provoke and nurture critical thinking among the learners. The main aim of this research was to generate transformative learning among teachers, focusing on the development of domain-specific critical thinking within the various subjects.

4. Results

The feedback from the facilitators and fellow teachers, in terms of comments to the lesson plans, was key in triggering the teachers' thinking around aspects that had not explicitly manifested in the various components of the lesson plans. Furthermore, discussions with learners after implementation of the lessons revealed learners' confidence, awareness of the knowledge and skills acquired during the lesson, improved participation in the lesson as compared to other lessons, and general appreciation of the mode of delivery used by the teachers.

The collaborative nature of the professional development model outlined in this study holds promise for replication in other schools and similar contexts. Its design allows for tailoring the intervention to align with participants' backgrounds and contextual specifics. The ongoing dialogue among stakeholders provided an avenue to address challenges, concerns, and resistance to change among teachers (Duffy & Roebler, 1986; Labaree, 2000). Additionally, the emergence of a community of learners among the teachers emerged as a valuable outcome of this process.

5. Conclusions

The instructional support coaching system, coupled with the utilization of the developed tools, yielded positive results in enhancing teachers' professional and pedagogical capacity. This transformation influenced their instructional planning and altered their perspectives on curricula and learning theories.

We believe that the insights derived from this study can make a substantial contribution to educational reforms in Uganda. Despite the apparent lack of familiarity with critical thinking skills among students, teachers, and school leaders, the recently reformed lower secondary competence-based curriculum presents an opportune moment for change. The recommendations stemming from this professional development action research have the potential to inspire programs that support teachers in addressing the challenge of fostering higher-order thinking skills.

At the systemic level, government agencies and higher education institutions can facilitate cultural change by endorsing innovative pedagogical practices and the enhancement of critical thinking as a fundamental element of educational quality in schools. Initiating regular continuing professional development training should be considered a foundational step. Concurrently, reform of in-service training should be complemented by a revamp of teacher education curricula. The Ministry of Education and Sports recently conducted a gap analysis of the teacher education system in Uganda, and this professional development model could serve as a tool to implement new pedagogical approaches at tertiary and university levels. Furthermore, future research documenting effective educational practices for nurturing students' critical thinking skills could offer valuable insights, potentially leading to lasting changes in Africa's educational systems.

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Pedagogy of passion: A core ontological entity for teaching being

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Teaching practice is an ethical question. In this research, using narrative inquiry, we studied the narratives of five passionate teachers. The results showed that for passionate teachers, teaching is an ontological being in which passion is a core pedagogy for promoting the whole character of students. We argue that passion is not a personality trait, but a discoverable and teachable entity that all teachers have it.

Keywords: Passionate teacher, Aesthetic teaching, teacher education, ethical motivation, ethical sensitivity

1. Introduction

Teaching practice is an ethical question or entity in that it involves what Heidegger calls " Being of Beings". Teaching is not, therefore, dominated by a concern to implement aims and objectives or to transmit knowledge in the formal didactic sense; it involves leading the way into a tradition or a way of working and a culture where personal growth is fostered (Pike, 2004). From a psychological perspective, however, teaching practice is seen as a pure cognitive entity in which teachers should develop a kind of technical skills to transfer a specific subject or content. If the whole person's growth is the matter of teaching, then it may be argued that the fundamental being of teaching is not cognitive and any kind of technical perspective toward teaching puts us in the position of oversimplification of teaching being. In such an understanding, teacher education programs should go beyond psychological discourse. Passion is an essential character for teachers that put teaching in a non-affirmative position(Uljens, 2022). Passionate teaching is not a luxury idea that we just argue in theory, it is doable. Our observation, however, shows that there are not plenty of inspiring teachers in schools. In this paper, we, therefore, argue that passion should be considered an ontological pedagogy to be integrated into teacher education programs and other professional development in schools. As such, the main purpose of this paper is to conceptualize the pedagogy of passion in the teaching context.

2. Theoretical framework

Fried (2001, p.1) argues that " only when teachers bring their passions about learning and about life into their daily work can they dispel the fog of passive compliance or active disinterest that surrounds so many students. I believe that we all have it within ourselves to be passionate teachers and that nothing else will quite do the trick". In his book, the passionate teachers, Fried (2001) proposes a framework consisting of five elements:

The passion that refers to an ontological entity by which teachers care for their students beyond the cognitive concerns to ensure the well-being of their students and their personal growth. *The game* concerns the context of school and a pernicious obstacle to students and teachers engaging in serious work together. The game, in practice, could be all the contextual challenges teachers and students face in schools that hinder the promotion of teachers' passion. *The stance* shows the intellectual and pedagogical approach that teachers embrace to promote the students' personal growth. *The student* refers to what teachers might expect students to know and do in the classes and how teachers and parents can inspire them to do their tasks best. *The course* tries to nail down the practical steps to setting the pedagogical quality for promoting the student's academic achievement and personal growth. Considering this framework, the main purpose of this paper is to explore how passion is presented in the practice of inspiring teachers.

3. Methods

A narrative inquiry was used to explore the pedagogical quality of passion. In other words, the source of data was practical narratives of passionate or inspiring teachers. Using snowball sampling and considering some criteria rooted in the theoretical framework proposed, passionate teachers were identified. The following criteria were used to identify the participants: teachers with rich pedagogical skills and innovation, contribution to the well-being of students outside of the schools, and a record of helping and caring for students in schools from different perspectives and in different ways. Considering this procedure, the narratives of 5 passionate teachers were used in this research. The data were based on specific cases that the participating teachers had experienced during their careers and in interaction with students.

4. Results

The analysis of narratives showed that the teachers' passion was ontological in that their practice had an existential nature where the students' whole growth overrode the pure cognitive achievement. Considering, the existing perspectives on teaching, we found that passion was the core engine of moral theory in teaching. Particularly, we could identify the four elements of Rest's theory (1983) in the pedagogical activities of passionate teachers:

1) Ethical sensitivity where the teachers could see and read the ethical issues related to different students, particularly the students with problematic backgrounds. We call ethical sensitivity a teacher's eye.
2) Ethical judgment where the teachers disregarded all biases toward the students and tried to judge them ethically. We call ethical judgment the teachers' brains.
3) Ethical motivation where the teachers did not give up when faced with different challenges inside and outside schools. We call ethical motivation the teachers' heart.
4) Ethical action where passionate teachers put practical and inspiring actions into practice to deal with ethical issues in the classroom. We call it the teacher's hand.

5. Conclusions

In this paper, based on our results, we argue that teaching is an ontological being in which the teachers need to promote the whole student approach in their practice and for which passion is the core pedagogy. The core of this paper is that "passion is not just a personality trait that some teachers have and others lack, but rather something discoverable, teachable, and reproducible, even when the regularities of school life gang up against it"(Fried, 2001, p.6). So, the research on the pedagogy of passion should explore different dimensions of it, particularly how it can be integrated into teacher education programs.

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Teachers' knowledge of neuroplasticity: How it augments their thinking

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Educational research has shown that teachers' knowledge and beliefs are two important variables that significantly affect their pedagogical practice and decisions. Relying on the premise that knowledge is superior to beliefs in a pure epistemic dimension and rooted in the previous empirical studies, we examined the hypothesis that teachers' knowledge of neuroplasticity affects their epistemological belief system and mindset. Using a survey consisting of established scales about these variables, we collected data from a sample of 345 teachers. Results showed that teachers with a higher score in knowledge of neuroplasticity had a growth mindset and a sophisticated epistemological belief system

Keywords: Neuroplasticity, mindset, epistemological beliefs, SEM

1. Introduction

Educational research has shown that teachers' knowledge and beliefs are two important variables that significantly affect their pedagogical practice and decisions. Many teachers have acquired what Bruner (1996, p. 46) calls "folk pedagogy" that reflects deeply fixed beliefs rooted in their social and personal experiences. In 2002, the Brain and Learning project of the Organization for Economic Co-operation and Development (OECD) also warned that the rapid proliferation of neuromyths among teachers and other professional is a challenging phenomenon in the educational settings (OECD, 2002). Research suggests that a significant part of neuromyths is the prevalence of misconception about brain among teachers in different countries and various educational settings (Blanchette Sarrasin et al., 2019; Carter et al., 2020). In literature, we found that teachers' mindset (Dweck (2007) and teachers' epistemological belief systems (Schommer, 2004) can be two significant variables that can be affected by their knowledge of neuroplasticity. Relying on the premise that knowledge is superior to beliefs in a pure epistemic dimension and rooted in the previous empirical studies, we examined the hypothesis that teachers' knowledge of neuroplasticity affects their epistemological belief system and mindset.

2. Theoretical framework

This research relies on a conceptual model to explain the relationship between teachers' knowledge of neuroplasticity, mindset and epidemiological belief system. Neuroplasticity "refers to the capacity of neurons and neural networks to change their connections and behavior in response to experience" (Dan, 2019, p. 1). "Plasticity embodies the idea that the strength of the synaptic connections between neurons is dynamic, becoming stronger with use or weaker with inactivity…synchronous plasticity in the neural pathways producing specific behaviors results in observable learning" (Dubinsky et al., 2013 ,p. 318). According to Dweck (2007), mindset is consist of believing that that personal characteristics, is either entirely malleable (growth mindset) and thus can be developed or entirely fixed and unchangeable (fixed mindset). Rooted in theory of personal epistemology, Schommer (2004) introduced and defined the concept of epistemological beliefs as s a system of more-or-less independent beliefs about "(a) the stability of knowledge, (b) the structure of knowledge, (c) the source of knowledge, and (d) the speed of learning.

3. Methods

The total sample of 345 teachers from Sanandaj, the capital city of the Kurdistan province of Iran, participated in the present research. We collected data using a survey consisted of four sections. In the first part, participants provided the demographic data, the second part, consisted of 18 statements about brain (Dekker et al., 2012) the third part, 6 statements from Dweck's scale that measures mindset about intelligence and giftedness, and the fourth part, consisted of 24 statements about epistemological belief system. A structural equation modeling (SEM) was performed to examine the effect of teachers' neuroplasticity knowledge on their mindset and epistemological belief systems.

4. Results

Rooted in the existing literature, we hypothesized that teachers with correct knowledge of neuroplasticity (independent variable) have sophisticated epistemological beliefs (dependent variable) and growth mindset (mediating variable. Results showed that teachers with a higher score in knowledge of neuroplasticity had a growth mindset and a sophisticated epistemological belief system: 63.8% of teachers with a growth mindset and 74.3% with sophisticated beliefs were found to have good knowledge of neuroplasticity. The results of SEM analysis also proved our hypothesis: the path coefficients (direct effects) from teachers' knowledge of neuroplasticity to their mindset (β= -0.70, P 0.01) and epistemological belief system (β= -0.73, P 0.01) were statistically significant. Teachers' knowledge of neuroplasticity also had also an indirect effect of -0.18 on their epistemological beliefs mediated by mindset.

5. Conclusions

The empirical model that we developed in this research is a significant contribution to existing literature on teachers' belief, thinking and knowledge. In line with existing literature discussed, we agree that teachers' knowledge of neuroplasticity, epistemological belief system and mindset are all important variables that have significant effects on their pedagogical practice. However, our results confirmed that they have different epistemic positions where teachers' knowledge of neuroplasticity is superior to mindset and epistemological belief. These results have a conceptual contribution to the literature because it suggests that teachers' knowledge of neuroplasticity is a predicting variable for mindset and epistemological beliefs. In practice, it provides us a tool for developing teachers' growth mindset and sophisticated epistemological beliefs.

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Skills and Self-efficacy: teacher training in the fight against child educational poverty

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The covid-related economic crisis has exacerbated disparities, particularly hurting families with school-age children. As a result, the schools were asked to propose a restructuring of the educational activities. This study, with a pre-post project effect evaluation aimed towards methodological integration (mixed methods), attempts to analyze: a) The training improves teachers' digital competences and overall self-efficacy in the classroom; b) teachers' digital skills improve pupils' (1) and teachers' (2) cognitive and non-cognitive abilities; c)teacher training increases self-efficacy in terms of student engagement, learning methodologies and assessment. The study involved 248 teachers (77% women; M_age=50), analyzed through tools such as FGD and scales, both built ad hoc investigating the educational relationship and the environment in learning processes that validated collective and personal self-efficacy (Caprara, 2001; Biasi et al., 2014). The aim will be to verify whether teacher training can aim at raising professional skills and lead to an improvement in educational practices.

Keywords: teacher self-efficacy, teacher training, educational poverty, learning process, mixed method

1. Introduction

The covid-related economic crisis has exacerbated inequities, mostly affecting families with school-age children. As a result, schools were called upon to design a significant restructuring of educational activities. Teachers are entrusted with a responsibility that arises not only from understanding (knowledge, models) and know-how (tools), but also from knowing how to evolve (adaptive skills and professional flexibility).

2. Theoretical framework

Many studies to date have focused on the ability to configure the knowledge that teachers may require to obtain a unified view of professional practices. Not only that, but it is also important to understand teachers' perceptions of their own professional performance, as this may influence their attitude towards specific instructional activities. This sense of self-efficacy to teachers' willingness to incorporate elements of innovation into school practices. In this regard, scientific literature considers elements of technological and digital innovation to be the enabling know-how and the most effective context for peer training and continuing professional development (Pozzi, Persico, & Sarti, 2015), as they promote the integration of formal and informal, personal and collective learning. In this sense, technologies represent a comprehensive and complex possibility within which trainers can receive a blended update while also benefiting from an effective and accessible environment in which to learn how to use services and devices and appropriate these resources for the teaching of their discipline.

3. Methods

Within this paradigm, the current study proposes to explore the effectiveness of a training program, as part of an interregional project to reduce educational poverty, for the promotion of teachers' digital and life skills on learning processes using a mixed methods pre-post comparison design with survey and qualitative investigation. Three hypotheses were investigated: a) Teachers' digital competencies and their sense of overall self-efficacy improves by training; b) Teachers' digital skills improve pupils'(1) and themselves(2) cognitive (and not) abilities; c) Teacher education boosts self-efficacy in terms of student engagement, learning methodologies and classroom management. The study included 248 teachers (77% women M_age=49.4) and with an average of 16 years of professional experience (M=16.2). The online survey includes two validated scales: *Perceived personal effectiveness in the school environment* by Caprara (2014) that consists of 12 items (7-point Likert scale). Cronbach's alpha in our sample is.94. *Teacher Self-Efficacy Scale* (Italian validation by Biasi et al., 2014) which is divided into student involvement, learning strategies and classroom management with 24 item (9-point Likert scale). The reliability of each of the subscales is high.

It was thus chosen to include three ad hoc scales that assess how much a teacher feels able to: use, produce, and/or change digital material using common software, particularly for kids with special needs (9 items); connect favorably with students and coworkers (8 items); use digital tools to enhance students' cognitive and non-cognitive functions (10 items). At last, it was decided to add a focus group included a total of 8 participants (M=2, F=6).

4. Results

The analysis conducted revealed significant differences (t=-5.35; p<.001) on the increase teachers' digital skills and their perception of general self-efficacy in school environment (Ha). Verifying the increasing quality of both students' skills (Hb1) and teachers themselves (cognitive and non-cognitive) (Hb2), we found a significant difference between groups (p.001) in students' global learning dimension(t=-4.08) and students' cognitive dimension (t=-3.56); also found a significant difference in the non-cognitive dimension(t=-3.08; p=.001). Teachers' abilities revealed a statistically significant difference (p.001) in both the cognitive (t=-4.09) and non-cognitive(t=-4.55) areas. The verification of the three dimensions of teacher self-efficacy (Hc), show a significant difference (p<.001), whether it's the teachers' ability to involve students (t=- 3.61), whether it concerns the teacher's strategies (t=-4.10) or whether it concerns the management of the classroom (t= -3.71). From the data obtained from the FGD, low initial expectations emerge, meaning the training path as «academic and also a bit boring». On the other hand, many strengths have been attributed to the training course, such as that of a fruitful «comparison between peers». The program's main shortcoming has been recognized as its short length. The prospect of modifying their methodology was the most significant spur: the teachers recognized some of their faults and how to intervene to improve them both in the relationship with the students and in the assessment.

5. Conclusions

In conclusion, it would be ideal to adapt the training strategy by changing the environment dedicated to teachers: technologically sophisticated surroundings – relevant for peer interaction – can positively influence self – and co-regulation, and thus successful learning. Finally, a complex learning setting can foster informal learning possibilities by promoting inclusive and collaborative instructional design and profiting from colleagues' difficulties and solutions.

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“Bringing out the best in ourselves”: Character Strengths of Preschool Education Student Teachers

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Character strengths are one of the key concepts in the field of positive psychology, a relatively new discipline in psychology. They are defined as positive personality traits that are morally valued. In the present paper, results of a mixed-methods study are presented. A sample of 95 preschool education student teachers from Slovenia participated in a 90-minute workshop on identifying and developing character strengths. The workshop was designed and carried out by the presenting author. The goals of the workshop were to introduce the classification of character strengths, to identify student teachers’ signature strengths, explore new ways of using their strengths in different contexts, and apply new knowledge to the student teachers’ professional development. Participants completed the VIA-IS questionnaire on character strengths prior to the workshop. After the workshop, they wrote individual reflections on the processes addressed in the workshop. Qualitative results of preschool student teachers’ character strengths will be presented. Qualitative analysis of their written reflections will be described. Presentation will focus on the preschool education student teachers’ perceived importance of the processes of identification and development of the character strengths. Their personal insights will be highlighted and the role of character strengths in their professional development will be discussed.

Keywords: character strengths, positive psychology, preschool education, student teachers

1. Introduction

Positive psychology was defined in the year 2000 as a new discipline in psychology. It focuses on researching positive emotions, positive individual traits and positive institutions (Seligman & Csikszentmihalyi, 2000). One of the key concepts in positive psychology represent character strengths, defined as positive personality traits that are morally valued (Peterson & Seligman, 2004). Systematic identification and promotion of character strengths of student teachers can represent an important path to their professional and personal development.

2. Theoretical framework

The VIA Classification of character strengths and virtues (Peterson & Seligman, 2004) describes 24 character strengths that constitute a “good character” (Park et al., 2006). They are organized under six core virtues, which have been universally recognized as positive and desired: Wisdom and Knowledge, Courage, Humanity, Justice, Temperance, and Transcendence. The VIA Classification is as follows (Peterson & Seligman, 2004):

- *Wisdom and Knowledge*: Creativity, Curiosity, Judgment, Love of Learning, Perspective
- *Courage*: Bravery, Perseverance, Integrity, Zest
- *Humanity*: Love, Kindness, Social Intelligence
- *Justice*: Teamwork, Fairness, Leadership
- *Temperance*: Forgiveness, Modesty, Prudence, Self-Regulation
- *Transcendence*: Appreciation of Beauty and Excellence, Gratitude, Hope, Humour, Spirituality.

The present study focuses on the importance of the identification and promotion of character strengths of first-year student teachers of the preschool education study programme, who are at the beginning of their professional development. Research shows that the identification, use, and development of character strengths can help individuals to fulfil their potential and to achieve their goals, leading to several positive outcomes (Niemec, 2013).

3. Methods

The aims of the study were (1) to assess student teachers' character strengths using the questionnaire, (2) to identify students' character strengths during the workshop and direct their thoughts onto the possible use of their strengths in their professional development, (3) to collect and qualitatively analyse students' written reflections about the role of their character strengths in their professional development.

Participants: The sample consisted of 95 first-year preschool education student teachers (52 full-time students of average age of 19.44 years and 43 part-time students of average age of 24.05 years). There were only 4 male students in the sample, which reflects typical gender structure in preschool education study programmes in Slovenia.

Instruments and Procedure: Participants completed the VIA-IS survey on character strengths (Peterson & Seligman, 2004) and then participated in the 90-minutes workshop, designed and carried out by the presenting author. Students were introduced to the theory on character strengths and the VIA classification, they identified their most typical character strengths (i.e., signature strengths) and reflected on their results with a special focus on the role of character strengths in their professional development and on the development of preschool children's character strengths. After the workshop, they were asked to answer two open-ended questions: (1) Which of your character strengths could help you in your future work with children? and (2) Which character strengths would you systematically develop in children in kindergarten?

4. Results

According to the results of the VIA-IS survey, preschool education student teachers from the sample had the highest results on the following character strengths: Fairness, Kindness, Gratitude, Integrity, Leadership, Love, Teamwork, Humour, and Appreciation of Beauty and Excellence (all *M*s > 4.0). The lowest results were for Social Intelligence, Perseverance and Spirituality (*M* = 3.67). Students wrote that the following strengths would help them in their future work with children in kindergarten: Kindness (*f* = 38), Fairness, Love, Teamwork, Creativity, Social Intelligence, Perseverance, Leadership, Humour, Gratitude, Integrity, Curiosity (*f* = 8). In their future work as preschool education teachers, they would develop the following character strengths of children: Kindness (*f* = 34), Creativity, Fairness, Teamwork, Curiosity, Gratitude, Courage, Perseverance, Love and Forgiveness (*f* = 8).

5. Conclusions

The first-year preschool education teacher students recognized the importance of their character strengths for their future work with children and the need for a systematic development of children's character strengths in kindergarten. They also stated several activities that could be used for developing children's character strengths.

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What relationship between designing and regulating in times of emergency?

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Emergency is a constant of our time, and its presence causes a climate of uncertainty. In relation to education, uncertainty has always been a feature of the teacher's actions, but nowadays it has become a pervasive presence that impacts on teaching professionalism and requires a revision of the concepts of design and regulation in action. Our research hypothesis proposes to train future teachers to 'design for the unexpected', i.e. getting them used to design patterns setting up a range of possibilities, consistent with the theory of simplexity.
The research lasted two academic years and involved almost 400 future teachers enrolled in a teaching methods course at the University of Macerata. Only in the 2022/23 a.y. we proposed students the model. We analyzed both years' educational designs; results show that students gained greater awareness of their role in regulation and of its causes and modalities; students also became more aware of their decisions.

Keywords: teacher education, emergency, design, regulation, unexpected

1. Introduction

The interrelation of social, environmental, political, economic, and health crises, often referred to using the word 'polycrisis' (Morin & Kern 1999, p. 74), makes emergency an occurrence of our time (Kvernbekk *et al.*, 2015; Magnussen, 2018). Getting back to normality is a utopia. Emergency as the new normality also impacts and characterizes the educational scene and therefore it is necessary to rethink the idea of emergency itself and the one of didactics in emergency (Pentucci *et al.*, 2023).

An additional element that cannot be overlooked is the post-digital culture (Jandrić *et al.*, 2018); it places innovation at the center and requires professionals, especially future teachers, to be capable of dealing with unfamiliar and unpredictable situations.

2. Theoretical framework

Polycrisis impacts on teaching professionalism and on the need for a revision of design and regulation concepts.

While in the past, regulating in action (Altet, 2003) meant improvising by adopting the teacher's embedded practices nowadays the situation is too complex. Today, design must support regulation in a different way and that's why we propose '*Design for the Unexpected in Education*' (DUE).

DUE is a model constituted by the presence of many possibilities from which to choose and to lean on to decide rapidly (Pentucci, Rossi & Capolla, 2023).

The model is based on five strategies: modularity, anticipation, redundancy, deviation and hierarchization (Berthoz, 2011; Rossi & Pentucci, 2021; Capolla *et al.*, 2023).

3. Methods

For the present study, we advanced two main research hypotheses:

- the use of DUE allows the practitioner to deal with the unexpected with greater awareness;
- the use of DUE supports the practitioner in action and allows for "proceduralization" (Bolter, 2019) of regulation.

Moving from these hypotheses we formulated the following research question: does designing for the unexpected enable management of problematic situations and support regulation in action?

Step 1: Analysis of designs to identify typologies of difficulties linked to unexpected events that happen during the lessons.

Based on this analysis the DUE model was developed and the research protocol prepared.

Step 2: Analysis of designs to investigate how DUE changed regulation.

Our research involved almost 400 students who attended the teaching of Theories and Methods of Educative Planning and Evaluation (TeM) of the Master degree of Primary Education Sciences at the University of Macerata (Italy), a five-year degree that trains future primary school teachers.

The analyzed materials relate to the activities carried out in the 2021/22 and 2022/23 academic years. Only in the 2022/23 a.y. we proposed students the DUE model.

At the end of the course, in the 2021/22 a.y., future teachers presented a document that contains:

- the detailed planning of the activities to be carried out;
- the transcript of the lessons they delivered themselves;
- the post-action reflection.

The students of the 2022/23 a.y. had to produce the same document but following the DUE modifications and proposal of hierarchy of the activities. That is, they had to specify in the pre-action plan the alternative paths to be implemented during the lesson.

These design materials represent the corpus we used to collect data for the research.

4. Results

We started by analyzing the 2021/22 a.y. data set. We classified, according to Braun and Clark (2006) methodology of thematic analysis, the main difficulties that future teachers encounter when an unexpected event happens (Pentucci, Rossi & Capolla, 2023). After the analysis of the following academic year data set, we found five categories of difficulties, mainly linked to:

- time management;
- technology management;
- classroom climate;
- learning processes;
- inappropriate strategies.

To carry out the analysis, we:

- analyzed 229 lesson plans from the a.y. 2021/22 and 199 from the a.y. 2022/23;
- used the root of the verb "to decide" to extrapolate sentences from long and complex text in order to obtain data (Manovich, 2020) that highlighted the moment in which something unexpected happened and forced future teachers to modify their plans;
- looked to see if there were any explicit references to the lesson plan or the hierarchy of the activities;
- pinned the difficulties linked to unexpected events by tracing them to one of the five categories (see Figure 1).

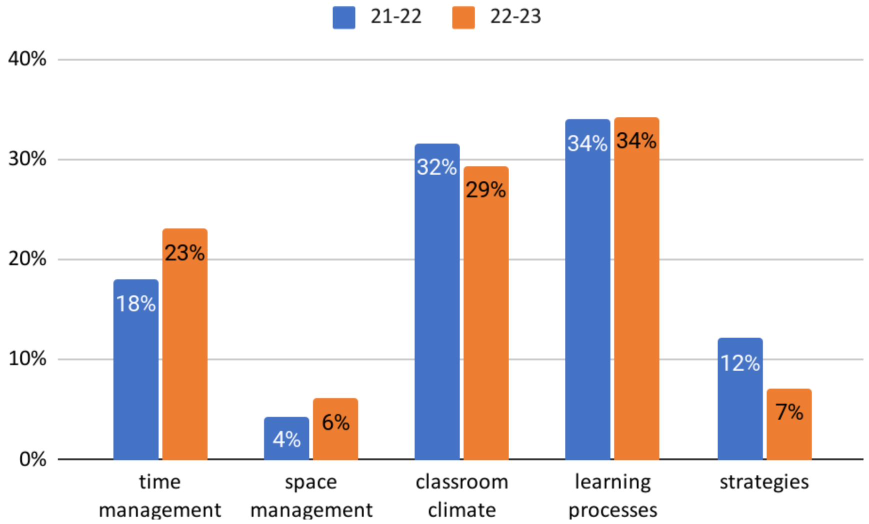

Figure 1. Typologies of difficulties

After the analysis we found the following. Using "deci" as the sentence inclusion element, we found:

- 275 excerpts in 229 designs (1,2 average) for the a.y. 2021/22;
- 539 excerpts in 199 designs (2,7 average) for the a.y. 2022/23.

The sentences including terms such as "I decided" highlight students' awareness of the act and the teacher's role. Students also specify the motivation of their choices.

5. Conclusions

The categories of difficulties encountered by students remained quite stable between the two years allowing us to use and compare the two data sets.

A more frequent presence of the term "decision" suggests that students have greater awareness of their role in regulation and of its causes and modalities; students also became more aware of their decisions.

In 24% of designs there is the reference to the adoption or non-adoption of redundant activities and students declared that the DUE helped them to feel supported in managing anxiety.

DUE modifies regulation in action: reliance on experience alone to deal with the unexpected and improvisation nowadays are not enough. Regulation becomes a redesign in action and involves the use of both implicit intelligence (embedded practices) and explicit intelligence (Damasio, 2021) (i.e. strategies of DUE).

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Mobile social interventions in academic teaching

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Mobile social interventions are presented in the article as a new form of joint activity of teachers, students and other stakeholders in academic education. They have been framed within the new mobility paradigm and the transformative paradigm. The basis for the analyses is material obtained as part of a case study involving a social intervention in a selected local community using mobile methods. Particular attention was paid to the cognitive, educational and practical potential of exploratory walks. The article ends with conclusions regarding the potential importance of mobile social interventions in academic education.

Keywords: mobile social interventions, exploratory walks, learning

1. Introduction

The article presents a new form of education in academic teaching. These are mobile social interventions involving the teacher, students and external stakeholders. This form is the result of incorporating mobile research methods into the educational process and directing it to co-create social change (Roy et al., 2023).

2. Theoretical framework

Combining research activities with social intervention is an increasingly common phenomenon (Bazuń & Kwiatkowski, 2022; O'Neill & Roberts, 2020; Prominski & Seggern (eds.), 2018). This is a promising trend in the social sciences in the form of participatory action research or transformative action research. This trend bears fruit in the form of research studies that contribute to the expected social and institutional changes on a local, regional and even national scale.

In this article, I describe an attempt to combine research not only with social intervention, but also with long-term educational activities at the higher education level. This attempt refers to two relatively new turns in the social sciences-mobile (Urry, 2007) and transformative (Mertens, 2021). Mobile social interventions are research, social and educational activities involving three types of stakeholders: (1) an academic teacher who is also a social researcher, (2) students of sociology and other social disciplines who take on the role of researchers and activists, and (3) community members concerned by the research and intervention.

3. Methods

Mobile educational and research methods take many forms, but can be broadly divided into three types. The first is research walks, the second is study visits, and the third is field games. Their common feature is the movement of project participants.

The article consists of three parts. The first presents the concept and theoretical foundations of mobile social interventions. The second part is a case study – a description of activities undertaken as part of didactic classes with the use of mobile social intervention. The third part of the article contains considerations regarding the need and possibility of disseminating this form of didactic classes.

4. Results

The case study presented in the article concerns a project that was carried out in the summer semester of 2023 at the University of Zielona Góra. The sequence of events was as follows: (1) The community center asks a social researcher to conduct research to activate the local community; (2) A researcher who is also an academic teacher proposes to involve students in the research and development process; (3) Representatives of the community center agree to engage students; (4) The academic teacher conducts a discussion and voting among students regarding the formula of classes. Students can choose a traditional form or a mobile social intervention. They choose option number two; (5) The complex, multi-stage process of mobile social intervention takes two months; (6) At the end of the mobile social intervention, there is a closing conference with all types of stakeholders.

The mobile social intervention described here consisted of several stages. The key element from the point of view of data collection were the exploratory walks. The article contains a description of all the walks, which varied in terms of goals, number of participants and topics. In addition to walks, two types of workshops with the participation of residents were an important element of the intervention. Diagnostic workshops were used to formulate and discuss the results of the first four exploratory walks and to determine further activities, including supplementary walks. Strategic workshops consisted in agreeing with the stakeholders the main goals and tools of the social development strategy of the commune and community center.

During the implementation of the project, a rich research material was collected, which is the basis for the conclusions, generalizations and recommendations in the article. This material consists of the following elements: (1) Collection of documents and data about the local community and community center; (2) Notes from exploratory walks; (3) Conclusions from diagnostic workshops; (4) Conclusions from the strategic workshop; (5) Collection of reflections recorded by students.

5. Conclusions

The article ends with a summary presenting the advantages of mobile social interventions as a new form of education. Critical remarks have also been taken into account and a program of work on the improvement and development of the form proposed here has been outlined.

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Learning in communities: What I learned in two parallel communities of practice of teacher educators accompanied by action research

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Teacher communities integrating college student-teachers, supervisors, and cooperating teachers are gaining attention for their impact on teaching, learning, and teacher preparation. These collaborative groups are especially beneficial in inclusive school settings with diverse learners from disadvantaged backgrounds. Participants frequently conduct action research - systematically observing, documenting, and analyzing their teaching methods and experiences. Increasingly, they are utilizing Cultural-Historical Activity Theory (CHAT) as a framework to interpret practice through the lens of historical and cultural influences on learning and teaching. The presentation will describe how participating in a local action research community, and a global CHAT community helped me promote processes in the community I created at a partnership school focusing on inclusion. I will explain how it helped me understand and deepen my work as a preservice students' clinical supervisor and discuss some important lessons I learned from CHAT theory.

Keyword: Teacher educators, Action Research, CoP, Relational Agency, Inclusive Education, Inclusion, equity and social justice

1. Introduction

For the last six years of my work in teacher education, I have led a partnership between my teacher education college and a boarding school for children who are at risk and, for various reasons, cannot live at home. During that period, this school has increasingly adopted perceptions and practices of inclusive education. At the beginning of this academic year, I joined a group of clinical supervisors interested in doing action research of their practice.

2. Theoretical framework

The research used the Cultural–Historical Activity Theory (CHAT) as a theoretical framework for understanding teachers' learning in partnership contexts (Engeström, 1987). The establishment of communities of cooperating teachers and college student- teachers and their supervisors are at the center of the attention of policymakers and researchers, who believe that this teacher professional development model greatly impacts teaching and teacher education. I especially focused on the work of Ann Edwards, who expressed the need to develop student-teachers' relational agency for working with at-risk children (Edwards, 2011). And so, my research goal was reframed into identifying examples of relational agency and responsiveness in the partnership. The paper will describe how participating in a local action-research community and a global CHAT community helped me promote processes in the community I created at the partnership school. I will explain how doing action research helped me better understand my work and discuss some important lessons that I learned from CHAT.

3. Methods

Qualitative collaborative and cyclical action research (Zellermayer & Tabak, 2006) integrating action and reflection, theory and practice, was selected to attain a comprehensive and in-depth understanding of problem-solving and enhancing the personal growth of the participants.

Participants

The study participants were the college clinical supervisor (researcher), 8 pre-service student-teachers, 8 cooperating teachers serving as mentor teachers, and 7 school pupils participating in a community in an inclusive school, in partnership with a teacher education college.

The Research Instrument and Procedure

Data were collected by tools customary in qualitative research: (1) weekly Student-teacher' and supervisor's reflective-dialogic journal; (2) Documentation by transcriptions of the bi-weekly community meetings at the partnership school; and (3) Researchers' (clinical supervisor) research journal portfolio referring to her learning at the action research meetings how to conceptualize troubling issues and detect critical events and learning opportunities.

Data analysi

The data were analyzed by the researcher, who is clinical supervisor and the author of this paper, using the qualitative thematic analysis approach strategies.

4. Results

Research data revealed teachers' responses to their pupils and showed the various facets of their relational agency. The decision to focus on responsiveness was validated in one of my weekly meetings with my students when one of them shared an event from her teaching. The story convinced me that I needed to deepen my focus on responsiveness in my work with the students and teachers.

A few weeks later, we celebrated the New Year. Then another research cycle was identified as emphasizing connections and school-based relationships to enable responsiveness. The administration invited my students to become full partners in organizing the event. These were good terms to orchestrate joint learning events, in which both students and teachers raise issues and lead the learning. The joint learning included: (1) Mutual interviewing between the 8 student-teachers and their mentor teachers; (2) A visit from another partnership school hosted by my student-teachers; and (3) Inviting the pupils to join us.

Toward the end of the school year, the last research cycle was identified when the conversations expanded to include 7 of the school's pupils. In those conversations, they asked questions and received responses, and vice versa. This became an opportunity for my students to practice and develop their ability to provide positive feedback.

In their final reflective journals, they described how they coped with varied difficult situations on their way to becoming relational agents. I found many examples that demonstrated how learning together and with and from the pupils induced their relational agency, which became overt and more visible in the school. Retrospectively, my research story became clear to me. I could describe my research cycles and the critical events that drove them forward.

5. Conclusions

Participating in the action research community of the clinical supervisors was significant for me. I conceptualized my responses and those of my student-teachers regarding CHAT; in a parallel process and modelling, I applied what was learned to the school community. There are several lessons that I learned from my action research: 1. How action research helped me re-conceptualize and better understand my role and the other participants' roles within the context of the partnership school. 2. I could see the connections between my learning in the action research community and the partnership school community. My positioning vis a vis my action research colleagues and my students' positioning in the partnership school became more coherent. Thus, the learning in the clinical supervisors' research community enhanced my work with the community I lead in the school. Participating in a local action-research community and following the global CHAT community helped me promote processes in the community I created at the partnership school.

The research findings may deepen knowledge regarding inclusive and relational agency, promote theoretical understanding and practices induced from it in teacher training, as well as integrate this knowledge in teacher-training programs and specific courses, and apply it for the professional development of education personnel stakeholders working with included education learners and learners in general.

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Enhancing Teacher Professional Standards:
A Case Study of Estonia's Initial Education and Continuous Development

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Many countries have developed Teacher Professional Standards to define effective teaching. This article explores Estonia's approach to initial teacher education and continuous professional development (CPD), emphasizing the role of professional standards. It highlights Estonia's decentralized system, which promotes high-quality and adaptable teacher development. Additionally, it identifies key challenges in Estonian teacher education and professional development. Drawing on global experiences, the article considers opportunities for enhancing Teacher Professional Standards in Estonia to better guide both initial education and CPD.

Keywords: Teacher standards; continuous professional development; CPD; preservice teaching; inservice teaching; teacher education

1. Introduction

Teacher Professional Standards are essential for guiding teacher policies, including initial education, certification, career progression, and professional development. They provide a common framework for teacher appraisal, ensuring consistent evaluation and enhancing teaching quality. Based on research evidence, these standards align with national education goals and curricula to support student learning outcomes. This article explores Estonia's approach to teacher education and development, highlighting opportunities to enhance professional standards for improved guidance in both initial education and continuous professional development.

1.1 Initial Teacher Education and CPD in Estonia

Estonia's decentralized approach to teacher education and CPD offers flexibility, but faces challenges such as a shortage of qualified teachers. Alternative CPD programs aim to address this, but may not fully meet standards, posing a risk to teaching quality. Additionally, teaching as a second career and blended learning sessions accommodate diverse student needs. While CPD participation remains high, the use of Teacher Professional Standards for self-assessment and planning is limited, highlighting the need for more effective implementation and alignment with CPD frameworks.

1.2 Current role of the teacher professional standards for preservice education and CPD in Estonia

Pedaste et al. (2019) outline the development and implementation of teacher professional standards in Estonia, which have evolved to support teachers as lifelong learners. However, despite their integration into initial teacher education, the standards have not been widely adopted for CPD planning in schools. Challenges include limited differentiation in teacher salaries based on competency and a shortage of teachers, impacting the ability to allocate time for CPD. Nonetheless, initiatives supported by the Ministry of Education and Research aim to address these challenges by offering targeted training courses and promoting professional development opportunities.

2. Suggestions for revising initial teacher education, CPD, and the teacher professional standards in Estonia

To enhance teacher collaboration and deepen professional development, Estonia should prioritize formats such as team-teaching, reflection groups, and Professional Learning Communities (PLCs) in both initial teacher education and CPD. Additionally, allocating dedicated time for self- and peer-assessment, reflection, and CPD activities within teachers' regular work schedules is crucial. Furthermore, integrating research-based approaches into both preservice education and CPD can enhance teacher competencies and support continuous improvement. Estonia could benefit from structured guidelines, like a career ladder based on professional standards, to ensure alignment with national goals and encourage ongoing development. Engaging a wide range of stakeholders in the standards development process is essential to ensure their relevance and acceptance. Looking to models like the Netherlands and Australia for inspiration, Estonia could develop a comprehensive framework for teacher professional standards that spans different career stages and promotes teacher autonomy and engagement. However, careful attention must be paid to ensure that such standards are not merely bureaucratic formalities but genuinely support pedagogical innovation and improvement in instructional practice.

Conclusion

Both preservice teacher education as well as CPD systems are decentralized in Estonia. The universities, in collaboration with the Ministry of Education and Research, are the key stakeholders in providing schools and teachers with robust PD opportunities. All preservice education and many CPD activities provided to the target groups are free of charge. Activities are designed according to the teachers' professional standards, and specific are needs identified in society, often through research studies. At the national level, it has been decided that all pre-service education and targeted CPD (activities focusing on the strategically important areas of teacher professional development, identified through research and international evaluations) should be provided by the universities. However, some additional resources have been allocated to schools to implement other types of CPD activities or to buy specific services from the universities or other CPD providers. Thus, in general, the decentralized preservice and CPD system ensures high quality and flexible teacher professional development throughout their careers. Nevertheless, we have also highlighted several areas of initial teacher education and CPD that need improvement. These include strengthening deep collaboration between teachers and supporting their research competences. Moreover, we have argued that professional standards need to reflect the latest scholarly research related to learning and teaching, and that teachers need to be more involved in developing the profession, including the actual process of developing Teacher Professional Standards. We have proposed how to further develop the conceptual basis, detailed standards, and support for teachers based on colleagues' experiences in the Netherlands and in Australia.

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Didactics and initial teacher training:
past and present teaching-learning models in Brazil

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This research project in initial teacher training, focuses Didactics and the specific knowledge for teaching and its impact on training and professional development. The study sought to understand how the students of the undergraduate (Teaching Practices) courses at public Universities perceived Didactics teaching for preparing teachers during the COVID-19 pandemic. The survey was developed by the National Association of Didactics, involving 487 respondents from Brazil. In this paper we bring the clipping of the Southeast region with 117 respondents, focusing on teaching Didactics during teacher training. The research methodology was qualitative and quantitative, using an online questionnaire, consisting of 34 multiple choice and 12 writing questions. The conclusions indicate that the students participated in the emergency remote teaching activities, even though they had difficulties in accessing the internet and having an adequate place to study. These difficulties denote that the pandemic has accentuated Brazil's inequalities. The students considered digital technologies as support tools for future classes, without disregarding the importance of teacher mediation. This revealed a critical position regarding the use of information and communication technologies in the classroom. As for the contents of Didactics for teacher training, they pointed out the relevance of discussions about the daily life of the teaching profession, planning, proposed activities, the pedagogical relationship and student learning. Finally, the students pointed out that the preparation and mediation of teachers were essential for their learning during the pandemic period.

Keywords: Teacher Training, Didactics, Professional Development, Brazil

1. Introduction

This research is part of an investigation entitled "The teaching of Didactics in public university degree courses remotely: the students' view" carried out by some members of the National Association of Didactics and Teaching Practice (ANDIPE). The survey had 487 respondents in Brazil, covering the Northeast, Midwest, South and Southeast regions. This text analyzes the responses of 117 participants from the Southeast region, emphasizing Didactics and specific knowledge for teaching and its impact on training and professional development. The guiding question: What is the contribution of Didactics and its specific knowledge to teaching and its impact on training and development?

2. Theoretical framework

We take as a theoretical reference a conception of didactics from a Freirean perspective. Paulo Freire is a Brazilian author known internationally for his contributions to the foundation of a critical pedagogy. Thus, the conception of didactics that we adopted in this research is Freirean didactics.

3. Methods

This research used a quantitative and qualitative approach using the online questionnaire as data collection instrument. The questionnaire consisted of 46 questions, 34 multiple choice and 12 open questions. The participants were undergraduate students from public universities (federal and state) of the southeast region of the country who were attending or completed the Didactics component remotely. The research objective was to understand how students of the Degree Courses (Teaching Practices) in public Universities perceive Didactic Teaching for teacher preparation during the COVID-19 pandemic. In other words, we seek to know the contribution of Didactics and its specific knowledge to teaching and its impact on training and development. There were 117 students from Minas

Gerais, São Paulo and Rio de Janeiro participated in the survey, representing 27.8% from all the students who participated. The profile of the students is young, between 20 and 29 years old, female, white and colored, living in family homes with approximately 2 or 3 other people. They belong to different courses, such as: 25 students from Languages; 23 from Biological Sciences; 21 from Pedagogy; 9 from Geography; 6 from Nursing, History, Mathematics, Chemistry, respectively; and others.

4. Results

Regarding equipment to access classes, cell phones predominate (61), followed by computers and/or notebooks (56), only 6 students use equipment borrowed and/or offered by the university. Academic works are carried out by 73 of the participants by text editors on the computer, 16 in handwriting and through text editors on the computer; 11 used text editors on smartphones and computers; 8 did it in handwriting, using text editors on smartphones and computers. The focus of Didactis classes was on teaching. We noticed in their answers that the students analyzed and elaborated lesson plans, which is a fundamental tool for teaching. The students were able to prepare a lesson plan allowed them to realize that teaching is intentional, and it is necessary to think/reflect the teaching actions in previously. The teacher educator provided dialogue, reflection and experience with different methodologies, such as: literature, Freian perspective and others. The students bring in the answers that they learned about the content through the example of the teacher educator, when teaching about relationships in the classroom, they adopted an attitude that was expected of future teachers with their students. For example, the students said: "it serves as a model for my future relationships" and "fundamental dimension for successful practice". It was concluded that the teacher educator taught listening, discussing, reflecting are postures that exemplify for the students what to do in the future with their students.

5. Conclusions

The conclusions indicate that the students participated in the distance learning activities, even though they had difficulties in accessing the internet and having a suitable place to study. These difficulties denote that the pandemic has accentuated Brazil's inequalities. The students considered digital technologies as tools to support the classes in the future, without disregarding the importance of the teacher's mediation. This revealed a critical position on the use of information and communication technologies in the classroom. Didactics is not reduced to a discipline that is restricted to how to teach. As for the contents of Didactics for teacher training, they pointed out the relevance of discussions about the daily life of teaching profession, planning, proposed activities, the pedagogical relationship and student learning. Finally, students pointed out that teachers' preparation and mediation were essential for their learning during the pandemic period.

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Narratives and teacher education: survey of qualified production in theses and dissertations in Brazil (2018-2022)

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This paper presents a survey of qualitative research productions focused on Narratives as a methodology and potent device for basic education teachers' training in Brazil. The search was based on the Catalogue of Theses and Dissertations of the Coordination for the Improvement of Higher Education Personnel (CAPES). The selection criteria were the last five years (2018-2022) with the keywords «Narratives», «Teacher Training» and «Basic Education». We found 3154 papers, 2017 dissertations and 1137 theses. After reading the abstracts, following the proposed criteria, having the words narrative and teacher education or in the abstracts or as keywords, we selected 205 papers (139 dissertations and 66 theses), which we will analyze in this article. Most of the selected works refer to narratives about teaching practices in basic education. We mapped what has been written about the theme, exploring possibilities of anchoring studies on teacher education having narratives as methodology. This current investigative trend provides the possibility of formation within the field of knowledge production, understanding education as a process of experience, by the commitment to complexity, specificity and interrelation of narrative phenomena in a more humanizing perspective. We hope to contribute in expanding the scope of studies on teacher education, bringing narratives as a methodology that enables listening to the voices of those who work with basic education in the country.

Keywords: Narratives, Teacher Education, Basic Education, Brazil.

1. Introduction

The issue of teacher training in Brazil is fundamental in education research because it is directly related to themes involving the country's educational quality. For this reason, more than a recurrent object, this is a field of study in constant academic investigation. This research seeks to present an overview of academic productions in dissertations and theses produced and published in the period from 2018 to 2022, on the subject of teacher training in Brazil. The researchers chosen have appropriated the narrative as a methodology and device that enhances in training of teachers, with the aim of mapping the results and analyzes at the national level carried out in the last five years.

2. Theoretical framework

The authors that contributed to the theoretical-methodological inspirations that underlie this research are Josso (2010), Nóvoa (2019), Fontoura (2017), Day (2001) among others that address perspectives for the themes of the study carried out. The investigation question that guides this research is: What are the studies that present the narrative as a methodology and potentiating device for the training of basic education teachers in Brazil? As theoretical assumptions, documents that guide Teacher Training in Brazil stand out, namely: the LBD (9394/96) - Law of Guidelines and Bases of National Education, the PNE (2014-2024) National Education Plan, the Resolution CNE/CP – National Council of Education / Full Commission No. 02 of 2015 including the revisions proposed in the new 2019 document and the BNC (National Training Base).

3. Methods

This research aims to expand studies on teacher training in Brazil, mainly concerning methodology and its potential in producing knowledge for teachers. Assuming a systematic review perspective, carried out by data collection in the period from January 9 to 19, 2023, on CAPES platform. This choice was due to the interest in finding productions developed around the theme of basic education teacher training in Brazil anchored in the methodology of narratives as a reflective and formative device.

4. Results

The paper aimed to present narrative studies as a methodology and powerful device for teacher training in Brazil. Of the selected works, we found less than 10% focusing on how to analyze the narratives, that is, those that appear in the keywords or in the body of the abstract, based on the criteria we adopted and their contributions to teacher education. With regard to the results, it is observed that there are recurrent themes, such as aesthetic training, supervised internships, and constitution of teachers' identity, teacher initiation and induction programs, as well as teachers' professional development.

5. Conclusions

We evidenced that of the 235 works selected in which we considered the presence of narrative as a methodology and teacher training in this select group, we highlighted the 86 studies that we categorized as teacher professional development. This category encompasses initial and continuing training and the teaching professional insertion cycle that are the core of this work. This current investigative trend provides the possibility of formation within the field of knowledge production, understanding education as a process of experience, by the commitment to complexity, specificity and interrelation of narrative phenomena in more humanizing perspective.

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The Mathematical Discussion: a learning experience in and from practice

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In this contribution we report on experimental research developed with Pre-Service primary Teachers (PSTs) with the aim to foster the Mathematical Discussion (MD) theoretical framework's learning (Bartolini Bussi, 1989), giving PSTs the opportunity to learn in and from their practice. We explored the effectiveness of a new theoretical approach that combines Shulman's (1986) research about the Pedagogical Content Knowledge (PCK), Ball's Mathematical Knowledge for Teaching (MKT) (2008) and further research on how practice can be used for teachers' learning and what is relevant to learn in and from practice (Ball & Even, 2009). We claim that playing different roles (student - PST) is fundamental to become aware of professional education and development of mathematics teachers and of specific characteristics of the teachers' actions.

As we expected, from the transcriptions' analysis, it emerged that the PTSs became aware of the MD's value. In and from their own practice they learned how to manage MD in class, in a future perspective.

Keywords: Mathematical Discussion, Pre-Service Mathematics Teachers, professional development

1. Theoretical framework

Shulman (1986) argued that to teach a discipline it is necessary to address both specific knowledge and pedagogical knowledge. Furthermore, as regards Mathematics, the Mathematical Knowledge for Teaching (MKT) model (Ball et al., 2008) or the more recent Mathematics Teacher's Specialized Knowledge (MKTS) model (Carrillo-Yañez et al., 2018) have been proposed. For the implementation of the educational intervention Ball & Even (2009) suggest practical intervention methods. From this perspective, it follows the idea of training future teachers through practice and providing them with an approach to a given task that can serve as a starting point for training as teachers through understanding and interpreting the actions of their future students (Ball & Even, 2009).

In particular, we introduce a new construct which is the focus of our study that we named Meta Discussion on a Pedagogical model (M-DPm). It consists in a collective discussion which involves the prospective teachers and their instructor on the previous didactical experience of the specific pedagogical model of the mathematical discussion that they lived with the role of students.

The Mathematical Discussion (MD) firstly elaborated by Bartolini Bussi (1998), is originally defined as a 'polyphony of voices articulated about a mathematical object (concept, problem, procedure, etc.), which constitutes a motive of the teaching-learning activity'.

Our hypothesis is that an effective training mode can be based on the combination of a didactical experience lived by prospective teachers as the students in participating to a MD (orchestrated by their instructor with the motive of conceptualising a specific mathematical content) and the reflective experience involving the same prospective teachers in a new discussion, still orchestrated by their instructor. This new experience has a new motive: reflecting on their previous lived experience, identifying the key theoretical aspects characterising the pedagogical model constituted by the MD.

2. The research methodology and experimental setting

This paper focuses on a specific experimental path of a general project that is design-based research (Swan, 2020). We intend to foster the PSTS' professional development, in and from practice, of both practical experience and theoretical knowledge on a specific pedagogical model. Our work was developed with 180 PSTs attending the Mathematic Education Course at the University of Bari. The MD has been at the same time the subject of the lecture and the methodology used during the lecture. Conversations have been transcribed and have been used to analyze the teaching experiments.

3. Preliminary results and concluding remarks

From the analysis, it seems that our main hypothesis, implemented in the experimented training mode, has been corroborated. The new theoretical construct M-DPm, applied to the MD pedagogical model, made it possible for prospective teachers to reflect on previous lived experience, identifying the key theoretical aspects characterising the MD's pedagogical model. Furthermore, data analysis seems to show that involving PSTs in training activities could foster the theoretical conceptualisation and the practical implementation of a pedagogical model. This happens because PSTs can experience and reflect in first person and in so doing, they contribute to their effective professional development.

In this research study, the implementation of the direct experience provides a specification of what kind of experience has to be lived (activities designed according to the pedagogical model) and how reflection can be promoted (M-DPm). The specific training mode presented here, proposes a specific interpretation of the suggestive expression "in and from practice": through the M-DPm, prospective teachers, after having personally experienced the teacher's actions as students, recognise them according to the specific pedagogical model.

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Adapted didactics and teacher phenomenology

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Since 2005 (the 2005 law), schools in France have been required to be inclusive, following a succession of laws aimed both at improving teacher training through the introduction of qualifications and, above all, at providing a legislative framework for the recognition of pupils' special educational needs.

In this article we propose to reflect on the link between a phenomenology of the teacher in the emerging field of "adapted didactics".

In this article we explore phenomenology as an epistemology and research method. We propose to think of the teacher as a "phenomenological self". Teachers become "teacher-conscious" when they make the first move of the Husserlian reduction, i.e. when they return to their phenomena and use them to make sense of "the school world". We put forward the hypothesis that the inclusive teaching profession is forged in this first movement of the lived experience during the encounter with pupils with special educational needs.

Keywords: phenomenology, adapted didactic, inclusion, special educational needs.

1. Introduction

The aim of our research is to rediscover an authentic objectivity through a reflection on the role of subjectivity based on lived experience (Husserl, 1913). Because we believe that being a teacher is also constructed through reflexivity, teachers, by «returning to the thing» they teach, help to construct the elements that make up their professionalism throughout their career.

2. Theoretical framework

The work carried out within the IDEKI network since 2009 has gradually led to the emergence of a new field of research, that of adapted didactics (Frisch, 2016).

We link this emerging field to the construction of an «emerging professionalism» (Jorro, 2016) concerning inclusive schooling.

Frisch developed a didactic model based on a double movement: that of «transposition» and «counter-transposition», which considers the reality of activity. Teachers transform not only the knowledge they possess, but also their relationship to their own knowledge. In an inclusive dynamic, considering this constantly evolving relationship with knowledge enables us to question the place of students with educational needs.

This reflective analysis of professional practice and the issues involved in its implementation places teachers at the heart of their own skills development. Becoming a professional teacher means being able to analyze and understand the phenomena at play in professional practice. Our hypothesis is that there is an emerging adaptive professionalism built into teaching practice through reflective work on lived experience.

Our research aims to understand what it means to «become a teacher» by combining adapted didactics and phenomenology.

Phenomenology is a highly fertile field of knowledge, embodying the full potential of human experience (Meyor 2007).

Phenomenology is an epistemology in which the subject or subjectivity is posited as the origin of all science. The subject is defined based on the concept of intentionality, hence Husserl's phrase «all consciousness is consciousness of something» (Husserl, 1913).

We take this further by hypothesizing that the profession of inclusive teacher is forged in this first movement of the experience of encountering students with special educational needs. Initial training would then forge a representation of the inclusive school, but it's the lived experience that gives subjectivity, meaning and significance to «this inclusive world». By living this world daily, teachers become aware of all the «texture, thickness and density that this experience entails» (Meyor, 2007).

3. Methods

We first approached phenomenology as an epistemology. It constitutes a vast field of research, which enables us to understand the construction of subjectivity through its relationship to the world. What's more, phenomenology is also a research method in the human sciences, and particularly in educational science. One of the issues we are raising is to understand to what extent we can adopt a phenomenological point of view in our qualitative research method.

Based on Giorgi's work on qualitative research (which is inspired by the fundamental principles of Husserl's philosophy and in which we find the need to "return to things", but also the concepts of intentionality of consciousness, phenomena, reduction, human experience and lived experience). Using this method, our aim is to understand the emergence of teacher subjectivity, and our research will attempt to focus on the place of this subjectivity in the description and analysis of the structure of the phenomenon.

4. Conclusions

Phenomenology, as a field of research based on the analysis of lived experience, offers a perspective that complements adapted didactics, which aims to design and implement teaching practices adapted to the specific needs of learners.

Phenomenology invites us to explore how teachers perceive, interpret, and give meaning to the information presented to them in training. A detailed understanding of teachers' experiences and perceptions will enable us to highlight the construction of a professionalism that is always in motion.

By combining phenomenology and adapted didactics, we propose to consider the educational environment.

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Role of teachers' Mathematics Anxiety on mathematics achievements

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In this paper we present research that investigate how Mathematics Teaching Anxiety referring to a specific mathematical topic as fractions may impact on students' Mathematics Anxiety and on mathematical achievements, in a complex drawing of relationships between cognitive and non-cognitive factors.

Difficulties in mathematics still represent a vivid topic both in Mathematics Education and Developmental Psychology. The nature of these difficulties can be ontogenetic, epistemological, and didactic (D'Amore et al., 2019) or may depend on non-cognitive factors, as emotions. Mathematics Anxiety (MA) is one of the main emotional obstacles to learning (Dowker et al., 2016) and it may represent, together with other non-cognitive factors (Semeraro et al., 2020), a hindrance both for students and for teachers, in the complex teaching-learning process.

Keywords: Mathematics Teaching Anxiety, Mathematics Anxiety, Mathematics Achievements

1. Introduction

Difficulties in mathematics still represent a vivid topic both in Mathematics Education and Developmental Psychology. The nature of these difficulties can be ontogenetic, epistemological, and didactic (D'Amore et al., 2019) or may depend on non-cognitive factors, as emotions. Mathematics Anxiety (MA) is one of the main emotional obstacles to learning (Dowker et al., 2016) and it may represent, together with other non-cognitive factors (Semeraro et al., 2020), a hindrance both for students and for teachers, in the complex teaching-learning process.

The aim of the present study is to investigate how Mathematics Teaching Anxiety (MTA) referring to a specific mathematical topic as fractions may impact on students' MA and on mathematical achievements, in a complex drawing of relationships between cognitive and non-cognitive factors.

2. Theoretical framework

The present work fits into the theoretical framework of 'affect', that studies all the emotional factors involved in the learning process (McLeod et al., 1989, Zan et al., 2006). Math Anxiety is one of the main emotional factors which affect mathematics learning (Hembree, 1990), becoming an obstacle to success in students' performance (Ashcraft et al., 2001).

MA can also affect teachers (Hunt & Sari, 2019), with consequences on students' learning. Moreover, socio-affective factors as the multidimensional construct of Self-esteem (Bracken, 1992) or the quality of interpersonal student/teacher relationship (Murray & Greenberg, 2000) may play a relevant role in student's attitude and maths' achievement.

This theoretical framework includes also Mathematics Education theories (English & Bartolini Bussi, 2008) and the latest in-service training teachers theories (Even et al., 2009).

3. Methods

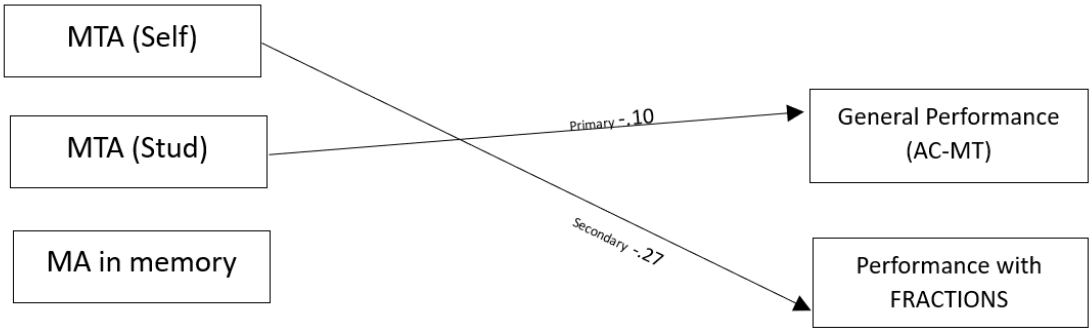
The sample consisted of 50 mathematics teachers of primary and lower secondary school and 860 students.

Teachers were administered Mathematics Teaching Anxiety Scale (Hunt & Sari, 2019) and Abbreviated Mathematics Anxiety Scale (AMAS)(Caviola et al., 2017).

Students were also asked to answer AMAS (Caviola et al., 2017), Multidimensional Self Concept Scale (Bracken, 1993), Test Anxiety Questionnaire for Children (Donolato et al., 2020), Student-Teacher Relationship Questionnaire (Eloisa Tonci et al., 2012). The standardized scale AC-MT (Cornoldi et al., 2020) was used to measure performance.

4. Results

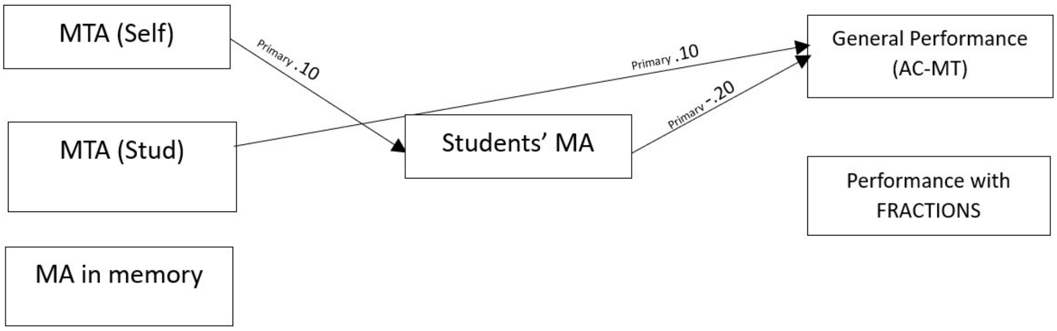
The preliminary results about the role of MTA on maths' achievements shows that the two dimensions, Self-directed anxiety and Student-directed anxiety play a different role in the two school grades (Hunt & Sari, 2019).


MTA (Self)
MTA (Stud)
MA in memory
Primary -.10
Secondary -.27
General Performance (AC-MT)
Performance with FRACTIONS

Secondary school teachers' MA in the self-directed dimension negatively impacts performance with fractions (-.27, p < .05). The memory of anxiety is nonsignificant.

As for primary school, the teacher's MTA in the student-directed has a negative correlation with overall performance in math (-.10, p > 0.1).

A mediation model studied whether non-cognitive individual factors of teachers influence students' mathematical performance.


MTA (Self)
MTA (Stud)
MA in memory
Primary .10
Primary .10
Primary -.20
Students' MA
General Performance (AC-MT)
Performance with FRACTIONS

MTA in the self-directed dimension impacts positively students' MA (.10, p > .01) and Students' MA impact negatively on general performance in mathematics (-.20, p < .05), as expected. MTA in the student-directed dimension impact without any mediation general performance (.10, p > .01). Performance on fractions is not significantly affected by teacher anxiety.

5. Conclusions

Math's self-directed teaching anxiety, the worry about one's own Pedagogical Content Knowledge, impacts fraction performance only for lower secondary school, as the theme starts to be more demanding.

Higher levels of teachers' students-directed anxiety generate lower achievements in general performance, at the primary school.

As for the mediation study, student's MA has a mediating effect between MTA and academic achievement in math, in overall performance. This phenomenon is not relevant in Secondary School, probably because there is a greater distance between students and teachers, in their relationship.

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Pedagogical practices inspired in the Reggio Emilia Approach during the COVID-19 pandemic in Brazil

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The Reggio Emilia approach to early childhood education is recognized as respectful and appropriate to the child's nature, as it contemplates children's protagonist and expression through different languages. The COVID-19 pandemic, which started in 2020, caused the school to enter student homes. Starting from the question "How were pedagogical practices developed during the pandemic?", the present study aimed to understand how teachers developed their practices, in relation to interaction and formative moments in the face of mandatory isolation. The relevance of this research lies in contemplating a current and necessary understanding of the teaching and learning process in the pandemic context. A field study was carried out, with interviews applied to teachers and managers and document analysis. The data were treated from content analysis (Bardin, 1993). The results indicate that teachers were able to provide playful activities that allowed the exploration of different materials by the children, even though watching a compromise in the quality of interaction during the pandemic.

Keywords: Reggio Emilia Approach, Pandemic, Distance Learning, Pedagogical Practice.

1. Introduction

Between March 2020 and August 2021, with the COVID-19 pandemic, children stayed away from school. The learning space became the student's home. The Italian approach of Reggio Emilia is concerned with the symbolic representation of the environment in teaching and learning, for this reason, the spaces reflect the culture of the students and are organized to be pleasant, playful and educational places, allowing the child to explore their potential in the affective, cognitive and social scope, discovering children's languages from music, painting, art and research, being the protagonist of their learning and enabling the conquest of new languages (Marafon & Menezes, 2017, p. 3). Such an approach has specific characteristics that, in Brazil, occur mostly in face-to-face teaching at private schools. The guiding question of the investigation was: How did teachers adapt the characteristics of the Reggio Emilia approach in the pandemic? Therefore, the final objective was to understand how Brazilian schools (which are inspired by Reggio Emilia) developed their pedagogical practices during remote emergency teaching.

2. Theoretical framework

The studio, the primordial environment of the Italian approach, is configured as a space that provides students and teachers with the opportunity to investigate their projects, with experiences and research. Research and projects take place in this special space, with the appearance of a workshop, with objects and instruments that make it possible to act and think, awakening the child's hundred languages (Barbara & Horn, 2008, p. 120).

Regarding the pedagogical practices of teachers in Early Childhood Education, the BNCC - National Common Curricular Base (Brazil, 2018) highlights the educational intention, so that teachers seek to provide students with experiences that enable knowledge of themselves and the other, establishing relationships with culture, with nature and with scientific production, whether in personal care practices, games, experimentation with different materials, proximity to literature and socializing with other people.

Pedagogical practice, in turn, has subjects, intentions and content that can be understood both within and outside the school environment. This practice can be directed to different processes and relationships, and therefore, it is part of social practice, being influenced by internal and external determinants, and linked to a conception of education and society (Souza, 2016).

3. Methods

The criteria for selection of institutions took into account: a) schools in the state of São Paulo, mainly in the countryside; b) schools that were in operation in the years 2020 and 2021; c) schools that are inspired by the Reggio Emilia approach to Early Childhood Education.

The methodology involved interviews with teachers and managers (acting in Brazilian schools that are inspired by the Reggio Emilia approach) and were carried out and interpreted based on Content Analysis (Bardin, 2016). After defining Registration Units, Context Units and Categories, the interpretation allowed the understanding of how pedagogical practices occurred during the pandemic, in schools that are inspired by the Reggio Emilia approach.

4. Results

Through playful pedagogical planning, the teachers tried to overcome the social distancing imposed by the COVID-19 pandemic, providing for the necessary materials and considering the involvement of families in the teaching and learning process. Pedagogical practices during the pandemic consisted of sending play kits (boxes with various playful materials and activities, such as sticks, brush with leaves, play dough, beeswax and saffron) for the child to explore.

5. Conclusions

From the challenge of transposing a pedagogical practice based on the children's intense experience of their perceptions of the world, exploring their senses and the playfulness of the environment, to the virtual environment, schools were able to review their strategies and identify weaknesses. Among so many challenges, reflections, successes, mistakes and new attempts, it is understood that the schools participating in the research – located in the state of São Paulo – did their best to contemplate the hundred languages of the child in remote teaching. Due to the fact that the Italian approach of Reggio Emilia privileges the exploration, creation, experiences, interaction and discoveries of the student with himself and with the other, among many other possibilities, it is possible to consider that it could not be transposed to the pedagogical practices of Brazilian teachers, because the realities are different in Brazil and Italy, however, the potential for inspiration that the Reggian approach manifests is noticeable. This inspiration made the schools participating in this research adapt the non-structured materials and create proposals that would allow different experiences for their students.

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Learning how to teach in teaching courses

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This research focuses on learning how to teach in undergraduate teaching courses aiming to investigate how students are educated for teaching. Learning how to teach, in teaching courses, entails pedagogical knowledge that provide structure for teachers' development (Gatti, et al 2019; Vaillant & Marcelo, 2015; Romanowski et al 2020). The research data was collected using a questionnaire sent via the Google docs to students in teaching courses in three different Brazilian universities. The questionnaire was based on the research coordinated by Marcelo Garcia (2019) and included 28 questions with Likert scale and 2 open questions. A hundred and eighteen students from the Education (47%), Chemistry (25%), Physics (20%), and Mathematics (8%) teaching courses answered the questionnaire. The analysis with coding and data categorization (Flick, 2009) revealed the times and spaces where learning how to teach occurs: lessons and studies developed within the content of the subject, teaching internship, university outreach projects, social networks, interactions in the workplace, reading and individual studies, scholarship programs, participation in academic events, and interactions with other individuals at the university. We concluded that certain interdependence between individuals within and outside the unversity is required so that students can learn to teach.

Keywords: teachers' education, teaching courses, learning how to teach.

1. Introduction

The core question of this study is 'what kind of learning about teaching is developed by undergraduate students, that is, future teachers, in teaching courses?' and it aims to examine the type of learning accomplished by students that will be teachers throughout the times and spaces of their professional education.

In Brazil, teaching courses are offered in two modalities, namely, onsite and distance education. Currently, there are 1,648,328 students enrolled in teaching courses (INEP, 2022) and the proposals of such courses are defined from the curricular guidelines set forth in Resolution CNE/CP n º 2, of 20/12/2015 (Dourado, 2015).

2. Theoretical framework

Learning how to teach is a structuring knowlege in the teachers' profession (Roldão, 2021) since the social function that defines the teachers' job is to teach, that is, lead somebody to learn. Regarding knowledge for teaching, the research considers Shulman (2005) and the transformations observed in the education context, other types of knowledge needed refer to inclusive education, the students' socio-cultural diversity, information technologies and digital media to be included in the education practices. (Romanowski, et al, 2020). The specificities of learning how to teach are acquired in teaching courses, in their professional initiation, and throughout their professional development as observed by Vailantt and Marcelo (2015).

3. Methods

This is a qualitative study that analyzes data collected using a questionnaire sent via *Google docs* to students in teaching courses in three different Brazilian universities. The questions in the questionnaire were based on the research coordinated by Marcelo Garcia (2019). The analysis was carried and categorization out based Flick (2009) and focused on the indication of times and spaces in which learning is developed by the students.

4. Results

The questionnaires were answered by 118 students. Table 1 indicates spaces and times where/when those students developed their professional learning and was organized from the indication of what they considered relevant learning situations. They indicated outreach projects in schools, Teaching Initiation Program – PIBID, internship, classes, academic events, internet search, scholarship programs, their own workplace, other literature, non-academic events, and environments outside the university.

	%
outreach projects/PIBID	78%
internship	75,4
classes/content of subjects	66,1
academic events	64,4
internet	57,7
Scholarship program	56,8
workplace	53,4
other literature	46,6
Non-academic events	32,2
outside the university	19,5

Source: research data
Table 1: Spaces and times of learning

The possibilities of learning how to teach in practices involving interaction and learning processes is presented below (Table 2). This refers to the ways the students learn how to become teachers. Such interactions involve talking to the professors of different subjects, talking to their peers, interacting with basic education teachers, groups of study and families.

	%
talking to the professor	83
doing university work	75.5
professors' atitude	75.4
basic school (talking to teachers)	74.6
overcoming difficulties	70.3
one's own initiative	68
professor's methodology	65.3
individual activities	61.9
talking to other students	61
talking to colleagues	52.5
groups of work	51.7
studying to tests	45.8
family	42.4
informal situations	42.3
other classes	29.6

Source: Research data
Table 2: Interation and learning processes

Practices occurred in those spaces, thus, for the students, practice is a determinant factor in learning how to teach.

5. Conclusions

The space where learning how to teach occurs more intensely are the situations provided for in the curricula of teaching courses such as the classes and the studies developed within the subject content, the teaching internship, and the university outreach projects. Other spaces contribute to their learning who to teach such as social networks, interactions in the workplace, reading and individual studies, internship programs, taking part in academic events, and interaction with other people at university; however, with lower intensity.

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"*Through* CLIL: the unpredictable link among Teaching- Learning, Relationality, Transformation and Participation within the lesson"

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In this study I aim to "put in question" the CLIL methodology, in its theoretical foundation, the teaching-learning process, the concept of participation and engagement of the learner in the class, and the philosophical-pedagogical concept of Relation and *Changing*, highlighting, perhaps, a sort of unpredictable link among them.
The concept of "learning" within the particular conceptual frame of "significant and meaningful learning" as conceived by David Ausubel will be the "trade union" of all these theoretical aspects.
I will try, then, to answer to three main questions: 1) What is CLIL? As it was stated since the very beginning of the development of this methodology in 2010 2) How this methodology bounds together the concept of "Competence", both cognitive and non-cognitive, with the ethical sense of "Engagement" of the learners and in what terms this link is conceived? 3) In what sense is possible to foster Engagement, Relationship and Changing within the Teaching- Learning process, through a CLIL lesson, understood as "learning environment", "meaningful learning" and "social learning environment"? Conceiving Clil as an interwoven process of mimetic and transformative approach to learning – as T. Adorno Aestethic theory (Adorno, 1977) says-through a practice of collaborative tasks and project-based learning, could help us to consider Clil much more than a bare methodology: with these theoretical premises Clil could be understood as an "*engaging, social and meaningful learning environment*" involving the important principles of Emotional Intelligence as well in its elements.

Keywords: teaching-learning, relation, engagement, clil

1. Introduction

As is it known, in its etymology coming from Latin, "teaching" means "*leaving a sign*", a "*signum*" and it "produces a subjectivity" (De Conciliis, 2014): since it aims at being respectful of the same subjectivity that it deals with, "teaching", foremost, should lean forward "*teaching to think*" and "*teach to live and be in one's own place in a society imprinted with ideals of freedom and democracy*" (Gardner, 2001, p. 11). Mirroring this conception of "teaching", "learning" would mean "changing", changing in a relatively permanent mode because of the experience made: among the different theories about the "teaching-learning process" let us consider H. Gardner who intends learning as a complex process that involves various aspects of the whole human being such as the cognitive- non-cognitive ones, affective, emotional, socio-cultural, didactical, organizational and psychological ones; and so, the subjectivities that we have before us in our classrooms, can change *through* their learning and our teaching in an interwoven process that involves the concept of "relation" and "relationship" as well. Gardner traces a sort of "introductory line" about "what to teach" and "how": picturing a disruptive catastrophe, thinking of a past society rich of culture, knowledge, tradition, competence and culture such as Athens of the 5Th century, or Florence during the Renaissance, he leads the reader to think about "what to teach and how to do it", as if he was the very first teacher of the new history with the mission to re-create what was lost within the disappeared society. So, he speculates that the first educational choice could be transmitting the cultural values such as what means being a good person, or what is happiness, or what are the ethical behaviors; or could be deciding to teach different roles within the community, such as learning how to be a parent, a priest, or a poet; or deciding to teach the variety of the different forms of knowledge built over the millennia by the humankind, such as the scientific discoveries, or art, or music and so on.

With regards to "how to teach" he puts in contrast two mainstreams of educational theories and approaches: the "mimetic education" versus the "transformative education". Regardless of any form or content of knowledge to teach to young generations one must face the choice about deciding *how* to transmit that knowledge and this could be intended as the key point for this study: in the *mimesis*, in the mimetic approach, the teacher gives a demonstration about the desired and requested performance or behavior and the student is required to reproduce it in the most faithful manner: "*particular importance is given to the precision and the certainty of the information, nonetheless to the slavish duplication of the model*" (Ibi) as a consequence any deviation from the model is suddenly rejected. The *mimesis* then, as educational approach, fosters rituals, repetition and conventional performances. On the other side we have the "transformative approach": "*here the teacher, instead of presenting the desired behavior, is a sort of a coach,* *a facilitator who tries to evoke within students certain qualities and visions*" (Gardner, 2001, p. 15) and so challenging his students, presenting problems, putting them in particular situations, he tries and hopes to encourage them to elaborate their own ideas, weighting their validity and promoting their own comprehension of things. Following Gardner's suggestion, which seems to evoke in a certain way the Socratic maieutics, the "transformative approach" gives priority to the skills of creativity, seeing education as an opportunity for individuals to significantly become autonomous inventors of knowledge: giving less attention, but still maintaining them, to the basic abilities I think this approach privileges a sort of "pre-paving" of the atmosphere of creative exploration as "learning environment" that then will foster reflection and creativity. And I think this could be the new starting point, with its theoretical basis, on which, among other well-known elements, CLIL methodology could realize the developing of participation, citizenship education and democracy at school, in the classroom.

2. Theoretical framework

Giving this premise with Gardner's view about what to teach and how to do it, in this study, I aim to "put in question" the CLIL methodology, considered in its theoretical foundation within the frame of sociocultural theory of learning, as not just a methodology but with the content of the Citizenship Education, to be considered as a general pedagogical-didactic model of teaching to boost the ethical participation and engagement of the learner.

The concept of "learning" within the particular conceptual frame of "significant and meaningful learning" as conceived by David Ausubel (Ausubel, 2010) will be the "trade union" of all these theoretical aspects.

3. Methods

Considering the theoretical framework I called into place, the suitable method for this path of research is qualitative with a hermeneutic approach: nonetheless, the idea that lies behind this paper is that of subsequently building a clearer didactic model for teachers with a new perspective around Clil aimed at fostering Citizenship Education to improve the school curricula.

4. Results

In fact Clil is known as "*content and language integrated learning*" (D. Coyle, P. Hood, D. Marsh, 2010, Preface IX) thus it explicitly evokes the idea of using a language as a mean or tool to convey a specific disciplinary content (Caradonna, 2008) is then "*a dual focused educational approach in which an additional language is used for the learning and teaching of both content and language*" (Coyle et al., p. 1, 2010). Clil is presented not as a "new form of language education" or "a new form of subject education"; is "*an innovative fusion of both*" (Ibi) which gives emphasis on one aspect or the other at a given time. It is closely related, then, to the concept of bilingual education and immersive education. Is "*content driven*" and "*this is where it both extends the experience of learning a language and where it becomes different to existing language-teaching approaches*" (Oxford, 1990).

Generally speaking, leaving aside the well-known construction of the lesson, based on the 4Cs (content-cognition-culture-communication) with its phases, activities, interactions and timing (Coyle et al., pp. 48-131), it can be said that the "driving forces" behind Clil, which are visible exactly from the 4Cs setting, involve "*reactive (responding to situation) and proactive (creating situations) responses to challenges or problems*" (Ivi, p. 1): I think this is the key point which underpins the interest in Clil with regards to the philosophical and pedagogical aspect I want to underline linked to participation, transformation, relationality, citizenship education and democracy at school. We are facing, especially in our post pandemic era, an educational emergency (Recalcati, 2014) at schools which, among others, can be generally identified as a lack of desire, engagement, interest, participation, involvement of learners; in this sense it can be argued that there is, more than ever, an urgent need of "innovation" about didactics and methodologies at all levels of education.

5. Conclusions

In conclusion, thus, underling the core of Clil methodology as capable to generate and foster "reactive and proactive response to challenges" thus making the learner capable of "responding to situations and creating situations/solutions" I want to highlight that the philosophical background depicted above behind Clil, being its driving force, could lead Clil towards a new conception about itself. Conceiving Clil as an interwoven process of mimetic and transformative approach to learning –as T. Adorno Aestethic theory (Adorno, 1977) says-through a practice of collaborative tasks and project-based learning, could make it much more than a bare methodology: with these theoretical premises Clil could be understood as an "*engaging, social and meaningful learning environment*" involving the principles of Emotional Intelligence and the very sense of Participation and Democracy responding to the educational emergencies of the Next Era.

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Students teachers articulating their personal worldview is part of their professional identity

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In studies on the development of personal identity as part of the professional framework of teachers, not much attention is paid to the personal worldview of student teachers.

Personal worldview is a much debated subject as such, but is also very difficult to articulate. How do student teachers learn to articulate their personal worldview during their studies? In this study 20 student teachers were asked to articulate their personal worldview, naming 68 topics using productive language and 70 topics using receptive language and many different subjects when asked to take photographs in their homes depicting worldview. Many are quite general and known from other studies, but new are 'symbols and rituals', 'metaphorical and spiritual matters' and the relevance of fantasy as source of knowledge. Students also expressed the relevance of these topics for their professional way of acting, mostly by giving depth and meaning to the more general pedagogical principles.

Keywords: personal worldview articulation, professional identity, symbolic language, metaphysical and spiritual matters

1. Introduction

When Frits was asked to take a picture in his own home which depicts worldview, he send a picture of a pinecone with the hairs of his rabbit. This rabbit marked his happy teenage years, the years he learned to say 'fuck it' to being afraid and adjusting to what others expected. They also show his tactile nature where hugging is even a new language to him (hugging says it all), something that brings him in trouble, for instance, when hugging a child during his internship. The death of his rabbit learned him to cry and also to experience failure as an important feeling to him.

2. Theoretical framework

Frits is one of 20 student teachers in primary education whom will be followed for three years, to see how they learn to articulate their personal worldview as part of their professional identity. We know you do not become a great teacher just by gaining knowledge and skills. Your identity as a person, your self-understanding, is essential, as I learned from the famous article 'Who I am in how I teach, that is the message' (Kelchtermans, 2009). But I think Kelchtermans missed a spot. Could this be personal worldview?

Personal worldview is a much debated phenomenon (van der Kooij, 2016). In this research, Valk's definition will be used; 'view on life and way of life' (Valk et al., 2017, 2020). Fact is that everyone has a personal worldview but, as Andre Mulder ea (Mulder, 2010) stated, to articulate this worldview, we are lost for words. Everybody acts upon his personal worldview but does this intuitively.

In this first study the research question is:

How do student teachers initially articulate their personal worldview?

3. Methods

To answer this question a qualitative exploratory research is designed among 20 student teacher in primary education in their second year of teacher education. The articulation was divided in three types of language proficiency; productive language proficiency (prompted by making a mind map about worldview), receptive language proficiency (prompted by a list of over 200 stances on worldview (Droogers, 2017) to choose from) and symbolic language proficiency (prompted by making 10 pictures depicting worldview in their homes).

Each student was interviewed about these prompts. The interviews were transcribed and, using thematic content analysis, were coded using a framework designed by John Valk (Valk et al., 2017, 2020), on different dimensions of worldview, being

- Dimension of personal and group identity,
- Cultural dimension,
- Dimension of ultimate/ existential questions,
- ontological/epistemological dimension,

Every dimension has different characteristics which are sub-coded. A few topics which are not found in this framework, are added to the list of subcodes.

4. Results

What will be presented now, are preliminary results. 12 out of 20 interviews have been coded up till now and not all checks and balances were made yet. But this is the initial and provisional picture up till now.

Following the mind map assignment, the students name 68 different topics (n=20). Most often are mentioned some fairly general topics like topics on religion in general, the relevance of friends and family and their ideas about standards and values. Following the questionnaire assignment the student teachers name 70 different topics of which the most mentioned is that 'one should be open to others with a different worldview' (n=20).

All students name 7 characteristics of personal worldview. Five of them are what could be expected, but two stood out: 'symbols and rituals' and 'meaning and purpose of life'.

When looked at which characteristics are most often named in the coded data, 'Symbols and rituals' are also named most often, as well as 'metaphysical and spiritual matters.' Finally the question is raised; How do student teachers articulate the influence of their personal worldview on their professional acting? First of all, these student teachers mention the importance of fantasy as a source of knowledge, not only for the children, but also for themselves. The other is that in the symbolic language proficiency, the worldview photographs, different pedagogical principles are named again, but now on a very personal and deep level. The principles are no longer what they had learned in their education, but are grounded in very relevant and deeply felt experiences.

The overall impression is that the personal worldview of each student teacher seems to be fragmented, as well as a subjective construction differing from the others. Also the student teachers confirm our hypothesis that they find it very difficult to articulate their personal worldview, as well as the effect this has on their way of acting.

5. Conclusions

On the level of Productive language proficiency, the student teachers name 68 different topics as relevant, most of them being quite general. But after giving them prompts, surprisingly (but following the hypothesis), the student teachers name different metaphysical and spiritual matters, including symbols and rituals as well as thinking about the meaning and purpose of life. These symbols and rituals give personal meaning and depth to the more general pedagogical principles that were taught in their first year of teacher education. And finally, the importance of fantasy as a source of knowledge seems to be very important to the student teachers, as well for the children as for themselves.

This might show the importance of this research for teacher education, to build on the Personal Interpretive Framework by Kelchtermans and pay more attention to the deeper layers of student teachers, which belong to their core, but are difficult to articulate. This study has already shown that it is possible to help students articulate their personal worldview. A second step in our teacher training program should be to stimulate integration of their personal worldview in their personal professional theory and their professional actions.

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Conceptual Change of “Teaching/Learning” among Veteran Educators who Experienced Attentive Teaching

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One of the chief barriers preventing change in teaching practices is the fact that many teachers were educated in traditional teaching frameworks, assimilating transmissive teaching methods into their teaching/learning concept. The current study follows the changes of that concept among veteran educators who experienced Attentive Teaching, a method that developed from social constructivism.

This is a multiple case study. It involved eight veteran teachers who participated in a 15 – session professional development programme in Attentive Teaching. They drew the concept teaching/learning three times – during the first, sixth and final meetings, and added written and spoken explanations to their drawings.

The drawings and the verbal explanations were analysed as multimodal texts (Kress, 2015). The analysis showed that although each teacher described teaching/learning differently, there were striking similarities between their concepts and the changes that occurred over time. At first, they all described teaching as a unidirectional process of knowledge transmission, which is the sole responsibility of the teacher, whereas students sometimes react in a frustrating manner. During the sixth meeting, teachers’ texts revealed a higher level of awareness of their students as individuals who should be listened to. By the end of the programme, teaching/learning is presented as a multidirectional, enjoyable process in which all the participants, including the teacher, learn and are taught by each other.

Keywords: teaching, conceptual change, experienced teachers, graphic representations

1. Introduction

In order to prepare students for the future, teachers need to use advanced, student centred teaching methods. However, they often identify with the traditional ways in which they themselves were educated (cf. Dejene, 2020). In this study, we follow changes that occurred in veteran teachers’ conceptualisations of teaching/learning when they experienced Attentive Teaching, a method that developed from social constructivism.

2. Theoretical framework

Constructivism views learning as change processes through which learners change their existing conceptualisations and skills to address new experiences. Social constructivism asserts that these processes take place in social, cultural and historical contexts and that through collaborative effort, learners’ conceptualisations gradually approach those that are generally accepted within their culture. Nonetheless, social constructivism is not a specific teaching method, but is associated with different methods that involve active collaboration among students (Amineh & Asl, 2015). Attentive Teaching (Schur & Galili, 2009) is a dialogic teaching method derived from social constructivism. In Attentive Teaching, knowledge is acquired through discourse in which each student participates by presenting their ideas and critically discussing those of the other students. In order to present their conceptualisations, students draw and explain the meanings of their drawings. The result is a multimodal text that expresses the unique personal conceptualisations of each student (Kress, 2015). Repeated productions of multimodal texts enables the teacher to evaluate individual students’ as well as the whole class’s knowledge, observe changes over time, and devise suitable mediating situations.

3. Methods

This is a multiple case study. The study participants were eight experienced teachers, all female, aged 35-55 years, with 10-35 years of experience. They participated in a voluntary professional development programme in Attentive Teaching. They drew teaching/learning during the first, sixth and final (15th) sessions of the programme and added written explanations.

We received the institutional IRB's approval for this research, and asked participants' consent to analyse their drawings and explanations after the programme was over. We use pseudonyms to hide the participants' identities.

We analysed how teachers and students are represented, their relative size and the directions of the interactions between the two (Kress, 2015).

4. Results

The first drawings the teachers produced expressed traditional conceptualizations of teaching and learning. For example, teachers were presented as a lifeguard who saves the drowning students, or as an air balloon, that takes the students to the sky. Only the teachers were portrayed as responsible for students' learning. The students were depicted as passive respondents to the teachers' actions. In some of the written explanations, the teachers described their students' responses as disappointing or frustrating, and that they were looking for ways to convey their educational messages to the students. Drawings produced during the sixth meeting showed that the teachers had become aware of individual students' needs. They drew students as central figures and emphasised that students were different from each other. At the end of the programme, the teachers portrayed teaching and learning as an enjoyable collaborative endeavour. Students and teachers alike learn from and teach each other. For example, one teacher drew the students and the teacher as connected vessels each contributing water to the others, and being filled by them. The participants expressed their excitement about the change processes they experienced.

5. Conclusions

The series of drawings show that each teacher had unique images of teaching/learning and experienced personal changes. Nonetheless, as a group, they all started with traditional conceptualisations and ended up viewing teaching/learning as a collaborative and enjoyable endeavour that enriches all those involved. It is therefore recommended to utilize Attentive Teaching in additional frameworks of teacher education.

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Self evaluation via reflection during pre-service education

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Bridging the gap between theory and practice is essential in all fields. The knowledge of a teacher is formed with the intersection of theory and practice where reflection gains importance. In Turkish context, studies conducted in reflective thinking of pre- service teachers are scarce. Turkish teacher education courses do not supply the grounds for reflective thinking since the teaching practice period spared for practicum is less than the theoretical courses. Student teachers take "how to teach" courses on the third year and they go out to schools for practicum on the 4th year, 6 hours per week. We claim that the number of the practical courses and the time spent at schools is not sufficient to train them for a life long reflective practice. This paper displays the results of a sequential explanatory mixed method conducted to get the information on how knowledgeable the pre-service student teachers are on self evaluation and reflective practices. A survey was conducted for this purpose. It was conducted at four universities. The participants were student teachers of English Language Teaching Department (N=185). According to Boody (2008); teacher reflection can generally be characterized as: retrospection, problem-solving, critical analysis and putting thoughts into action. In qualitative part, 15 student teachers were interviewed. In qualitative part, according to the descriptive analysis, three main themes were identified. These are: 1.Teacher knowledge, 2. Teacher skills, 3. Teacher values.

Keywords: Self-evaluation, reflection, pre-service teachers, ELT.

1. Introduction

Reflection allows teachers to analyze their teaching methods, curricula, and classroom management strategies. By reflecting on their teaching experiences, teachers can identify areas where they require further training or support.

2. Theoretical framework

Reflective practice and thinking enables pre-service student teachers to develop self- awareness and a deep understanding of their own teaching approaches, strengths, and areas for development. It allows them to critically analyze their experiences, actions, and beliefs, leading to continuous professional growth (Brookfield, 1995). One of Farrell's (2019) key contributions is the concept of reflective practice as to bridge the gap between theory and practice. Through reflective thinking, they can examine the effectiveness of their instructional strategies and make informed decisions to enhance student learning outcomes (Zeichner & Liston, 2013). Peer collaboration and providing constructive feedback is another benefit of reflective thinking.

3. Methods

The research was designed with the « sequential explanatory mixed method» and the design of the research is case study. In the quantitative part of the research the study group was the last year students (185) of the faculty of education residing in Istanbul. 71.2% of the participants constituting the sample of the study were female (n=131) and 28.8% were male (n=53). Only one participant did not answer this question.

In the qualitative part, semi-structured interviews were conducted with 15 people determined by random sampling method from the participants who were surveyed. The Reflection Survey was administered to 185 students studying in the English Language Teaching Department of the last year of 4 education faculties, using the Google form.

In the qualitative part, 15 of fourth year students were contacted via e-mail and the second stage of the research was explained to them. In line with the positive participation responses, two of the researchers were interviewed face-to-face and via zoom (with the participant's choice) during the appropriate time period for the teacher candidates.

Results

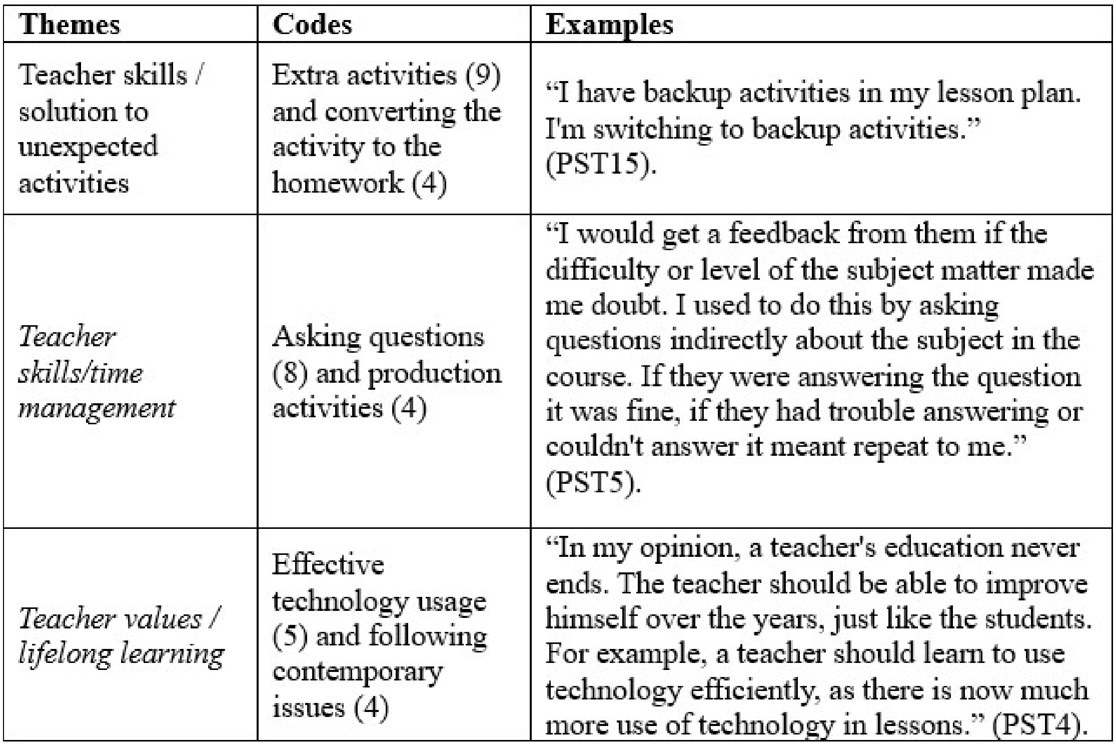
When examined the responses of the participants regarding the lesson planning and feedback process, we obtained thsese results: The majority of the participants have a positive attitude towards correcting and improving activities. It is seen that the participants are active in correcting and controlling errors. « I get feedback from my supervisor, take notes and visit my notes before the following lesson.» 67.6% of the participants answered «I totally agree» to the statement. Participants generally have a positive attitude towards caring for and working on mentor feedback. «I accept the importance of lifelong learning.» The majority of the participants (94.6%) answered «I agree» to the statement. The participants care about lifelong learning. Taking the average of all items, the average score regarding the general attitude of the participants towards the reflection program is 4.36, which indicates that the general opinion is positive. The lowest score obtained is 2.4 and the highest score is 5.

The mean score of women on the Reflection Survey is 4.45, while the mean score of men is 4.12. An independent sample t-test was performed and the difference was found to be significant (t=3.332; P=0.001<0.05). The general opinion of women is more positive than that of men.

There is no relationship between age and views on the reflection survey. More than 50% of the pre-service teachers stated that "always making a lesson plan (53.5%)", "feedback from the mentor (67.6%)", "correcting mistakes (66.5%)", "learning from feedback". (70.8%)". This result tells us that pre-service teachers have knowledge about reflection processes.

Particularly, the high level of participation in learning from the feedback received gives a clue that pre-service teachers are open to learning.

In qualitative part, according to the descriptive analysis, three main themes were identified and described in Table 1.



Themes	**Codes**	**Examples**
Teacher skills / solution to unexpected activities	Extra activities (9) and converting the activity to the homework (4)	"I have backup activities in my lesson plan. I'm switching to backup activities." (PST15).
Teacher skills/time management	Asking questions (8) and production activities (4)	"I would get a feedback from them if the difficulty or level of the subject matter made me doubt. I used to do this by asking questions indirectly about the subject in the course. If they were answering the question it was fine, if they had trouble answering or couldn't answer it meant repeat to me." (PST5).
Teacher values / lifelong learning	Effective technology usage (5) and following contemporary issues (4)	"In my opinion, a teacher's education never ends. The teacher should be able to improve himself over the years, just like the students. For example, a teacher should learn to use technology efficiently, as there is now much more use of technology in lessons." (PST4).

Table 1: Qualitative Results

5. Conclusions

When the findings of the pre-service teachers in the qualitative section were examined, although the reflection survey scores were high, no clear answers could be received regarding the future reflections in the interviews. We can see from the interview data that they could not put their information into practice. Based on these situations, it becomes clear that there should be extra courses for the development of «reflection» skills in undergraduate programs. In addition, candidates need to be fed into the curriculum to reinforce their reflection skills.

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Manifestations of Responsiveness in Dutch Teacher Education Curricula: a multiple case study

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The goal of this study is to identify manifestations of responsiveness in teacher education curricula. In teacher education, curriculum developers are searching for ways to design curricula that are more flexible and responsive. A responsive curriculum has three dimensions: reacting to or anticipating student diversity, a variety of school practices and the teaching profession in a changing society. In a qualitative case study, we sampled 12 information rich cases to study responsive curriculum manifestations. Data gathering consisted of in-depth, semi-structured interviews, site visits and documents. Preliminary results show responsive manifestations in teacher education curricula. These manifestations were organized into five configurations that might facilitate meaningful dialogue on designing for responsiveness in teacher education curricula.

Keywords: teacher education; vocational education; curriculum design; qualitative research

1. Introduction

In Dutch teacher education (TE), three challenges have emerged. Firstly, there is a growing diversity among students, necessitating educators to cater to varying learning needs.

Secondly, the variation in schools as workplaces demands that students are equipped to teach in different school contexts. And thirdly, the teaching profession itself is evolving in response to changes within society, requiring teachers to adapt. Designing TE curricula that can effectively respond to and anticipate these challenges is complex, since a curriculum must balance between providing a stable educational foundation and being flexible enough to respond to change (OECD, 2019). Although teacher education institutions acknowledge the significance of designing responsive curricula, they struggle to adapt their curricula while upholding quality standards (Cochran-Smith, 2021). Research in this area is essential for providing design knowledge to develop responsive curricula.

Consequently, this study aims to describe the manifestations of responsive curricula in teacher education.

2. Theoretical framework

A curriculum is a plan for learning (Van den Akker, 2013). In the Netherlands, TE can be considered vocational due to its emphasis on practical experiences. Subsequently, a TE curriculum can be described as a plan for learning both in school and in the workplace (Van Velzen & Van Der Klink, 2014). A curriculum is deliberately designed and managed to stimulate students' learning and includes designable elements such as content, spaces, instruments, time and social settings (Carvalho & Goodyear, 2018). Curriculum responsiveness can be studied through three dimensions, namely student diversity, a variety of work contexts and the teaching profession a changing society (Van Bemmel et al., 2023). Further, a curriculum can be studied at different levels, from the entire curriculum to its constituent parts and it can be represented in various forms, such as intended, implemented and attained (Van den Akker, 2013). This study focusses on the manifestations of the curriculum in action. The research question is: "What manifestations of responsive curriculum designs can be identified in teacher education?».

3. Methods

Semi structured, in-depth interviews were conducted to study the manifestations of responsiveness within 12 bachelor TE curricula across the contexts of primary education, junior general, pre-vocational and senior vocational education in the Netherlands (King et al., 2019). With selection criteria, we ensured diversity in demographics, contexts, TE- provision, curriculum levels and scope. One or two knowledgeable teacher educators per case, often with a designers' role, participated in the interviews. The interview instrument comprised cards representing the three dimensions of a responsive curriculum, five designable elements, and fourteen responsive themes from previous research. In each case, fieldnotes from a site visit and documents were gathered to facilitate interview preparation and data validation. The interviews were transcribed verbatim, segmented and coded, using the ATLAS.ti 22 software. The data was analyzed with directed content analysis, since we aimed to extend our conceptual framework of a responsive curriculum for TE by means of studying its manifestations (Hsieh & Shannon, 2005). Ethics approval was obtained from the first author's affiliated University.

4. Results

Preliminary results show manifestations of responsiveness in all three dimensions. By delving deeper into these manifestations, we were able to identify five configurations which contribute to responsiveness in unique ways. The configurations are 1) development oriented, 2) logistically oriented, 3) locally oriented, 3) community oriented and 4) change agent oriented.

5. Conclusions

This study has identified manifestations of responsive curricula within 12 teacher education programs. By organizing these manifestations into five responsive configurations, we have developed a comprehensive framework for TE designers that facilitates meaningful dialogue on incorporating responsiveness in TE curricula.

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Portfolio as a tool for student teachers' professional reflection on teamwork

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The ability for teamwork is an important generic competence, emphasized and systematically developed in teacher education. The team-teaching as a special teaching approach and the team as a social group can assure several ways of professional learning: the teamwork is recognised (1) as learning content, (2) as a powerful learning situation, based on intrapersonal and interpersonal professional learning, as well as (3) a life-long process of professional development. To ensure the formative impact of teamwork on profession-design process of student teachers, we have to stimulate their self-critical insights, internalization of teamwork principles and deep professional reflection. In the process of professional development of student teachers, portfolios are recognised as very useful tools. In the presentation, some theoretical arguments and advantages of portfolios' use within the 1st and 2nd Cycle (Bologna) study course on the topic of teamwork will be presented. In the process of writing portfolios, student teachers focused on several psychological teamwork research phenomena, such as personal conceptions about teamwork, trust, teamwork roles, attitudes and teamwork skills. Student teachers' portfolios have been analysed using the content analysis method within the qualitative research methodology. In the presentation, some student teachers' quotes from portfolios is presented as an evidence of the improvement of their teamwork skills. The research findings indicate that portfolio writing leads student teachers to in-depth self- reflection on their personality traits and teamwork skills and stimulate their professional development.

Keywords: portfolio, reflection, teamwork, teacher education

1. Introduction

The ability for teamwork is an important generic competence, emphasized and systematically developed in teacher education. The teamwork represents (1) a learning content, (2) a powerful learning situation, based on intrapersonal and interpersonal professional learning, as well as basis for (3) a life-long process of professional development. To ensure the formative impact of teamwork on profession-design process of student teachers, we have to stimulate their self-critical insights, internalization of teamwork principles and deep professional reflection.

2. Theoretical framework

To ensure the formative impact of teamwork on profession-design process of student teachers, we have to stimulate their self-critical insights, internalization of teamwork principles and deep professional reflection (Polak, 2007, Polak 2012). Teamwork is approach to shape a culture of efficacy (Bloomberg & Pitchford, 2017), but only if the processes within the team result in a constructive relationships and positive team climate (Gordon, 2018). Teamwork of teachers represent a useful learning context and an approach for stimulating life-long professional development (Polak & Devjak, 2010). Portfolio writing stimulate reflection, professional inquiry and self-assessment (Jonson et al., 2006). Portfolio is recognised as a very effective tool also for stimulate students' critical reflection, in purposes of documentation, ideas-elicitation, professional empowerment, personal growing, especially in the process of professional development of student teachers.

3. Methods

The aims of the study were: (1) Insure the experience of using portfolio as a tool for professional reflection on teamwork. (2) Explore some students' recognitions of personal and professional development within portfolio writing.

Participants: The sample consisted of 170 special education student teachers of 1st year of master course *Teamwork and supervision* (2nd Cycle Bologna study course at the Faculty of Education, University of Ljubljana, Slovenia. All females, *M* (age) = 23.6, *SD* (age) = 0.75

Instruments and Procedure: In the process of portfolio writing, student teachers focused on personal conceptions of teamwork, trust, teamwork roles, attitudes and teamwork skills. Student teachers' portfolios have been analysed using the content analysis method within the qualitative research methodology. Some student teachers' authentic quotes have been taken from portfolios as an evidence of the improvement of their teamwork skills.

4. Results

The outcomes of the teamwork-training programme as indicators of students' engagement and positive team psychodynamics, shown in written reflections within the portfolio, are highly effective teamwork, open communication, positive feelings, mutual help and team members' personal recognition of personal and professional development. Systematic and guided professional reflection within teamwork training course contribute to students' insights in their own personality, teamwork skills, teamwork roles, personal conceptions and experiences with teamwork. On the basis of students' quotes taken from their portfolios, we can find out, that the portfolio writing can improve students' self- understanding (*"I get deeper insight in myself"),* change their professional perception (*"I get a different view on team work"),* insure them some positive working recognitions (*"I get some approvals of my work"),* build their professional role (*"The process of portfolio writing enrich myself")* and stimulate their professional development (*"Very important for my professional development").*

5. Conclusions

The research findings indicate that portfolio writing leads student teachers to in-depth self-reflection on their personality traits, team dynamics and developing process of teamwork skills, so consequently contribute to their professional development. Portfolio writing should be an important part of the pre-service and in-service study programme of all (student) teachers especially useful tool is in team-training programmes in preservice-teacher education.

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From Physical Education to Holomotricity – epistemological proposal through participatory thinking

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The objective of this investigation is to propose, from physical education, the application of holomotricity fundamentals as a thinking action towards the wholeness of nature. This interpretive research is qualitatively underpinned by two concepts – holomovement and participant thinking – aiming to transcend assumptions based on Cartesian model. Part of the analysis was shared with Brazilian teacher-researchers from a physical education Master's course. The epistemological perspective is to understand the phenomena beyond the differences of internal and external time, discerning a movement that transcends literal thinking and perceiving the organization of the universe as a wholeness. On the one hand, holomovement demonstrates the implied order of the macro universe as indivisible, inseparable, indefinable and immeasurable. On the other hand, participatory thinking makes it possible to recognize the phenomenon complexity in order to expand it and transcend views. From these concepts, holomotricity demonstrates the implied order as an indivisible and inseparable wholeness of the micro universe, manifesting the unity of each action. The complexity of human actions provides moments of "not knowing", generating "expansive" waves referring to levels of consciousness: local – ground; absolute – circle; unconscious – spiral. It is important to consider the relationship of time being established at all times in the "present" and that the way of communicating must occur through the use by "verb" and not the "subject", since the essence is in the action of the continuous flow. The deep relationship between internal and external perception allows reaching a culminating state connected to universal consciousness.

Keywordord: physical education; holomotricity; consciousness; education; complexity.

1. Introduction

The holomotricity proposal is based on the concepts of holomovement and participatory thinking by David J. Bohm (2008; 2007). Bodily practices happen through a specific process to stimulate the understanding of human actions by using three elements – ground, circle, and spiral – as moments to reconnect the human perception with «not knowing» to create the understanding that a bodily practice is a micro-universe and represents the macro-universe. So, holomotricity demonstrates the order implied as an indivisible and inseparable wholeness of the micro-universe, manifesting the unity of each action.

To stimulate participatory thinking and the human senses, it is important to pay attention to six points: 1. Breaking with the traditional Cartesian-paradigm vision, changing to a non-linear conception; 2. Understanding that complexity is a process of building relations among groups of variables, and self-organization in open systems; 3. Admitting that principles such as unbalance, uncertainty, incompleteness, impermanence, and disorder are fundamental components of "reality"; 4. Holomovement is the essence of nature that promotes changes in structural combinations to maintain the totality; 5. Time is only present, and humans need to reconnect with that; 6. Human perception needs to relearn by teaching the human senses an adequate perception about the "reality".

Therefore, based on Bohm's proposal, this interpretative research is qualitatively underpinned by two concepts – holomovement and participant thinking – aiming to transcend assumptions based on the Cartesian model. Here, the epistemological perspective is to understand phenomena beyond the differences of internal and external time, discerning a movement that transcends literal thinking and perceives the organization of the universe as a wholeness, reaching a culminating state that is connected to a universal consciousness.

2. Objectives

To propose, from Physical Education, the application of holomotricity fundamentals as a thinking action towards the wholeness of nature; To support the holomotricity concept, proposed as a perspective to understand order in a micro-complex level manifestation, the human.

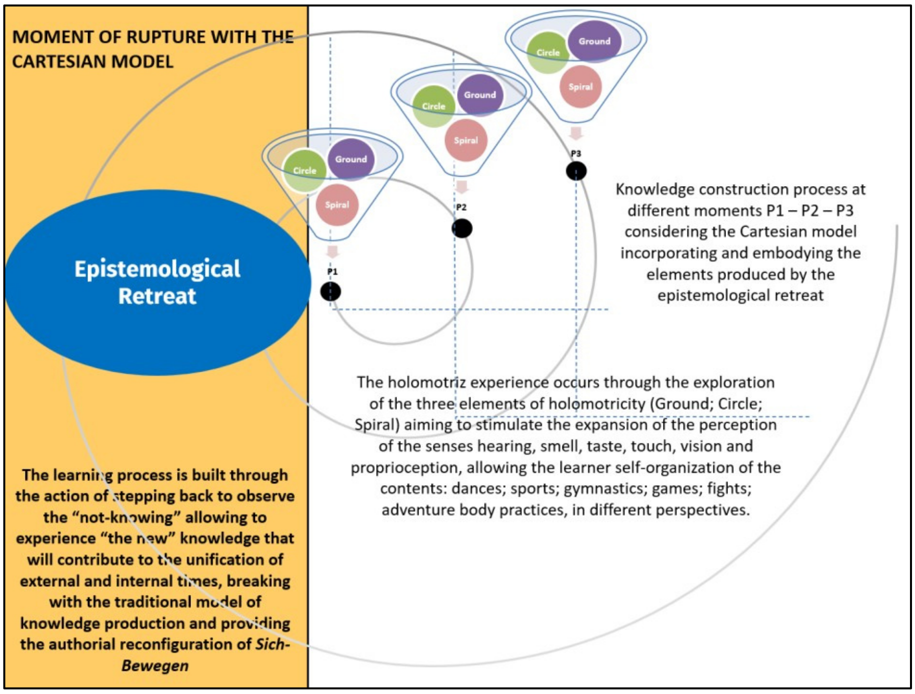
3. Holomovement – Participatory Thinking – Holomotricity

David J. Bohm proposed the concept of holomovement as a way of understanding the indivisible and inseparable totality of nature – the implicate order of nature, which is indefinable and incommensurable. Thus, holomovement is the essence and, if by processes of organization, it, holomovement, proves to be diverse, only a variation in the demonstration of its essence. Understanding the totality of nature through holomovement makes it possible to transcend the limitations of human senses and their constant search to explain phenomena in a fragmented way (Bohm, 2008).

In this movement of transcendence, one must be aware that we can fall into the trap of getting caught up in a particular notion of totality. The possibility of confusing the content of a particular thought about totality with totality itself is subtle. Totality itself cannot be framed by anything, otherwise, it would not be totality. The actual process of thinking about totality is participatory thinking, a way of thinking that gives rise to a vision of the whole of "reality".

As mentioned before, holomovement "carries" the implied order of nature, i.e., at the macro-universe level, as an indivisible and inseparable totality, not limited to any specifiable way, therefore indefinable and incommensurable. Thus, concerning holomovement, holomotricity is the reference to human action and is, therefore, the correspondent that "carries" the implied order of nature at the micro-cosmic level, demonstrating the implied order as an indivisible and inseparable totality of the micro- universe, manifesting the unity of nature in each action, i.e., it manifests the complexity of human actions which demonstrates the essence of nature.

This perspective contains a perception of transcendence that is provided by the understanding of bodily action as a culminating experience, through which there is awareness about the human essence: the universal consciousness. Reality is not reduced to something determined but is the wholeness of all that exists in constant flow of movement, and, like a hologram, we can understand that each part of this whole contains, in itself, the whole again. Holomotricity is a complex action that demonstrates the completeness of self- organization in the human being in movement. In turn, in a non-linear way, participatory thinking adjusts to movement, so, instead of saying that "an observer looks at an object", we can more appropriately say: "observation is happening in a continuous movement involving those abstractions usually called 'human being' and 'the object he is looking at'" (Bohm, 2007; 2008, p. 43). Perceptions are (inter)personal and promote a process of knowledge about what each "thing" is, and the question to be asked is: "Can one be aware of the endless and flowing reality through this process of knowledge?". It is essential to ask this question not to confuse the content of thought with its wholeness, that is, with the general order of a total reality. Thus, participatory thinking is the way to embody "reality" by the human condition, allowing the appropriation of the phenomenon in a conscious way.



Knowledge construction process at different moments P1 – P2 – P3 considering the Cartesian model incorporating and embodying the elements produced by the epistemological retreat

The holomotriz experience occurs through the exploration of the three elements of holomotricity (Ground; Circle; Spiral) aiming to stimulate the expansion of the perception of the senses hearing, smell, taste, touch, vision and proprioception, allowing the learner self-organization of the contents: dances; sports; gymnastics; games; fights; adventure body practices, in different perspectives.

The learning process is built through the action of stepping back to observe the "not-knowing" allowing to experience "the new" knowledge that will contribute to the unification of external and internal times, breaking with the traditional model of knowledge production and providing the authorial reconfiguration of *Sich-Bewegen*

Figure 01: illustration of the movement provoked by holomotricity towards participatory thinking for the construction of new knowledge.

In this sense, there is no epistemic subject because it is not "I" who moves, but the movement of nature – that is, there is the holomovement in macro-complex essence – which manifests itself through holomotricity, demonstrating the essence of the micro-complex level. The process of connecting with our essence can occur at any time, but fundamentally, the understanding of holomotricity requires participatory thinking to adapt the perception and interpretation of the manifested essence. Everything is a continuous and indivisible movement, in which apparently separated and unstable things are abstracted as stable aspects of nature essence.

4. Conclusions

We do not move. It is the movement of Nature, Holomovement in macro-complex essence, that manifests itself through Holomotricity, demonstrating essence at the micro- complex level. Everything is a continuous and indivisible movement in which apparently separated things are abstracted as stable aspects. Thus, thought becomes not mere abstraction, without concrete perception to which it could refer. On the contrary, perception begins to capture the essence of something that is really happening, and thought conceives totality and understands the phenomenon in its essence.

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II sessione

Human challenges for teaching, partnership in community, practicing diversity for all students

Formative intervention for developing independent life skills of abandoned children

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In 2022, Romania had 44,444 abandoned children registered in the state foster system, in 64 foster care institutions, although over 500 such institutions have been closed during the past 20 years. A major consequence of this dramatic situation is the lack of chance for the young adults getting out of the institutional system to independently manage their insertion into the social and economic context, by means of independent life skills, which will be the focus of this research. Thorough study of specialized research on the formative approach of independent-life skills provided the requested directions of intervention, while the survey conducted on the group of selected young institutionalized persons allowed adjusting the findings to the real needs of the working group. The intervention plan and the workshops designed for the volunteers working in these foster institutions will allow a more efficient formative intervention, not only in the short-term, but also allowing periodical adjustments to fit the long-term intervention.

Keywords: abandoned children, life-skills assessment, intervention plan, training the trainers

1. Introduction

Every year about 3,500 teenagers are sent into the real world, only 1 in 40 of these 18 years old persons being able to enter the workforce and legally earn their own living, as their life inside the state foster institutions does not provide real-life challenges and experiences. The present research was requested by The Fairytale Association, a NGO providing volunteer-based assistance for the abandoned children in foster care institutions in our area, intending formative intervention for developing life skills for about 200 teenagers in these institutions.

2. Theoretical framework

Institutionalized children are those temporarily separated from the family, either with the consent or by request of their parents, children being in danger in the family, benefiting of no parental consent and parentless children or those whose parents have been deprived of parental rights. These institutions are coordinated nationally by the General Directorate for Social Assistance and Child Protection (G.D.S.A.C.P.), aiming to provide «assistance and support for children, family, single people, the elderly, people in need, abused, marginalized or disabled and anyone in need» (Ministry of family, youth and equal opportunities, 2022). No training program for independent life skills is considered by the institution for the young persons leaving the institutions when reaching maturity.

According to G.D.S.A.C.P. Sibiu during 2022 there were five foster care centers in Sibiu area, taking care of a total of 250 children and young persons (8-19 years old), out of which, 38 residents aged 8-19 (Gulliver), 27 residents unspecified age (Orlat), 46 residents with disabilities, aged 8-19 years (Turnu Roșu), 18 severely disabled residents (Prichindelul) and The Emergency Reception Center temporarily hosting 121 children and teenagers being at risk in their families – homeless or very poor families, victims of abuse, exploitation, abandonment, fugitives from other foster care institutions, pregnant minor girls in the first/second semester of their pregnancy.

3. Methods

We have conducted an assessment of the group of 32 teenagers selected by the Fairytale Association (aged 14-21 years), being taken care of in the foster institutions of *Turnu Ro u*, *Orlat* and *Gulliver*, aiming to establish the existent independent life-skills needed, according to the previous stage of research (Andron, Kifor, & Mociar, in press). The assessment instrument was a Google Forms questionnaire consisting of 61 items, covering directions of life-skills as follows: health education, self-management, social life, career orientation, basic financial education, and ranking inquired competencies over 5 levels, starting with inexistent (N1) up to desired (N5); collected data have been processed in order to weigh the quantitative results for the sample group and to define competence levels thus allowing specific approach to the intended training activity in the next stage of the project, and a more efficient assessment of learning progress.

4. Results

Results are discussed covering health education (personal, environmental and nutrition, sex education and risky behaviors), self-management (self-awareness, daily routines, cooking, time management, social life, conflict management, career orientation, skills awareness and harnessing, and professional evolution awareness) basic financial education (money, needs, savings, financial products, rights and responsibilities). These results were discussed with educators in the foster care institutions and the representatives of the Fairytale Association and an Intervention Plan was drawn, including not only formative activities but also pshycho-pedagogical requirements to be respected during the formative activities that volunteers will undertake.

5. Conclusions

Concluding the research each intervention direction was considered distinctly, according to the competency levels/achievement criteria defined, by means of formal/informal activities, workshops, individual reflection and exercising (video-stream, the individual diary). Completing the Intervention Plan we have provided the trainers' handbook, a complete guide describing 97 workshops to be conducted by volunteers in the foster care centers, 69 exercises, 88 online resources/apps to be used by volunteers, access links for 51 video materials to be uploaded on the video stream and 21 instructional games. The personal diary offered to each teenager for personal study/reflection is proposing ideas, advice, simple exercises and personal reflection themes, simple cooking recipes.

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Fables and digital fairy tales for inclusion: a perfect combination in the training of future teachers against gender stereotypes

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In traditional fairy tales/fables, which are configured as agents of cultural transmission, rigid, often outdated and stereotyped sex roles are often proposed and internalized by young male and female readers. The female figures, even when they take on the role of protagonists, are passive and unable to handle the problematic situation in which they are placed. Resolution is always by a male character: a brave hunter who kills the wolf, a valiant prince who challenges a dragon, or a prince charming who ensures a marriage after which they can live happily ever after. The alternative to passivity is villainy: to exercise an active role in the story, female characters must abdicate their humanity and become wicked old witches, evil queens or stepmothers, envious and heartless stepsisters. In contrast, male characters are the engines of action, the heroes who with strength, courage and loyalty lead the story to its positive ending.

Gender stereotypes are like «cultural cages» in which boys and girls are forced to shape their identities by conforming to a certain model according to social expectations. As, in fact, Margaret Mead states almost nothing that connotes the genders, male and female, is biologically innate and universal but for the most part socially and culturally conditioned. Surely a study of gender difference can help to narrow the gap between the two poles by going to broaden the possibility of comparison and communicative exchange, not least because in order for there to be a true pluralism of difference, we need to defuse the dichotomous and hierarchizing thinking that has led for years to think of one of the two genders, the male, as in the «norm» and the other, the female, as the result of a normalization process operated by others.

Starting from these considerations, the need was felt to explore the issue with the students of the CdL in Primary Education and Educational Sciences and Training of Reggio Calabria, analyzing traditional fairy tales/fables and creating, with the help of digital storytelling, digital fairy tales/fables against gender stereotypes, to be proposed during the internship in schools; the production of a multimedia artifact, in fact, triggers a motivating reflective process, inducing the students/teens, future teachers and educators, to learn new skills.

The purpose of this contribution is to reflect, also through the experience made, on this issue, in the various workshops of Children's Literature, if and how the creation of digital books, can contribute to drawing up clear and effective training itineraries for teachers, thus creating best practices and, at the same time, making pupils/teachers and students/esses acquire various skills.

Keywords: Children's Literature, Gender stereotypes, Inclusion, Digital books, Teacher and student training

The concept of gender – as well as, later, that of gender stereotype and prejudice – found their foundations in the feminist discourses at the turn of the 18th and 19th centuries, which mainly reflected on the issue of the discrimination of women's role, subordinated to domestic work and deprived of rights, and were followed by the emancipation movements that took place in Europe and the United States in the 1960s. The work done by the different feminist waves has made it possible to rethink the concept of gender and carefully address its distortions (Tsouroufli, Rédai, 2021). If talking about gender stereotypes and prejudices may seem anachronistic and superfluous today, given that the principle of equality and equal dignity between the sexes has been recognised and affirmed for many years now, in fact, it is clear that the topic is by no means a foregone conclusion, on the contrary, it is more cogent than ever because at a cultural level there remains strong resistance to considering women and men on the same level with equal opportunities for growth and development on all fronts, educational, training, work, political and social (Bourdieu, 2009).

Gender stereotypes are like 'cultural cages' in which boys and girls are forced to shape their identity by conforming to a certain model according to social expectations (Biemmi & Leonelli, 2016). As, in fact, Margaret Mead states, almost nothing that connotes the genders, male and female, is biologically innate and universal but for the most part socially and culturally conditioned (Buccini, 2020).

There are many agencies, formal and informal, such as the family, school, media, socialisation centres, etc., that provide information on what is expected 'of him or her' on the basis of being identified as male or female. The same advertisements for toys are very often gendered without taking into account the aspirations and interests of the boy or girl, who thus find themselves with proposals based solely and exclusively on gender. Clothes, bows, dolls, small electrical appliances, perhaps pink in colour, are only seen for girls, while toy cars, war games, sports equipment are only intended for boys (Lopez, 2017). As Elena Gianini Belotti stated, boys are offered 'physical' games that cage them in a constant and exhausting competition; girls are offered the 'pleasure and pleasure' version (Gianini Belotti, 2018).

In cartoons, TV series, comics and fairy tale books, superhero teams are only commanded by muscular and powerful men; Prince Charming always saves defenceless princesses, heroes in battle are brave and intelligent men, fathers work and when they come home they are in their armchairs reading the newspaper waiting for their wives to prepare dinner, while women are only wives, mothers or otherwise defenceless, submissive women waiting to be rescued and supported, or at best evil stepmothers and envious witches.

Surely a careful and constant study of gender difference in all school orders and grades can and should help to support a true pluralism of difference and thus reduce the gap between the two poles (Ghigi, 2019).

National, European and international legislation, especially in the last decade, has prepared a series of initiatives for schools aimed at countering sexist discrimination and promoting a culture that values gender differences, understood as a resource for individuals of both sexes. Schools are invited to prepare educational-didactic paths aimed at developing these issues. In this scenario, teachers assume a crucial role in preparing a disciplinary and curricular programme that is appropriate to the needs of the learners and in choosing methodologies and strategies that are able to involve them cognitively and emotionally in the conscious acquisition of the objectives identified, which concern in the first instance the contrast of stereotypes and prejudices based on gender diversity and, at the same time, raise awareness, inform and train students, teachers and parents on the prevention of physical and psychological violence (Guerini, 2019).

In order to deconstruct gender stereotypes, especially with primary school pupils, it is necessary to analyse behaviour, attitudes and statements in a contextualised way through books, stories, illustrated books, fairy tales and fables, but also through the use of tools and strategies such as reading aloud, dramatisation and storytelling (Ortu, 2022).

The need was therefore felt to explore this issue in greater depth with the students of the CdLs in Primary Education Sciences and Educational Sciences and Training of Reggio Calabria, analysing primary school textbooks, illustrated books and traditional fairy tales and creating, with the help first of Propp's charts and some collaborative and workshop methodologies and strategies such as cooperative learning, peer to peer etc., and then of digital storytelling, a new approach to the use of storytelling. and then of digital storytelling, through dedicated apps, inclusive digital fairy tales/fables against gender stereotypes, to be proposed during the placement in schools.

Traditional fairy tales and fables were analysed in which the sovereignty of the strong and courageous male figure is emphasised over the submissive, fragile, defenceless or evil and envious female figure. We then went on to examine illustrated books and some primary school texts. For example, in the distinction between 'mummy and daddy', mummy wears the apron that 'is for girls' and daddy is in the armchair reading while waiting for dinner to be ready. Also the spaces in the house or environment are different according to gender: mum or wife in the kitchen or supermarket and dad or husband in the living room, dining room, or study.

The analysis of primary school texts attributed about forty occupations to the male gender and only about ten to the female gender. The games and activities present also differ depending on whether they are for boys or girls. Of course, these are only some of the elements analysed. Once the text analysis was completed and the gaps understood, the students created fairy tales or fables through dedicated apps such as book creator, created fairy tales or digital fairy tales against gender stereotypes, which they then took to the host schools where they did their internship in order to show them to the boys and girls of the primary school and thus create with them new, more inclusive activities against gender stereotypes and thus contribute to drawing up clear and effective training itineraries for teachers, thus creating best practices and, at the same time, helping pupils and students acquire various skills.

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Making Connections: Implementing Student Conferences to Strengthen Feedback and Relationships in Teacher Education

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This article shares insights from a collaborative study on the use of student conferences to support Relational Teacher Education and feedback for effective assessment in both undergraduate and graduate education courses. Inquiry into approaches for facilitating student conferences across in-person and online learning modalities focused on how to connect and engage students both personally and academically, as well as how these inquiries informed our practices.

Keywords: Teacher Education, Self-Study, Assessment, Feedback, Conferences Introduction

Framework

As teacher educators, where teaching to our values serves as models for future PK-12 teachers, we transparently highlight how our practical choices reflect our educational philosophies, aligning ourselves with critical pedagogies based on self-study cycles to continuously improve practice. Our ongoing inquiry led us to situate our inquiry within a growing body of work focused on ungrading and we have documented our experiences implementing ungrading in our courses (Beaudry et al., 2023).

One-on-one conferences were crucial to implementing ungrading in our practices. These conferences are grounded in pedagogies that highlight listening (Waks, 2015; Cooper et al., 2023) and respectful dialogue practices (Gauna et al., 2020). Additionally, they are central to providing opportunities for meaningful qualitative feedback on both formative and summative assessment that moves learning forward by providing specific and meaningful information about where learners are, where they are going, and how to get there (William, 2011). These conferences also support research on learning and feedback that emphasize the importance of creating self-regulated learners as well as of providing multiple modalities, including oral as well as face-to- face and e-feedback, to support dialogic process (Nilson, 2013; Lowe, et al., 2022).

Methods

Data, collected during 2019-2022 from three teacher education programs at institutions in the United States, included course artifacts, student evaluations, and instructor journals. Course data included course artifacts and student evaluations. Instructor data collected included collaborative weekly meeting notes and audio recordings, individual notes taken before, during and after conferences, and shared reflective journals. Using a collaborative approach (LaBoskey, 2004), the authors analyzed the data (Charmaz, 2006) both individually and collaboratively, during weekly meetings to identify resonances and dissonances with perceived values and practices (LaBoskey, 2004).

Results

Research findings focus on how we, through observations and perceptions of students' experiences, gained insight into and improve our practices. We found that student conferences allowed us to better understand their individual learning goals and needs, strengthened connections with students, and strengthened feedback. Students perceived conferences as essential across all teaching modalities, both to feel cared for but also to ask questions about content that otherwise would have remained silenced. Findings also support research on feedback that emphasized the importance of multiple modalities, including written and oral as well as face-to-face and e-feedback, to support dialogic process.

One-on-one conferences were one of the most-often-cited course tool by students in final course reflections. Student responses demonstrated that the conferences gave them more confidence. One explained that instructors "comments and conferences reassured my confidence that I was on track to meet my goals." While another connected confidence to successful performance. "Touching base with you and reading your feedback allowed me to continue to learn without worry of performance". Another student highlighted the ways in which online students during Covid especially benefited, "I … found that to be essential especially since the course was online and I would have probably never had F2F [face-to-face] met her."

Students described the meetings as "personal, collaborative, and interactive," a time to "touch base," and "a great help in communicating any issues or problems." Individualized responsiveness is highlighted in responses like "I appreciate that building a relationship of guidance is impactful," and "I appreciate the 'real-talk' moments we shared because it is hard to come across those within most of our classes," and "I can honestly say I have felt 'heard' in this class." One-on-one conferences supported feedback like, "I was very impressed on our first zoom this semester, specifically when you mentioned some details that you remembered about me that made me feel like I wasn't just another student…those little comments made me feel very valued."

Concluding thoughts

Student responses to implementation of one-on-one conferences extended beyond our purposes for implementing them, eliciting unexpected findings. Surprisingly, extra time with each student gave us *more* time. Reviewing student work, then providing combinations of written and oral feedback saved time both on typing all feedback, and clarified how students could move work forward. Scheduling conferences enabled us to meet *every* student, ones that might have previously slipped past, which is rare in large teacher education classes. It also reframed our perspective of giving feedback as an "opportunity to get to know students." This improved alignment with our relational values (Cooper, et al., 2020), has not only improved student learning experiences, but also brought us greater joy in our work.

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At school for the circular economy.
Analysis of teaching practice in secondary schools

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Goal 4.7 of the 2030 Agenda calls for students to acquire the knowledge and skills necessary to promote sustainable development through education aimed at raising awareness of sustainable lifestyles by 2030 (ONU, 2015). The circular economy – understood as a production and consumption model based on closing resource flows through regeneration and sharing – is a topic of interest for sustainability strategies, as it is considered to have the potential to transform society (Bianchi, 2019). MIUR supports these topics as opportunities for integrated learning between environment, economy, and society within the curricula of primary and secondary schools. The activity of the project *At school for the circular economy* aims to stimulate reflection on the educational potential of topics related to the circular economy – reuse, ecological footprint – and how these can become the subject of 'integral and ecological' school learning (Sandrini, 2022). The path proposes the ludo-didactic module "Let's play sustainability", which involved the students of the Palazzolo sull'Oglio (Bs) middle school. Also studied is the "Banco del riuso", a reality in Rovato (Bs) that deals with non-waste and waste reduction through the exchange of used goods.

Keywords: sustainable development, agenda 2030, circular economy, education systems

1. Introduction

The SDGs of the 2030 Agenda and the National Curriculum Guidance are linked, as they recognize that environmental, economic, and social sustainability is key to promoting equitable, inclusive, and sustainable growth (OECD). Therefore, they aim to integrate global education and promote awareness of global challenges, encouraging students to become responsible and active citizens locally and internationally (OECD).

Schools can become a focal point for engaging communities in Agenda 2030 projects, collaborating with teachers, parents, and community members to address sustainability challenges. The educational institution can thus play a key role in educating new generations about the Goals and promoting sustainable and responsible development (Malavasi, 2018).

2. Theoretical framework

Schools are key to achieving the goals of the 2030 Agenda. It is necessary to integrate these topics into the school curriculum so that students, by examining real problems, can understand the principles of sustainability and the global challenges facing the planet (OECD).

3. Methods

The Cogeme ETS Foundation of Rovato (Bs), following Goal 4.7 of Agenda 2030, created an educational path called A school of circular economy for the middle schools IC1 and IC2 of Palazzolo sull'Oglio (Bs). The directives of the MIUR, according to which «citizenship education is promoted through meaningful experiences that allow learning to concretely take care of oneself, others and the environment and that foster forms of cooperation and solidarity», and of the school curriculum on civic education for primary and secondary schools were also implemented (Perla, 2020).

For IC1, the course involved more than 350 students between October and December 2022, for a total of 88 hours. For IC2, about 200 students between January and February 2023, for a total of 56 hours.

The plan is five modules:

1. "Education for Sustainable Development": addresses the issues of the 2030 Agenda and provides adequate tools to evaluate sustainable behaviors and lifestyles in the context of ecological change. It aims to balance economic development, social well-being, and environmental protection to ensure a sustainable future for all.

2. "Laboratory from theory to practice": examines the concept of circular economy and ecological footprint through a test with questions on everyday actions.
   The goal is to make students active users, but above all conscious creators.
3. "Recognizing green washing": a more sustainable and environmentally friendly life also means recognizing when something is not green. It aims to educate on the critical, creative, and responsible use of information in the ecological transaction.
4. "Let's play sustainability": role-playing game in which two countries produce cotton, two import it and two intermediaries to start trade negotiations. The aim is to learn how to simulate socio-economic relations between different countries and learn about market negotiations, create a serene working atmosphere and a constructive discussion on the issues at stake among the participants.
5. "Educational visit": the students visited the *Banco del riuso* in Rovato (Bs), a place where it is possible to exchange everyday objects but also time, equipment and much more but without economic transaction. Every good is weighed and a management program transforms the weight into points, called FIL (Felicità Interna Lorda): a unit of measurement of what is exchanged equally. The aim is to promote responsible consumption.

4. Results

MODULES	2030 AGENDA	NATIONAL INDICATIONS AND NEW SCENARIOS
1	Sustainable development Circular economy Pillars of sustainability	Culture of sustainability Development of critical thinking
2	Circular economy Ecological footprint Ecological transition	Active and creative students
3	Companies' environmental policies	Educate on the critical, creative, and responsible use of information in the context of ecological transactions
4	Environmental, economic, and social sustainability Sustainable and non- sustainable choices Socio-economic and environmental challenges	Create a climate of constructive discussion on the themes of the game
5	Responsible consumption	Promote proactivity and change in behavior

5. Conclusions

The project aims to foster a comparison between the SDGs of the 2030 Agenda and the National Indications that call for quality, inclusive and sustainable development-oriented education to prepare young people to face global challenges with awareness and responsibility (OECD).

The collaboration with the two institutions proved fruitful and the work was facilitated by the attention shown in all classes. The most 'problematic' aspect was the application of the role play: by dividing the classes into groups and encouraging active participation, some struggled more than others to maintain concentration. In any case, from the point of view of participation, all the modules presented had a positive impact.

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Educating culture-conscious teachers: the experience of Unisalento's FAMI Course[*]

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The article presents a research project developed during the realization of the specialization course in "Organization and management of educational institutions in multicultural contexts" in the a.y. 2021/2022 (organized by University of Salento, by the Ministry of Education and the FAMI Fund - Ministry of the Interior), aimed to enrich the professionalism of school teachers of all levels in relation to the multicultural society, with the goal of raising the intercultural quality of educational institutions in their complex. The investigation is about an intercultural transitions perspective that arises from the recognition of the person and from his culture of belonging, where school is a place of transition: the circularity of knowledge intersects with the meeting and the relationship, facilitates the understanding of diversity, and generates inclusive attitudes.

Keywords: teacher education, school pedagogy, intercultural education, diversity as a norm.

1. Introduction

Italy, through some ministerial and European initiatives, has been committed, since 2019, in specific teacher training activities aimed not only at professional development, but also at the realization of an Italian way to Interculture, as a guiding idea for a change in school pedagogy that interprets diversity as a resource, dynamism, plurality. The experience of the FAMI Course is a testimony of the important work of cooperation between school and university for the creation of training courses capable of developing transformative learning in teachers who, according to them, will be able to remodel their visions of meaning in relation to the idea of diversity and global citizenship, both in a professional form (developing the ability to rethink and redesign oneself in the perspective of lifelong learning) and specifically in pedagogical-didactic planning, with significant repercussions on student learning.

2. Theoretical framework

Starting from the hypothesis that investing in teachers training in an intercultural context allows the epistemological recognition and the diffusion of the model of diversity as a norm in the professional culture (Santerini, 2010; 2017) and of the idea of global citizenship (Morin, 2000), the research wanted to highlight how education has a great social responsibility and the training and educational investment of the school, through curricular planning, is essential for the development and recognition of a planetary citizenship starting from the recognition of the person and its culture. (Dewey, 1979, 1982; Abdallah- Pretceille, 1996; Merieu, 2015). In this perspective, the experience of the FAMI Course can be considered as the launch of systemic political-educational actions capable of promoting with awareness the taking charge of "diversity as a norm", that becomes a reason and objective for the promotion of quality school and quality teachers in the intercultural field. This task makes schools and universities central institutions of the knowledge society for the development of an idea of global citizenship.

3. Methods

New aspects of teachers training were analysed and explored in relation to intercultural skills, with reference to five training areas required by the Scholastic Improvement Plan of INDIRE (National Institute of Documentation, Innovation and Educational Research): Organizational and didactic autonomy, Didactics for skills and methodological innovation, social cohesion and prevention of youth problems, integration, citizenship skills and global citizenship, digital skills and new learning environments. A qualitative heuristic-descriptive methodology was used to detect the acquisition and enhancement of teachers'intercultural skills. 103 (one hundred and three) teachers from schools of all levels throughout Italy participated in the research.

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[*] This article is a joint and synergistic effort of the authors. For the sole purpose of recognizing personal contributions where required, it is clarified that paragraphs 3, 4 and 5 are attributed to Francesca De Vitis, and paragraphs 1 and 2 to Marcello Tempesta.

4. Results

The knowledge acquired during the Course was useful in a percentage of 78% for the strengthening of the skills of the Integration Area, of citizenship skills and global citizenship and, for 47%, for the skills of the Cohesion Area society and the prevention of youth problems. An interesting fact concerns the contribution that the training activities of the course have made in terms of methodological innovation. In fact, 47% of the teachers declared that the training activities of the Course were beneficial for a rethinking of teaching related to the innovation of both physical and virtual learning spaces. Finally, as regards the area of organizational and didactic autonomy, 57% of the teachers declared that the same training activities have initiated reflection paths on the project dimension of school activities.

5. Conclusions

The FAMI Course showed how the school-university synergy is fundamental for a regeneration of models. Through the recognition of the interdisciplinary strength of cultural plurality and the value of the person, it's possible to promote, in a holistic way, the idea of a new social inclusion and support the educational development of future generations. How can intercultural education contribute to a sustainable future social inclusion? These are the new responsibilities for intercultural pedagogy committed, today more than ever, in an effort to analyse and understand the dynamics of intercultural research involving teachers, who increasingly emerge as fundamental protagonists and not just users of these macro-processes.

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Autistic Teachers: Practicing Inclusion and cultivating belonging for all Students[1]

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The purpose of this research is to give more visibility to neurodiverse teachers in order to encourage a more inclusive school management.
The methodological approach is based on the analysis of the specific narratives of these autistic teachers' journeys within mainstream education.
To collect those narratives a specific interview context has been thought through to make sure that autistic people, who might be uncomfortable with social interaction, can speak freely and don't suffer from anxiety. Listening to the narrative of these autistic teachers helps to identify the challenges that the institution still has to face to be able to become truly inclusive. Only a more diverse school including not only neurodiverse pupils but also neurodiverse teachers and a neurodiverse management style and team can be able to achieve a disruptive inclusive educational approach. This is why it represents the only way leading towards a real inclusive society.

Keywords: Autism, Teachers, Inclusion, Belonging

1. Introduction

The purpose of this research is to give more visibility to neurodiverse teachers to encourage a more inclusive school management. Autistic teachers are often confronted with systemic barriers. To face them, let's take a look at the situation of a young autistic student teacher, Noah[2], working in a French public elementary school. The adaptation of his work settings was decided without him and didn't answer the needs he had. During the year, he faced many misrepresentations of what autism is. Eventually, at the end of the year, he attended a meeting where five different representatives of the state asked him several times to look them in the eyes, accusing him of being disrespectful and therefore unsuitable for civil service. Noah did his best during his training year. Although he wasn't perfect as a student teacher, he performed just as well as the other students. Nevertheless, Noah did not get certified.

2. Theoretical framework

Whereas some research in the English-speaking word reflects the experiences of autistic teachers (Jones, 2023; Lawrence, 2019; Wood & Happé, 2021), there is a dearth of research in France concerning the situation of autistic teachers. The purpose of this study is to give French autistic people a chance to be heard, so that the situations like Noah's would not repeat themselves in the future. It therefore attempts to address the following questions: What is needed to improve the well-being of autistic professionals in French schools? Can cultivating belonging increase inclusion?

3. Methods

This qualitative study is based on the bibliographical research method (Delory-Momberger, 2014) which focuses on the construction of meaning based on biographical narratives. A specific protocol was used to reassure the participants. The contributions were recorded and the responses transcribed and analyzed using a combined narrative, semantic and thematic analysis.

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[1] In line with recommendations by the National Autistic Society and with current research (Kenny et al., 2016), the term "autistic" is used in preference to "person with autism".

[2] All names have been changed to preserve the participant's identity.

Interviews were conducted with autistic professionals teaching in schools and universities, who weren't diagnosed before adulthood. This has to do with the fact that autism still is underdiagnosed in France. The exclusion of autistic children from public schools and a lack of support for autistic adults have led to condemnations of the French State by international governing bodies.

4. Cultivating Belonging to reach Inclusion

But some signs that France might be catching up start to show. One of the most recent interviews conducted with a young autistic teacher shines a new light on the experiences of autistic professionals. As a contrast to Noah's experiences, Chloe's path gives a good example of how cultivating belonging can lead in the next more inclusive era.

Chloe studied at a university which takes part to the so called "Building an Aspie-Friendly University" project. Thanks to this program and to the fact that she felt accepted as an autistic member of the academic community, the way Chloe pictures the beginning of her teaching career in that very same university is much more positive than what other young autistic teachers who didn't benefit from such a support structure described in their interviews.

She started organizing some actions to sensibilize the entire community, including colleagues and students, about autism. She gave lectures to explain her own experience and to help others better understand their autistic peers and provide them the acceptance and support they need.

5. Conclusions

Chloe's testimony shows how autism awareness can lead to institutionalized acceptance. Giving people the opportunity to speak up for themselves, to self-advocate, gives others the occasion to listen to so-far untold stories. That is why research cannot just be about, but rather must be thought for and with autistic people. The path Chloe followed inside of her university, as a student and then as a teacher, pictures how important it is that universities provide services and help develop a sense of belonging.

This particular discourse Chloe gives, especially in contrast to Noah's experience, underlines the importance of an educated, understanding environment to help neurodivergent students reach their full potential.

Working with teachers who openly talk about their specificities and are proud of who they are constitutes a very explicit example for neurodivergent students that shows them concretely how it is possible for them to find their own place in society. It might even encourage them to embrace a teaching career. Inclusive management is the key to a real inclusive society.

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The teachers' role in environmental changes at school: two Brazilian studies

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This work aims to understand, from a professional perspective, the teachers' role in environmental changes at school and in their practice. Two investigations occurred with the following aims: 1) first study brings together teacher supervisor and preservice teachers in a Teacher Training Course internship in a garden and other environmental practices at one school. This study maintains the proposition of the teacher training model in collaboration with the national Brazilian project PIBID[1], after finishing it at school; 2) second study understands the perspective of four teachers and four environment secretariat managers at local communities of teachers as agents of environmental changes in schools (teacher leadership). The methods of these qualitative researches were individual interviews and group interviews. Results: Differences between teachers' and managers' conceptions about teachers' role as agents of environmental changes, with these conceiving teachers as executors; projects with environmental themes are the main course on teachers' actions; teachers' practice is dissociated from classroom work. These teachers are lonely in a massive system, but they manage to thrive especially with the support of pairs or other institutions when collective work is proposed.

Keywords: environmental changes, teacher training, teacher leadership, professionality

1. Introduction

In a professional perspective, the role of teachers in environmental changes at school and in their practice seems to be a challenge without good answers at this moment. What is the perspective of a teachers' role that makes the difference in environmental changes in schools of the São Paulo State system in Brazil? What challenges can teachers face on implementation of environmental practice into the classroom and other places, such as gardens, to engage students in the transition to sustainable societies? Who or what institution supports teachers' initiatives or leadership for these challenges? The proposition is to understand teachers' commitment to these questions as concerned reflections about the teachers' professionality, in the perspective of the research field named Environmental Education (EE).

In a world where changes occur at high speed, it would be expected that schools keep up with what has been changing and that teachers act as agents of change, aiming to teach to promote equity, justice, and sustainable societies. However, the school system tends to minimize the role of teachers as transmitters of "packages of knowledge" (Frost, 2010).

The development of economy aggravates the environmental crisis and teachers need to seek this critical view for the integral formation of students, according to the Critical Environmental Education line of work.

2. Theoretical framework

Nowadays, the purpose of EE is forming citizens in a democratic practice to enhance sustainable societies (Tratado, 1992). This study has another focus, different from EE. The aim is to understand teachers' commitment to these questions as concerned reflections about teachers' professionality and the teaching action in leadership with students to meet this purpose.

Teacher leadership is a role which is central in school changes, including student engagement with learning (Frost, 2010). Leite and Fernandes (2010) use the expression "teachers as agents promoting change" instead of "teacher leaders" and it is also chosen for this study because the word "leader" seems to have a pejorative capitalist connotation in Brazil. The presupposition is that teachers could be environmental agents to sustainable societies, but it a collaborative work at school (Forte & Flores, 2012).

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[1] PIBID - *Programa Institucional de Bolsa de Iniciação à Docência*

3. Methods

Both studies are qualitative researches and value the interdisciplinarity in Applied Ecology to understand the teacher's role in environmental changes at school. Study 1 is an action research (Tripp, 2005) in collaboration between school and university where the participant-observer approach was used with interviews. One teacher was accompanied for five years to help comprehend the perspective of his role as a teacher in environmental changes at school by participating in a training model like PIBID, where the university supervises the activities.

Study 2 conducted four semi structured interviews with Environmental Secretariats' managers who named four more teachers as environmental agents for being interviewed as well. These eight participants had their interviews analyzed so their common ideas could emerge and be categorized.

4. Results

Teachers work in green areas of schools, such as gardens, and they also debate on sustainability as ways to work with EE at schools. These practices are noted in both studies. Study 1 shows that teachers' practice on garden is dissociated with the classroom work. The support of preservice teachers' work in internship minimize isolation. Although it can be recognized by the community, leadership is informal (Danielson, 2006) and is not recognized by the education system.

Study 2 shows differences between teachers' and managers' conceptions about teachers' role as agents of environmental changes. Both value teachers that carry projects in environmental education in Brazilian public schools. But managers understand teachers as executors of projects and teacher understand the difficulties for the emergence of a professionality necessary to do projects besides classes. There is a fragile relationship between this projects and critical EE.

5. Conclusions

The collaboration with pairs and preservice teachers is the support to teacher leadership in environmental changes in a massive system.

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AHEAD: a project to fight discrimination and hate speech

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Keywords: AHEAD; HRE; Online Hate Speech, countering and preventing

Long Abstract

Multiculturalism, gender equality, and inclusion are constituent elements of global citizenship and necessitate a high-quality education system that addresses social injustices and inequalities, while fostering critical awareness of these issues. From an early age, students ought to actively and responsibly engage with global challenges and actively contribute to the realization of a fair, peaceful, tolerant, inclusive, secure, and sustainable world (UNESCO, 2014: 15; O'Flaherty, Liddy, 2018). Educational and training programs must equip young individuals with the necessary tools to overcome prejudices and stereotypes through critical thinking, interpersonal relationships, and mutual understanding, in order to promote an increasingly indispensable culture of coexistence (Reimers et al., 2018: 7).

The ERASMUS YOUTH project, «Against Hate Speech towards Roma Community, Migrants, Ethnic minorities and Any vulnerable groups Discrimination (AHEAD),» aims to advance non-discrimination among young people and combat racism, xenophobia, and other forms of intolerance targeting Roma, ethnic minorities, and migrants. Spanning from 2022 to 2024, the project focuses on enhancing the capacity of young victims and safeguarding minority youth, while facilitating the development of innovative mechanisms for public consultations in partner countries. The overarching objectives encompass addressing non- discrimination and countering hate speech directed at ethnic minorities, Roma, and migrants. The project emphasizes social inclusion and digital transitions, and the promotion of youth participation in democratic life, aligning with priorities and activities outlined in the European Education Area, Digital Education Action Plan, and European Skills Agenda.

The project endeavors to tackle hate speech, including online platforms, and combat discrimination impacting minorities across five civil rights domains: education, employment, housing, healthcare, and goods and services. A core focus area of the project is enhancing the capacity of young victims and minority groups by providing support through structured mechanisms during public consultations in partner countries. The research project adopts a phenomenological approach (Mortari, 2007; 2010) within a research-education framework, employing professional writing methodology (Perla, 2012; 2013) to develop narratives grounded in human rights principles (Keen, Georgescu, & Gomes, 2016). This approach aims to contribute to the challenge and deconstruction of the stereotypes that underlie discriminatory narratives.

This contribution presents the findings of a comparative research study examining discrimination against young people and online hate speech within the target group. The data examines levels of perceived discrimination among young individuals aged 16 to 31 in partner countries, namely Albania, Italy, Bosnia, and Romania. The results reveal that many young people perceive themselves as subject to discrimination, experiencing unequal treatment relative to the majority. The sample predominantly consists of students (70% students, 21% workers, 9% unemployed). The workplace is identified as the primary context for ethnic discrimination (37%), followed by educational institutions (32%), and discrimination in goods and services (13%).

Regarding representations, over half of the sample (52.30%) perceive «nomads» as «free spirits,» while 20% view them as «economically disadvantaged individuals,» and 19% as «non-conformists.» Concerning the representation of «Roma,» the most common response is once again «free spirits» (43.77%), followed by «economically disadvantaged individuals» (30.87%), while 19.58% of the sample selected «other» without specifying further details. Immigrants are considered «economically disadvantaged individuals» by 33% of the sample, «non-workers» by 27.41%,

and «persecuted individuals» by 17.28%. It is worth noting that this question allowed for multiple responses and offered an opportunity to provide explanations in the «other» category.

These representations will serve as the foundation for human rights education training projects, which will culminate in the development of human rights narratives during subsequent project phases. The objective is to disrupt the dynamics of oppression entrenched within a «us versus them» worldview, thereby creates fertile ground for hate speech and discrimination. In the upcoming project phase, training courses will be conducted to construct alternative narratives capable of yielding long-term impact, while deconstructing stereotypes and discriminatory perceptions. Special attention will be given to the Human Rights Education (HRE) framework and its integration with Civic Education, serving as potent instruments for preventing online and offline hate speech and ethnic discrimination with young people.

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The identification of the problems faced by Syrian immigrant students in schools and the determination of the practices to solve these problems

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This study aims to identify the challenges Syrian immigrant students encounter in schools as perceived by administrators, along with the strategies employed by administrators to address these issues. Employing a phenomenological approach, data was gathered via semi-structured interviews with 20 administrators from various school levels in districts of Istanbul with significant Syrian student populations. Analysis revealed key challenges faced by Syrian students, including socio-cultural, language, family, school structural, psychological, and institutional issues. These findings, based on participants' experiences and interpretations, offer insights for educational practitioners and may enrich existing literature on the subject.

Keywords: Migration and Education, Syrian Migrant Students, Educational Problems, Solutions to Educational Problems

1. Introduction

Migration, a dynamic process influenced by social, economic, and geopolitical factors, presents evolving challenges (Alhaddad et al., 2021, Salem, 2021). As migration intersects with education - a key social institution - it impacts and is impacted by social, political, and economic systems. Turkey has experienced significant immigration from Syria since 2011, hosting 4 million individuals requiring international protection, including 2 million school-age children. This influx has caught school administrators off guard, necessitating proactive measures to support immigrant students' integration and education. Previous research highlights various challenges faced by immigrant students in schools, including language barriers, communication difficulties, and cultural adaptation issues. To ensure these students receive quality education and acquire 21st-century skills, there is a pressing need for research focusing on solution-oriented practices tailored to their specific needs and circumstances. Thus, understanding the challenges and implementing effective strategies are vital for administrators in fostering the academic success and social integration of Syrian immigrant students.

2. Method

This study employed phenomenological qualitative research, utilizing face-to-face interviews and semi-structured questionnaires. Participants were selected using the easily accessible situation sampling technique, ensuring diversity and richness of information. Confidentiality was assured, and 20 administrators from kindergartens to high schools in districts of Istanbul with high Syrian student populations participated. Administrators were assigned code names to protect their identities. Data analysis followed the content analysis method, involving encoding, theme identification, and interpretation. Direct quotations were included for emphasis, and findings were shared with participants for validation.

3. Results

As a result of the data obtained, it has been revealed that the main problems of Syrian immigrant students are sociocultural, language, family, COVID-19, psychological, structural conditions of schools and institutional problems. According to the school administrators, the themes and sub-themes related to the problems faced by Syrian immigrant students in schools are given in table 2.

THEMES	SUB THEMES
1. Socio-Cultural Problems	1.1. Cultural Differences 1.2. Discrimination, Exclusion/Marginalization 1.3 The main language is Arabic 1.4. The Problem of Compliance/ Inability to adapt
2. Problems Caused by Language	2.1. The Problem of Not Learning/ Not Knowing the Turkish Language 2.2. Academic Problems 2.3. Lack of Communication Skills / COVID-19 Process
3. Family-Related Problems	3.1. Family Attitudes/Apathy 3.2. Economic Difficulties
4. Problems of Corporate Origin	4.1. Documentation and Registration Problems
5. Problems Caused by Psychology	5.1. Trauma/Negative Psychological State
6. Problems Related to the Structural Conditions of Schools	6.1. Teachers' Lack of Practice towards Multicultural Education

Table 2.

The themes and sub-themes of the applications of the administrators who have Syrian immigrant students in their schools regarding the solution of the problems faced by Syrian immigrant students in schools are shown in table 3.

THEMES	SUB THEMES
1. Applications for Teaching Turkish as a Second Language	1.1. Language Teaching Based on Communication 1.2. Collaborative Language Teaching
2. Strengthening the School Culture and Physical/Social Structure	2.1. Differentiated Teaching 2.2. Volunteer Teachers Support 2.3. Elimination of the lack of infrastructure and equipment in schools
3. The Role of Family in Language Learning	3.1. Inclusion of families in education

Table 3.

4. Conclusion

This study examines the challenges faced by Syrian immigrant students in Turkish schools, as perceived by administrators. Six key themes emerge: Socio-Cultural, Language, Family, Institutional, Psychological, and Structural Conditions of Schools. Cultural disparities, language barriers, and institutional shortcomings are highlighted. Administrators emphasize the importance of inclusive practices and tailored solutions. Strategies include teaching Turkish as a second language, enhancing school culture and infrastructure, and involving families in language learning. It's crucial to nurture these students as future citizens, considering their unique needs and potential contributions (Brown, Miller, & Mitchell, 2006). Professional development for teachers, cultural integration initiatives, and resource allocation are essential for fostering a supportive learning environment and promoting student engagement and success (Motti-Stefanidi et al. 2020).

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Leadership for Equity. Promoting Innovation and Organizational Change

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The research Leadership for Equity aims to address the issue of quality and equity of learning processes in the specific context of the pandemic. The results illustrate how the presence of distributed leadership, the collaborative attitude of teachers, the sense of community showed their relevance in determining the type of response schools were able to give to the emergency.

Keywords: Leadership, Equity, Innovation, Professional Learning Communities, Organizational Change

1. Introduction

Studies on leadership models (Leithwood, 2016; Hargreaves & Fullan, 2012) have highlighted how through shared decision-making and responsibilities the motivation of school staff increases as well as expectations of organisational improvement. The contribution intends to illustrate the issues of quality and equity of learning processes in the pandemic context and to understand whether teachers' collaborative attitude and sense of community proved useful in dealing with the emergency.

2. Theoretical framework

The first researches conducted after the pandemic period shows that some schools were indeed able to intercept instances and adapt to change faster and more effectively (Paletta *et al.*, 2022; Harris & Jones, 2020). A school prepared to handle the unexpected is a school that has been able to develop, before the emergency, the set of personal, interpersonal and organisational skills that characterise professional learning communities (Admiral *et al.*, 2021). During the emergency period in these schools, every opportunity for collaboration between students, teachers and families must be supported, enhancing the role of the community as a key resource (Kools & Stoll, 2016).

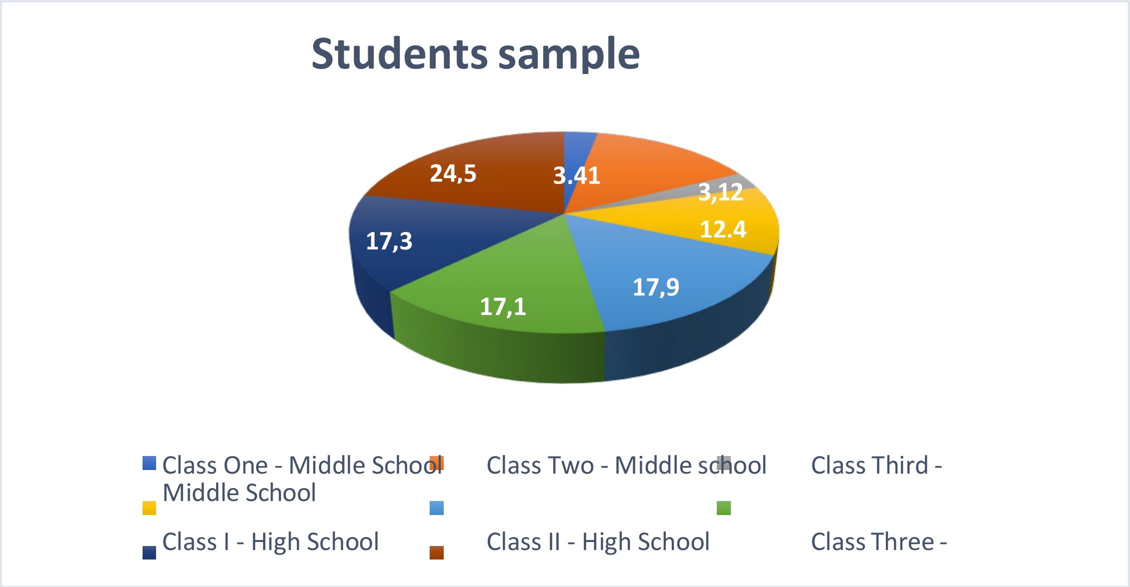
3. Methods

The research was carried out on a stratified sample of 25 schools, selected according to their territorial location and distribution across the country. A mixed-methods approach was used (Creswell & Clark, 2017) and it was carried out in two phases: the first, quantitative, involved the administration of questionnaires to teachers (N=1465), students (N=5777) and families (N=4054) and took place in the school year 2020/21 with the aim of understanding if and how the actors of the school community had changed their perceptions about school identity and vision and collaboration among teachers during the pandemic period; the second qualitative phase provided interview to the headteachers and focus group with teachers, aiming at investigating the activities implemented during the DAD (distance teaching) and DDI (digital didactic integrated).

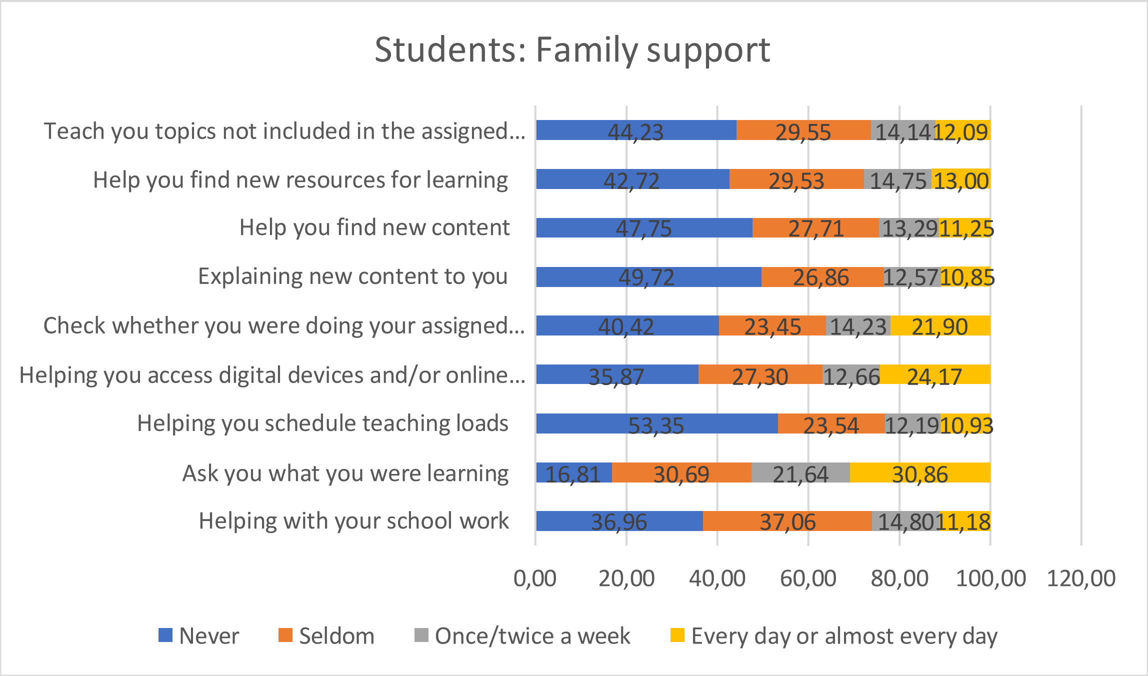
4. Results

In this contribution, we will present the results of the questionnaire (Graph 1) with regard to the dimension of «Family support» (in the sense of involvement that Epstein defines as *learning at home*) and to the dimension of

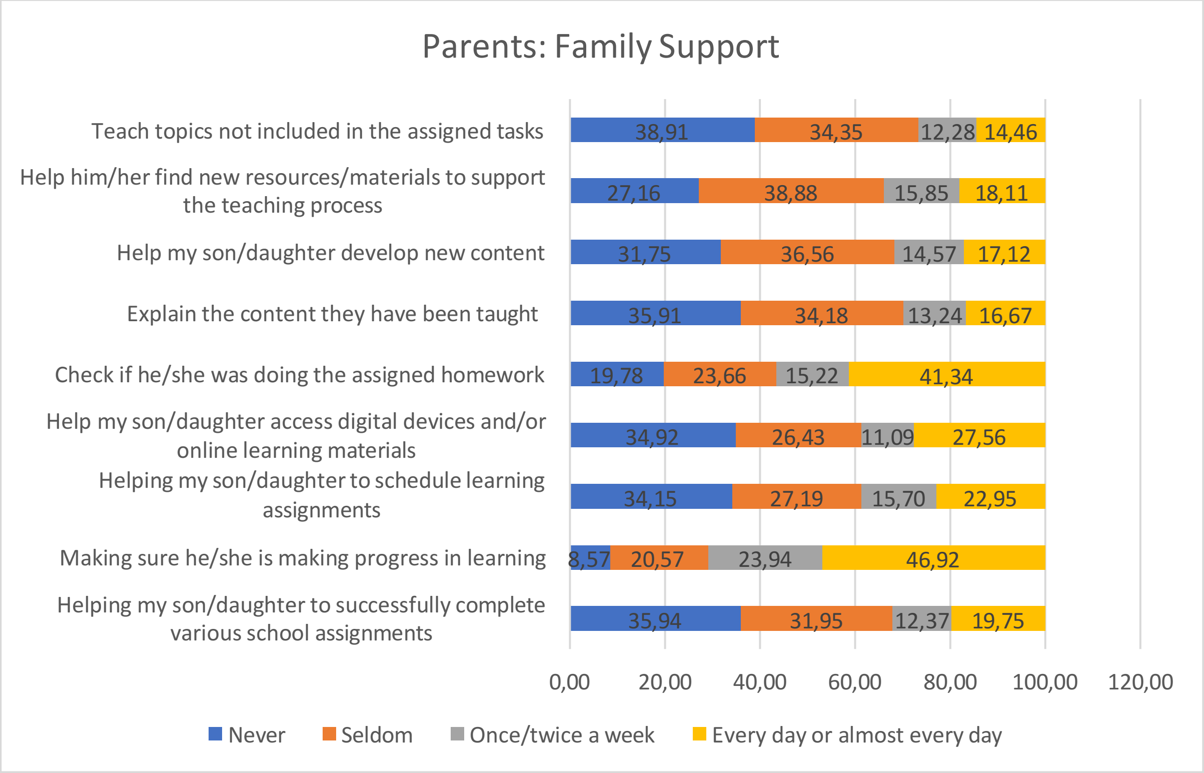
«Relationship with teachers» during and beyond lessons. The dimension related to family support was also investigated in the student (Graph. 2) and parent (Graph 3) questionnaires, in terms of support of students in the learning process at home with homework and other curriculum-related activities, support in accessing digital devices and online educational resources in general. Interestingly, there is a significant correspondence between students and parents about the most frequently performed activities, which involved *checking assigned homework*, *asking what they were learning, supporting access to devices and multimedia resources.*



Graph 1 Students sample distribution



Graph 2 Students: Family support

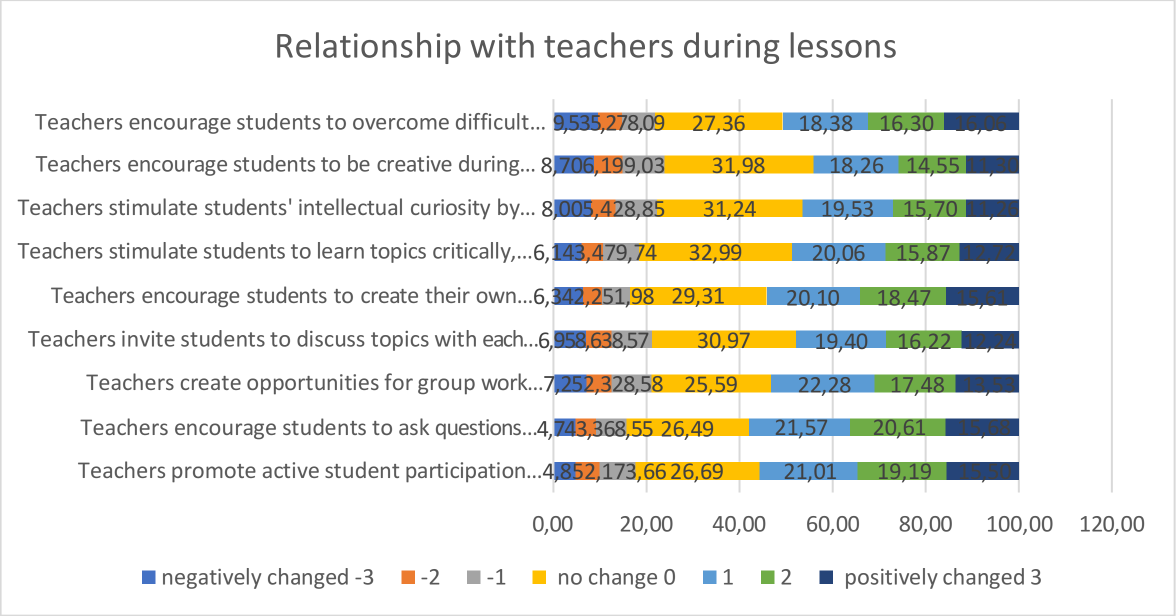


Graph 3 Parents: Family support

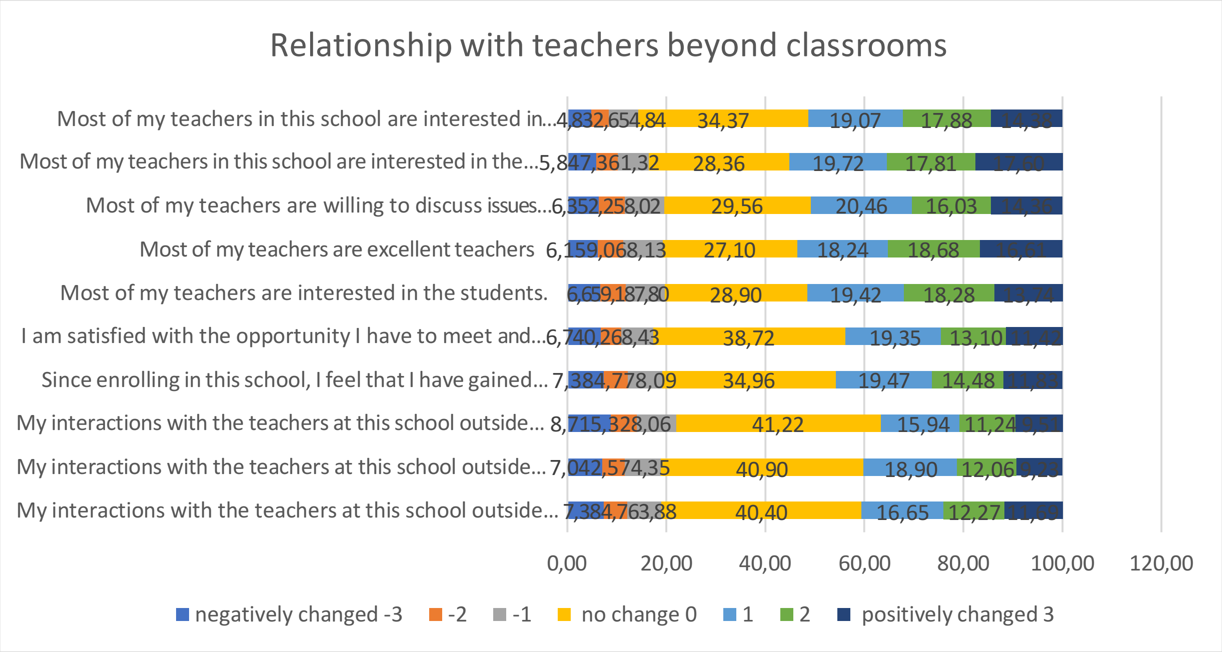
During the pandemic, many effective transformations in educational methods were implemented due to the isolation and separation caused by distance learning. The main efforts focused on communication and community building (Whittle et al., 2020). This need is particularly relevant for the most vulnerable learners, such as those with disabilities, those living in poverty or from marginalised groups.

In virtual classrooms, where teachers and students are physically separated from each other, teachers and students can contribute to the development of a sense of social presence and community belonging. The importance students attach to their school experiences and their satisfaction are strongly influenced by their relationship with teachers.

Students (Graph 4 and 5) highlight this aspect, confirming how important it was to maintain the relationship with teachers in class and outside class time.



Graph 4 relationship with teachers during lessons



Graph 5 Relationship with teachers beyond lessons

5. Conclusions

The students' relationship with their classmates and, above all, with their teachers has been shown to have a significant impact on their social well-being and sense of belonging to the school community, even during distance learning. The results obtained from the students' questionnaires confirmed that the fact that these schools maintained a strong relationship with teachers both inside and outside school hours was crucial to their involvement and satisfaction in the learning experience. In conclusion, family involvement and the quality of the teacher-student relationship are crucial aspects to consider to improve the effectiveness of distance learning and to ensure the well-being of students, especially in situations of social isolation such as those experienced during the pandemic.

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Rethinking performing arts education in Italy: the "Manifesto Theatre" by Pier Paolo Pasolini as a methodological practice for a Transformative Learning social training

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How can we rethink the performing arts as a part of innovative practices for hybrid teaching and teacher education? An answer comes from the *Manifesto per un nuovo teatro* by Pier Paolo Pasolini in which the "corsair pedagogist" highlights the importance of founding a linguistic and ethical-political school for the society re-education. Here is presented the pilot survey (with a briefly quantitative data collection report) conducted in two phases, with two groups of university students at the University of Bari.

Keywords: Pier Paolo Pasolini, Manifesto Theatre, performing arts languages analysis, Transformative Learning Theory

1. Introduction

In his *Manifesto Theatre* (Gianeselli, 2022b) Pasolini stressed that the linguistic re-education through theatre, cinema and poetry as embodied acts of teaching is a chance to make society emancipated and to promote critical thinking (1968). Indeed, we should examine perfoming arts as languages and their products as discourses. As Janusz Korczak, Pasolini considered reality a sacred language (*ierosemia*) that is constantly violated by the new capitalistic Power which imposes a logic of deterioration not only for consumer products, but also for both bodies and minds (Pasolini, 1999; Gianeselli, 2023a). Pasolini anticipated the assumptions of Byung-chul Han who defines *infocratic* our contemporaneity (2021). Pasolini understood that the drift of the "new" Power acts directly on thoughts, emotions, feelings. To oppose this anthropological transformation, Pasolini considered the theatre as a pedagogical and teaching transformative device in the triadic relationship between intellectual and neo-capitalist society (Gianeselli, 2022a; 2022b; 2022c; 2023b).

2. Theoretical framework

Pasolini proposed – firstly through the theatre – a teaching practice: the performative act becomes an educational act of the actor on himself (and then of the director-playwright) and on the spectators who participate the process. This is an extremely advanced way to make effective what Fisher-Lichte (2004) defined autopoietic feedback loop by activating it with a metacognitive sense towards political and social reality. Pasolini's goal is therefore to build a transformative cultural educational rite and training for society (Gramsci, 1967) just as Jack Mezirow suggest in his *Tansformative Learning Theory* (1978).

3. Methods

The pilot survey has experimented the aim of this proposal for educational development through two laboratories based on university active learning. The research project is also based on Explanatory Sequential Design and quantitative data were analysed according to the General Linear Model considering the importance of the socio-demographic variables (Tinella & Bosco et alii, 2022). The pilot survey was set in two phases, with two different groups of university students: 200 future educators (L-19) and 300 future teachers (LM85- bis) of the Aldo Moro University of Bari. Both laboratories are set to experience the educational method of Pasolinian ancestry applied through the cinematographic device.

4. Results

Quantitative data were collected through questionnaires with multiple choice answers (Likert Scale). The variables analysed are: interest; director as a considerable educator; film and its analysis as an educational system.

The *Independent t-test sample* is used to determine if there is a statistically significant difference between the averages of the two independent groups (L-19 and LM85-bis). As a result, LM85-bis responds with higher positive score to all the variables than L-19. For the explanation I examine some matter of fact about the group LM85-bis which:

- had 24 laboratory hours instead of 10;
- has been able to focus on metacognitive reflection;
- met the director whose films its analysed and this produced an important emotional process;
- has experienced the value of the cultural ritual of watching a film in the cinema by sharing and reflecting on the experience.

I also consider that the hardships of the pandemic period have been overcome and that the teaching method had a more solid application, with one trial already completed during the first laboratory.

5. Conclusions

The results of the quantitative analysis show that to rethink a pedagogy and a teaching *for* and *through* the performing arts it is essential to initiate a reflection and a critique of the performative languages to ensure that such devices are effective mediators for a critique analysis of the contemporaneity as proposed by *Transformative Learning Theory* (Mezirow, 1978). It means thinking of the performing arts as teaching devices for education and training not only in the school environment, but for the whole society and, therefore, also for the conscious inclusion of the individual in the professional world in a democratic perspective. In this way society tends to the “cultivation of communities of practice” (Wenger, 1999) and adults are fully self-employed and emancipated.

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Partnership between teachers and school counsellors – between reality and expectations

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Collaboration among diverse partners within the school and with diverse partners in the community is a challenge and an opportunity for learning and professional development for all partners. This paper is about collaboration between teachers and school counsellors who are partners in solving complex educational, psychological, and social problems in schools. Through joint efforts and collaboration, counsellors and teachers can more effectively address the practical challenges of their work, both in supporting and encouraging students and in ensuring better work in the classroom and at the whole-school level. By reflecting together on their pedagogical principles, expectations, and practices they are important partners for each other in their professional development. The findings discussed in this paper are part of a research study conducted to gain a comprehensive insight into the functioning of school counselling in Slovenian primary and secondary schools. The paper focuses on the quality, characteristics, and obstacles of collaboration between counsellors and teachers in Slovenian primary and secondary schools.

Keywords: teachers, school counsellors, partnership, professional development

1. Introduction

The school counselling service in Slovenia is an interdisciplinary, developmental and preventative service. It provides not only student counselling, directly helping students with their development, but it also helps indirectly the functioning of the school in terms of planning, implementing and evaluating everyday educational work as well as planning, creating and maintaining favourable conditions for a safe and encouraging educational environment that allows students optimum progress (National Education Institute Slovenia, 2008). The range and diversity of counsellors' areas of activity suggest a special complexity of their work and presuppose the necessity of collaboration with various individuals inside and outside the school. Teachers and school counsellors are partners in their professional development, in creating opportunities for reflection on work, and in promoting continuous learning, all of which are foundations of the learning community (Šari & Šteh, 2019).

2. Theoretical framework

Development of professional learning communities (PLC) requires professional learning opportunities as well as collaborative work and learning (Admiraal et al., 2019). Theory of PLC emphasizes the formation of a common vision, collaborative culture and opportunities for joint work and learning, creating opportunities for the development of all and especially striving for students' successful learning and their personal development. According to Ward and Selvester (2012, p. 112), professional learning communities *"provide a social context, network and supportive structure"* for the professional development of employees and a continuous improvement of teaching and learning. One of the basic challenges is to what extent schools provide a learning environment that encourages, enables, and provides conditions to establish a professional learning community to the greatest possible degree; another is how to promote quality collaboration between educators at a school.

3. Methods

The non-random research sample included 315 counsellors and 501 teachers from primary and secondary schools in Slovenia. We developed two questionnaires to gain comprehensive insight into the functioning of school counselling services and the collaboration between school counsellors and teachers, which were sent to school counsellors and teachers via a web link in January 2018. The questionnaires included assessment scales, Likert-type attitude scales and open-ended questions.

4. Results

Empirical results show that both counsellors and teachers are generally satisfied with their collaboration, especially when their roles and responsibilities are clearly delineated. However, a collaborative partnership in which they jointly plan activities and goals, participate in those activities, and share responsibilities is much more difficult to achieve. Counsellors work a lot with individual students and groups, but there is less partnership with teachers (often they only inform teachers about their work with students). A shift from curative to preventive work and from individual work with individuals to collaborative problem solving would be necessary. The challenge is clarifying the roles of counsellors and teachers and their mutual expectations. Facing the problems of overburdening show the importance of setting the priorities for joint work and challenge discussion about how to share the work and collaborate in individual areas of work.

5. Conclusions

Based on the research findings, we highlight some important guidelines for building and maintaining high-quality mutual collaboration between teachers and counsellors in the future: creating shared values and vision, awareness of collective responsibility, constant clarification of mutual expectations and competencies, awareness of the importance of teamwork, ensuring time and organizational conditions, collaboration for the mutual benefit of students (as well as their parents and the school community), developmental orientation and innovation, support for supervision, creation of an appropriate climate for collaboration, and opportunities for professional development for all. The basic starting point for the implementation of these guidelines is the acceptance and anticipation of change and the willingness to learn, work and create together.

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Recognising and responding to Casteism in higher education Institutions in India

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This study aimed to understand and analyse caste-based discrimination in higher education institutions in India and the psychosocial consequences of such practices. The findings are based on qualitative data from 12 students and 8 teachers of marginalised caste from higher educational institutions in northern India with the help of in-depth interviews and focus groups. The study focused on the research questions (i) How does caste system contribute/influence discrimination in Indian higher education? (ii) What are the challenges faced by caste-based marginalised students and teachers? (iii) How can these challenges be met? The study recommends various changes in legislation, implementation of existing preventive and redressal measures, revamping the curricula and pedagogy and sensitising teachers and students towards marginalised communities. The findings of the study may be used as a reference for the inclusion of students from marginalised castes and for creating a sense of belonging in higher education institutions in India.

Keywords: Casteism, caste discrimination, equity, inclusion, higher education

1. Introduction

The 1990s witnessed the entry of a larger number of students from marginal castes in higher education in India, bringing overt tensions into university campuses and classrooms (Rege, 2010), and caste discrimination became a national concern when a scheduled caste medical student in a premier institute in India, and a complainant of caste-based discrimination, committed suicide (Forum against oppression of women, 2021).

2. Theoretical framework

The caste system is a deeply ingrained social hierarchy in India that categorizes individuals into distinct groups based on birth, leading to unequal access to resources and opportunities. Social Identity Theory explains how people develop a sense of belonging and identity with specific social groups. Higher education in India continues to grapple with the persistent issue of caste-based discrimination, which hampers the nation's efforts towards creating an inclusive and equitable learning environment (Thorat & Newman, 2007; Deshpande & Yadav, 2005). It helps to understand how caste identities influence behavior, attitudes, and interactions within higher education institutions. Discrimination manifests in various forms, including biased admission processes, limited access to academic opportunities, and social exclusion (Madheswaran, 2010). Such discrimination not only underrepresents marginalized castes in higher education (Prasad, 2003) but also affects their academic performance, mental well-being, and career prospects (Thorat & Newman, 2007). To combat this issue, there is a need for sensitization programs, redressal mechanisms, and inclusive policies within educational institutions (Lieten & Dekker, 2009). By adopting such measures, India can work towards building a higher education system that is fair, inclusive, and supportive of all students (Madheswaran, 2010).

3. Methods

The research used in-depth interviews and focus groups from 12 students and 8 teachers of marginalised caste from higher educational institutions in northern India. Participants reflect on discrimination and the struggle faced by them for survival in higher education and were asked how this discrimination can be removed and goal of equity and inclusion can be achieved in higher education. Data were analysed by using N vivo and themes have emerged.

4. Results

Study revealed that challenges faced by caste-based marginalized students and teachers in India are deeply entrenched in historical and societal factors. Overcoming these challenges requires comprehensive efforts, including the implementation of inclusive policies, sensitization programs, and affirmative action measures to promote equality and create a supportive environment within educational institutions.

The study proposes amendments or new legislation to explicitly address caste-based discrimination in higher education. This may involve creating specific laws that prohibit discrimination based on caste within educational institutions. The study advocates for the effective implementation of preventive and redressal mechanisms within higher education institutions. This includes the establishment of dedicated cells or committees to address complaints related to caste-based discrimination, implementation of existing preventive and redressal measures, revamping the curricula and pedagogy and sensitising teachers and students towards marginalised communities. To foster a more inclusive learning environment, the study suggests revising the curriculum and pedagogical approaches. This involves incorporating the histories, cultures, and contributions of marginalized communities into the curriculum.

5. Conclusions

The study highlight the importance of involving civil society and community-based organizations in combating caste-based discrimination. Collaborative efforts can lead to the development of context-specific strategies and practical solutions that resonate with the lived experiences of marginalized communities. To strengthen the evidence base for future interventions, the study may advocate for further research and data collection on casteism in higher education. Comprehensive data can reveal the extent and nature of discrimination, thus informing targeted approaches to tackle the issue effectively.

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Diversity in doctoral supervision practices: analysing inclusive and ethical dimensions

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Our research deals with power relation and excessive entitlement in doctoral supervision, a specific problem that frequently arises but that remains relatively unexplored by research to date, despite the fact that it is a highly challenging pedagogical and scientific issue for the parties involved. We rely on a corpus of epistolary and oral exchanges between supervisors and doctoral students to outline a typology of the main critical situations.

Keywords: doctoral supervision, inclusive education, ethics, entitlement

1. Introduction

Doctoral supervision is thought to be guided primarily by objective motivations, both rational and experiential, but the subjective, interpersonal (and not always conscious) dimensions would appear to represent the most decisive factors. This concern exists in all disciplines but is most acute in in the humanities and social sciences, where the primary subject of work is the researcher personally. In the situations we are exploring, the objectives of inclusive 21st-century universities stand in stark contrast to masked segregation practices that may appear outdated.

2. Theoretical framework

The focus of our research lies at the crossroads of several theoretical currents in the humanities and social sciences, in education and training, with a qualitative and comprehensive approach inspired by sociology, psychoanalysis, linguistics and philosophy. It is therefore based on a specific understanding of discourse, considered both as the main indicator of social facts and as a reflection of subjects' unconscious motions. Recurrent social structures and singular occurrences are articulated in discourse, and interpretation helps to identify them in order to guide the analysis of the data collected. These particular inflections are mostly perceptible in enunciations (more than in the statements themselves). Basically, we work on the principle of a parallelism between ontogeny and phylogeny. Our objects of study lie at the interface of emerging work on inclusive education (Author, 2022) as prescribed by international organisations and as it is called upon to be applied in universities, university pedagogy and emerging work on the phenomenon of excessive entitlement (Ratnam & Craig, 2021).

3. Methods

We carry out qualitative and comprehensive (narrative) surveys based on clinical and casuistic (case study) methodologies. The corpus is made up of a dozen doctoral students and a dozen supervisors interviewed at least once a year during doctoral monitoring committee meetings, which are recorded and analysed a posteriori. Correspondence between doctoral students and supervisors is also analysed. Investigating the phenomena of symbolic violence, discrimination, and any other form of visible or invisible segregation is extremely difficult, however, as those caught up in the mechanisms of symbolic domination that persist throughout doctoral training are reluctant to express themselves freely. An overly prescriptive methodology would limit the field of investigation and, by the same rationale, data collection. For this reason, our corpus and methodology remain open-ended, not hesitating to gather testimonials that may arise unexpectedly. This methodological stance is linked first and foremost to the work of Weber (1904) and his notion of the ideal type, but also to that of Feyerabend (1975), for whom there are no immutable methodological rules that would indisputably guarantee the validity of a research project.

4. Results

Three types of results have emerged from our joint critical and transversal analyses. They enable us to sketch out a typology of major critical situations: a first type of difficult situation is when the supervisor-doctor pair is itself caught up in phenomena of excessive entitlement, which take on an institutional and cultural significance. Our data allow us to hypothesise that these are essentially situations involving foreign doctoral students (particularly Chinese and African in France), in which the supervisor-doctoral pair is unable to cope with blocking and discriminating factors that leave them without recourse insofar as they are sometimes practiced by their home institution or by public authorities. The other two difficult situations relate more to university teaching practices: a first group is structured along the lines that supervisors make excessive, abusive (abuse of power), or inconsistent demands on doctoral students; a second group is based around the idea of a laissez-faire attitude bordering on indifference, which does not allow doctoral students to pursue their projects under the right conditions. It is also worth mentioning an unexpected fact that emerged in the course of our work, namely the testimonies of academics and former doctoral students who reported situations of discrimination based on age and gender.

5. Conclusions

From this exploratory and emerging research, which crosses a number of new themes for the education and training sciences, we can above all conclude that these investigations must be continued. It seems to us that this investigation should focus on two aspects. The first is the situation of international students, whose presence in universities is highly desirable but who, at the same time, suffer from a lack of openness on the part of universities to cultural diversity. Our research highlights this paradox. In particular, our research reveals the vulnerability of the situation of African and Chinese students: the survey should be continued and expanded using a comparative methodology. Our work also underlines the need for further in-depth work on university education in the 21st century, which must open up not only to the diversity of training profiles, but also to the diversity of teaching practices, and move away from segregation based on gender, age, race, or other factors (disability, for example). To date, our university does not have an interactive process for ethical reflection on teaching practices. We believe that this is essential, particularly during doctoral supervision, which is such a special moment in university life. Our research has led us to propose its creation as a more ethical approach.

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Paulo Freire and Lawrence Stenhouse: contributions to Teacher Education

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The objective of this paper is to analyze the influence of some of Freire's ideas on Stenhouse's work in relation to reflective practice and teachers as researchers. This is part of a Research Project entitled "Freire as an international author". This research paper started as we found a book written by Freire, *Culture Action for Freedom* (1965) belonging to Stenhouse's collection of books at Cambridge University during a period as visiting scholar in that institution. As a methodological approach we used a content analysis method, relating some ideas of both authors. The discussion of data showed that Freire influenced Stenhouse's ideas in three main aspects: 1) A vision of what really matters in the teaching process: a critical, reflexive didactic that brings controversial questions to be analyzed by the students.
2) A vision of how teaching should be: dialogical, evidence-based and cooperative and the teacher seen as a facilitator of this process.3) A vision of teaching as research and teachers as researchers of their own practice. Both authors used the word *emancipation* and their influence lasts until today in teacher education programs all over the world. The paper intends to explore an unusual and plausible relation between the two authors not yet explored by educational literature. Even nowadays, both authors are viewed as important references in the areas of Curriculum Studies and Teacher Education proposing new forms of teaching and learning, critical and reflexive practice.

Keywords: Freire, Stenhouse, critical education, teacher education

1. Introduction

The objective of this paper is to analyze the influence of some Freire's ideas on Stenhouse work**.** The work of Paulo Freire was considered by several authors as having a great influence in the constitution of the field of Critical Pedagogy. Paulo Freire was born in 1921 and died in 1997. Freire worked in various places, was exiled and had extensive international experience. Stenhouse's work was considered by several authors having a significant influence in the field of curricular studies in education. He was born in 1926 and died in 1982. The highlight of his life was participating in a curriculum commission, in 1967 by the *Nuffield Foundation* and the *Schools Council*. The objective of this commission was to develop a humanities course for students aged 14 to 16 in the last two years of compulsory schooling. The project was known as the *Humanities Curriculum Project.* Is there any evidence that Stenhouse read Freire's books, especially *Cultural Action for Freedom*(1965) and *Pedagogy of the Oppressed* (1970)? For our research project (Marcondes, 2019) we use a content analysis method, relating some ideas of both authors. As a concrete evidence we found these two books belonging to Stenhouse's collection of books at the University of Cambridge.

2. Theoretical framework

The theoretical framework is based on critical theory and content analysis (Bardin, 1995).

3. Methods

As a methodological approach we used a content analysis method, comparing and relating some ideas of both authors.

4. Results

The discussion of our data showed that Freire influenced Stenhouse ideas in three mais aspects:

Vision of what really matters in the teaching process: a critical, reflective didactic that brings controversial questions so that students develop their decision potential. In Stenhouse's view of education, teaching should free young people from the uncritical dependence on the teacher and other authority figures and the false view of knowledge that the school traditionally supports. For the author, most teachers offer their students a safety net that protects facts and certainties and thus instills in them a distrust of the importance of doubt. In Freire's view of education, education must stop being «banking» to be «dialogical». The teacher who only deposits ideas in the students' heads, transmitting knowledge does not prepare them for life (Freire, 1970). The educational process must pose problems for students to reach awareness.

Vision of how teaching should be: dialogical, evidence-based and cooperative. The teacher is seen as a facilitator of this process

Acoording to Elliot (1983, 1998) and Ruddock (1988) in 1972, Stenhouse was asked to coordinate a curricular project entitled the *Humanities Project*. The Project team's task was to create a strategy to deal with controversial issues in the classroom. The teaching style should be one that supports the exploration of evidence in search of understanding. Through dialogue, the individual learned to manage the task of analyzing issues from different angles.As a correlate to this aspect found in Stenhouse's proposal, Freire proposes dialogical teaching as opposed to banking education. Freire explains that there are several ways to provoke reflection through questions in a seminar, using different types of materials such as newspaper reports and media material. More than giving a ready explanation as an answer to the student's question Freire shows different ways for the student to search for his own knowledge, learn to use different materials, learning to go after his answers, also asking new questions.

Vision of teaching as research and teachers as researchers of their own practice

The central tenet of Stenhouse's work in curriculum development and research is his view of teachers as professionals. Curriculum development is a way to focus teacher research experimentally on important problems in teaching and learning. Research is the process of investigation by which teachers analyze and learn from practice. Involvement in curriculum development and research is a way of empowering teachers, allowing them to participate more in the property of understanding, a property that they often perceive to have been appropriated by academic researchers. In the world of Stenhouse, the right to participate in criticism and the construction of professional knowledge is returned to the teacher, and students are persuaded to accept some responsibility for the authority of their knowledge and their right to know.According to Freire, (1970) a problematizing education has as its starting point the students' concrete existential experience, and not the contents pre-fixed in the curricular organization by the school institution. The content program cannot be fixed and predetermined.

5. Conclusions

Freire and Stenhouse sought an emancipatory education and used this term in their writings, both proposed to develop a more critical conscience (Freire) or critical thinking (Stenhouse), more autonomous students, competent subjects, capable of exercising their citizen participation - an education that breaks with vertical relations between teacher and student.

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Socially networked learning for participative democracy in the Italian Ecofeminist 2.0 movement

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Using social networks for activism and for internal communication, the so-called fourth- wave feminism emphasises the concept of intersectionality as the means for interpreting power relations.

Herein referred to as 2.0 and scarcely studied to date, Italian Ecofeminism (Marks & De Courtivron, 1987) follows this line of thinking. The spread of new technologies and social networks becomes for the Italian ecofeminists of the "Forum of Verdi Women" (Cima & Marcomin, 2017) a new opportunity to experiment on one hand the new forms of feminist practices and new forms of circular and cooperative social organization, on the other hand new artistic practices, a new "nettivism" (from net, network, and activism) without ever losing sight of the feminist assumption according to which "the private is political" (Hanish, 1969).

This article offers the first outcomes elaborated through the technique of hybrid participant observation conducted for one year within three Italian feminist networks, including two ecofeminist networks. Over this time, the collaborative approach has emphasised the epistemological effectiveness of socially networked learning as an intrinsically ecofeminist method for participatory democracy.

Keywords: ecofeminism, intersectionality, networked learning, participative learning

The second wave of Italian ecofeminism, that followed the post-2008 pulverization, has found in social networks not only an effective mass media tool but an identity expression: if the idea "the private is political" is still applied and unavoidable, then, in web 2.0, "the shared private is political".

The digital participant observation from January 2022 to February 2023 on the two target groups, "Ecofem sostenibilità" and "Il governo di Lei" was preceded by that, carried out in the previous 24 months, in the midst of the pandemic, on the pilot group of "Noi rete donne" (NRD).

The whatsapp group has a strict netiquette: the opening and closing times of the chat, the methods of interaction, the type of communications that can be conveyed are defined.

Some Ecofem activists participated in the thematic working tables of NRD, deriving from them the digital cooperative best practices.

The digital participant observation on the group "Il governo di Lei" was conducted starting from 8 June 2022.

The verbalisation around seven keywords led to the elaboration of an "Election Manifesto for the 2022 general elections" structured in seven points, for as many proposals/positions: peace, climate, women's self-determination, public school/free university, health public/right to care, equality, fight against the mafia. The verbalization around the seven keywords was adequate and it led the group to a digital self-narration, favoring comics, whose graphic elaboration was entrusted to two members of the group.

Self-narration through images, far from being a "decoration" of the research, has proved to be an excellent methodological and heuristic tool for a digital and visual autoethnography (Pauwels, 2015, 2011) and a profitable technique for a participatory approach to research (Phillips, Larsen, & Mengel, 2022).

Furthermore, several back talks were conducted with some ecofeminists of "Il governo di Lei", through online and telephone meetings in order to map out the methods of action and collaboration, in real life as well as online, between the various components of the groups, partly interconnected.

The digital participant observation on the "Ecofem sostenibilità" group was conducted through chatting, social networking, online meetings. The participants curated the participant observation, exploring the potential of collaborative and participatory research (Phillips, Larsen & Mengel, 2022), signaling as a necessary ecofeminist practice that of "being there", as a «body», in the march for peace that Mean, the European Nonviolent Action Movement was trying to organize in Kyiv on July 2022

So the same social actresses observed directed the research: for the coherence of the research design, the choice of the qualitative technique to use fell on shadowing, which was practiced with Pinuccia Montanari and Marianella Sclavi, during the peace mission in Kiev from 10 to 12 July 2022.

Respondent generated visual data (Margolis & Pauwels, 2011) proved adequate to generate a group self-narrative.

In particular, the need to "tell oneself" and tell oneself, thus focusing on starting and ending points, values, objectives, has represented a profitable digital auto- ethnography (Cardano, 2022).

The original digital graphics were used as a "stimulus" for self-narrations: in this digital ecosystem the role of the visual researcher was to be a "collector and interpreter" (Pauwels, 2015, p. 56) and, at the same time, «producer, facilitator and communicator» (p.105).

A photo-elicitation interview process followed: the images had the function of stimulating interaction and were simultaneously generated by it.

The result was a series of logos (several dozen) in which each of the participants in the group found elements in which to identify.

The comparison ended with the choice of a logo used to convey the press releases of the Ecofem movement.

The minutes were then structured into 10 points and, upon news of the calling of the political elections on 25 September 2022, disclosed with targeted external communication actions through various mass media tools, in the form of a "Manifesto".

Over this time, the collaborative approach has emphasised the epistemological effectiveness of socially networked learning as an intrinsically eco-feminist method for participatory democracy.

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Impacts and challenges of the pandemic on education with social equity

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The Case Study was conducted with Pedagogy professors at Federal University of Pará, in Brazil. Data were collected through semi-structured interviews and submitted to Content Analysis (Bardin, 2013) procedures searching to build categories due to the unprecedent nature of the studied phenomenon. The findings were classified into two groups – objective and subjective – ones. They were employed to characterize the difficulties faced by the target population. Simultaneously, they acted as indicators predicting alternatives to be sought to achieve better educational results. Although the present research does not pretend to claim generalization, but rather it intends to stimulate and deepen new studies, its relevance lies in the possibility of offering elements of correcting any damages caused by remote teaching in the teaching-learning process achieved since it has not been properly planned. In this way, it contributes to correcting any problems that may have occurred.

Keywords: Remote Teaching, Pandemic and education, Inequality and equity, Quality and quantity, Teaching and learning.

1. Introduction

The COVID-19 pandemic has imposed the need to resource to Remote Teaching as an alternative to face-to-face instruction to avoid discontinuity in education. In Brazil, this teaching modality required teachers and students to master techniques and make didactic and methodological adjustments during 2020 and 2021. Returning to normal requires an evaluation of the adopted teaching model and its consequences for education. The research carried out aimed at identifying the impacts that has taken place on the teaching and learning processes during those years.

The general objective was to investigate within the daily work of UFPA professors, the institutional mechanisms adopted to identify with the new model as opposed to what they were doing. In order to contribute to improving its performance and the results obtained with this model.

2. Theoretical framework

The specif brasilian social situation which is marked by inequalities worsed during the pandemic. Many students suffered the lack of resources to use remote learning. This situation pointed out aspects that were better elucidated by theoretical Freud's Pshychoanalysis and the Critical Theory by Theodor Adorno. Since pandemic has narrowed the gap between individual and mass what affected its already fragille autonomy.

> When reality does not fulfill the promise of happiness and autonomy that should be ensured by reconciling individuals and collective interests, individuals became indifferent to democracy (Souza, 2016).

These unfavorable context, in a moment of great instability, brought vulnerability and uncertainty to part of the population. The record unemployment rates added to the refractory state of the economy led this population to be affected.

Adherence to this model was regulated by the federal government and aimed to mitigate in facing the structure. However they were not enough to change the structural situation, what was already expected. Such inequalities do not magically disappear.

This illusion is only possible when

> The psychological group is a provisional being formed of heterogeneous elements, which for a moment are combined, exactly as the cells which constitute a living body form by their reunion a new being which displays characteristics very different from those possessed by each of the cells singly (Freud, 1921).
> Adorno (2007) pointed out that the 'untruth of the spell' can end with a sudden awareness and finally collapse.

3. Methods

The Case Study was conducted with professors of Pedagogy at Federal University of Pará, in Brazil. Data were collected through semi-structured interviews and submitted to Content Analysis procedures searching to build categories due to the unprecedent nature of the studied phenomenon. The findings were classified into two groups – objective and subjective – ones. They were employed to characterize the difficulties faced by the target population, undergraduate professors and students. Simultaneously, they acted as indicators predicting alternatives to be sought to achieve better educational results.

4. Results

OBJECTIVE CHANGES:

Time -The duration time of classes was reduced by half due to the subject's ability to concentrate attention, network connectivity, data limits, equipment quality, among others. Rhythm **–** Changes in the time at which the educational process was developed led to a consequent change in the pace at which it was carried out.

Content- A sensitive cut in the content taught becomes inevitable, especially with regard to its deepening. Dialogicity – Drastic reduction in the process of communicative interaction with the use of remote teaching. The most evident is the non-use of cameras, which prevents face-to-face communication, the individual use of the microphone prevented the simultaneous conversation of the participants and, more severely, the restriction on verbal exchanges.

SUBJECTIVE CHANGES:

Insecurity **–** Faced with the installed chaos, the feeling of insecurity was present in the daily life of the population, more severely experienced among those who were already marginalized before the pandemic**.**

Fear **–** The lack of protection, the precarious living conditions, the limitations imposed on caring for the number of people affected, led to generalized despair raising the level of tension and spreading fear**.**

Illness – In addition reports of illnesses resulting from widespread stress were not uncommon. Diseases for which there was no care, as the entire health structure was overloaded and even insufficient to face the pandemic. Anxiety, Mourning, Melancholy, Panic Disorder, Depression, have been reported.

5. Conclusions

Faced with changes of this proportion in life, which occurred abruptly, it is only possible to speak of education under this impact. Its maintenance during this period can already be considered a considerable feat. It is imperative to highlight the role of teachers in conducting education, managing private and professional life in the midst of this chaos.

Teachers were on the front line. Parallel to the administration of their own lives, teachers were also subject to the same general conditions. No one was exempt from contamination by the virus.

The quality with which education was processed during the pandemic was impaired both with regard to effective teaching and the resulting learning obtained.

Although the present research does not seek to claim generalization, but rather it intends to stimulate and deepen new studies, its relevance lies in the possibility of offering elements of correcting any damages caused by remote teaching in the teaching-learning process achieved since it has not been properly planned.

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Cross-border staff education, agency, mobility

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The article's aim concerns the importance of cross-border vocational training for developing individual agency in the transition from school to work. Cooperation for joint staff training is a response to the growing needs of the cross-border market and the increasing mobility of employees. In the article, we ask questions about the effects of joint cross-border staff training on soft skills, especially the agency. Is participation in the cross- border didactic process conducive to making decisions about looking for employment abroad?

The theoretical framework is culture-sensitive education, individual agency in shaping transitions from school to work and specialisation of human resources. The article's thesis states the impact of participation in cross-border projects on the agency of graduates and their decision-making about the country of employment.

An example is cooperation under joint training programs for staff in the field of modern technological solutions implemented by the Center for Vocational and Continuing Education «Electrician» in Nowa Sól (Poland) and Berufsförderung e.V. des Bauindustrieverbandes Berlin Brandenburg e.V. in Potsdam (Germany). The empirical basis is: in-depth interviews with cooperation leaders; in-depth interviews with students from Germany; a survey on a representative sample of students from Poland; analysis of cooperation documents.

The conclusions from the research indicate the impact on the agency of the participants of the joint training of staff. The direction of this impact is conditioned by structural factors, especially the systemic support offered to graduates entering the labour market.

Keywords: culture sensitive education, individual agency, cross-border labour market, mobility

1. Introduction

The aim of the article is to determine the importance of cross-border cooperation for joint staff training in shaping individual agency in transitions from school to work. The increase in the mobility of EU residents, mainly the exchange of employees in the cross-border dimension, is becoming a challenge for education (Dumeignil, Lesueur, & Sabatier, 2021). The answer is joint cross-border didactic processes. In the article, we ask three main questions:

1. What are the effects of joint cross-border teaching processes?
2. Can joint cross-border teaching processes influence building soft skills, especially in the agency?
3. Is participation in the didactic process in cross-border cooperation conducive to making decisions about mobility and looking for employment in the cross-border labour market?

2. Theoretical framework

The theoretical framework of considerations is created by three perspectives: culture- sensitive education (Tomlinson 2016), individual agency in shaping transitions from school to work (Schoon & Heckhausen 2019), and professionalisation and specialisation of human resources (Willower, 2009; Leeming, 2001). The concepts cited suggest that the didactic process conducted jointly by schools in the cross-border region can be seen as culture-sensitive education. It leads to acquiring new skills, learning and responding positively to diversity. Getting to know the culture (including the organisational culture of the neighbour) may be conducive to making decisions about seeking employment in the cross- border labour market.

Based on the above considerations, we formulate the thesis that participation in cross- border staff training processes affects the agency in the transition from school to work, especially decisions on the professional cross-border mobility of young workers.

3. Methods

Our considerations are based on a case study of cooperation for joint training of staff in the Polish-German cross-border region. An example are educational programs implemented by the Center for Vocational and Continuing Education «Electrician» in Nowa Sól (Poland) and Berufsförderung e.V. des Bauindustrieverbandes Berlin Brandenburg e.V. in Potsdam (Germany). Both institutions jointly implement (1) an educational program aimed at preparing versatile specialists in the field of construction with the use of modern energy-saving technologies as a response to the needs of employers on the cross-border labour market, (2) a project for the development of human resources in the field of melioration through the organisation of internships for young workers from Germany as a response to the needs related to the region's natural conditions and high flood risk, (3) the small projects in which students from Poland and Germany jointly develop their professional competences through the implementation of specific professional tasks.

The empirical basis of the analyses are:

- seven unstructured interviews with cooperation leaders and students from Poland and Germany
- survey on a representative sample of students from Nowa Sól City (593 participants)
- two study visits at the internships site
- analysis of projects documents (desk research).

The research was carried out from June to October 2021.

4. Results

The effects of the cooperation are: (1) the development of complex skills in the field of energy-saving construction and learning the neighbour's language (mainly German), (2) expanding the network of contacts, especially with potential employers, (3) the development of soft skills (group work, contact with different types of organisation culture, verification of stereotypes).

According to the cooperation leaders, only a few German school graduates took up a job in Poland. At the same time, many Polish graduates found employment in Germany, and some students decided to work in Germany before graduation, which interrupted education. During the research, we found that 7% of students from a Polish school intend to look for employment abroad after completing their education.

5. Conclusions

Participation in the projects affects both the agency of Polish and German students and is vital for their transition from education to employment. However, the impact is different. German students consciously acquire soft and hard competencies sought by employers in Germany through participation in cross-border learning processes. The skills and experience gained during joint activities also encourage Polish students and graduates to look for a job in Germany.

The diversified direction of impact is conditioned by structural factors. Apart from the difference in the standard of living and remuneration in Poland and Germany, the vocational education system and the situation in the labour market are essential for making decisions about professional mobility. Employment-centred transition regime typical for Germany is caring and supportive for graduates and creates a direct link to the employment system. The sub-protective transition regime in Poland, characterised by insecure employment conditions and the lack of a comprehensive social safety net, does not protect graduates from high youth unemployment rates and prolonged periods of job search. For this reason, some Polish students take advantage of the opportunities offered by participation in cross-border projects and look for employment in the German labour market.

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Leading Critically Conscious School Communities: Constructions of a research/practice partnership to strengthen political literacy in school leaders

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This paper explores the potential and impact of Research-Practice Partnerships (RPPs) through participants' insights from a university/district partnership: an *Enhanced Political Cognisance* (EPC) programme for aspirant school principals. EPC was designed to support education leaders to realise the prescribed General Teaching Council for Scotland's (GTCS) Standards (GTCS, 2021) around political literacy, to strengthen leaders' critical interrogation of the political foundations and implications of education and social policy. RPPs are problematised in this paper through exploration of literature, programme evaluation and auto-ethnographical contributions. The predominant themes are then organised in a conceptual framework, proposed as an iterative tool for education leaders designing or participating in RPPs, to enhance research informed principalship.

Keyword: Activism, Partnerships, Political Cognisance, Critical Consciousness, Social Justice

1. Introduction

School principals are navigating a progressively volatile education landscape (Magill and Rodriguez, 2022). With global uncertainties, reflected in education policy trajectories, political acquity, as a leadership attribute, is increasingly essential for school leaders to reconcile the fundamental and escalating tensions around the purpose(s) of education and learning. This was the stimulus for the development of the EPC programme for school leaders in Glasgow, Scotland, developed collaboratively with the University of Glasgow (UofG) and Glasgow City Council (GCC) and which is discussed here. The programme was developed within an existing strong UofG/GCC partnership: an RPP that promotes the role of research and practice in individual and organisational change, while explicitly acknowledging the political tensions and historical hierarchies in RPPs (Tabak, 2022).

Critical Consciousness

Political literacy and critical consciousness are not new concepts. Freire (1970) proposed an advancement of critical consciousness – *conscientização*, arguing that people most impacted by inequity and oppression should be able to leverage the social structures and systems that generate and perpetuate inequity and oppression. A primary focus of the EPC programme is the intersection between research, policy and praxis (Figure 1.) to augment critical consciousness in leadership that will have influence across school communities, building confidence and self-efficacy in teachers, students and families to "challenge socio-political inequities that constrain their lives" (Diemer et al., 2021, p.13).

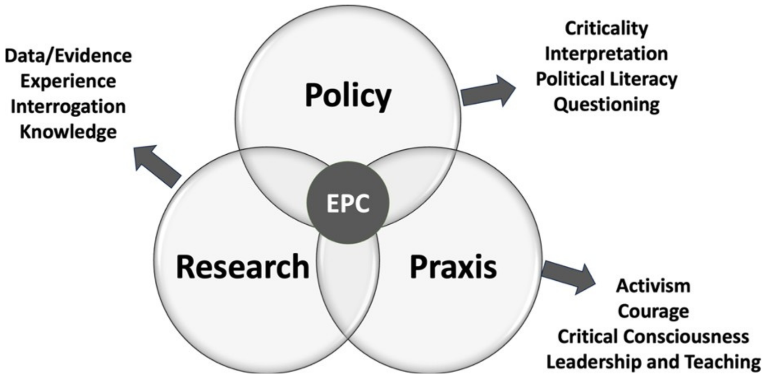
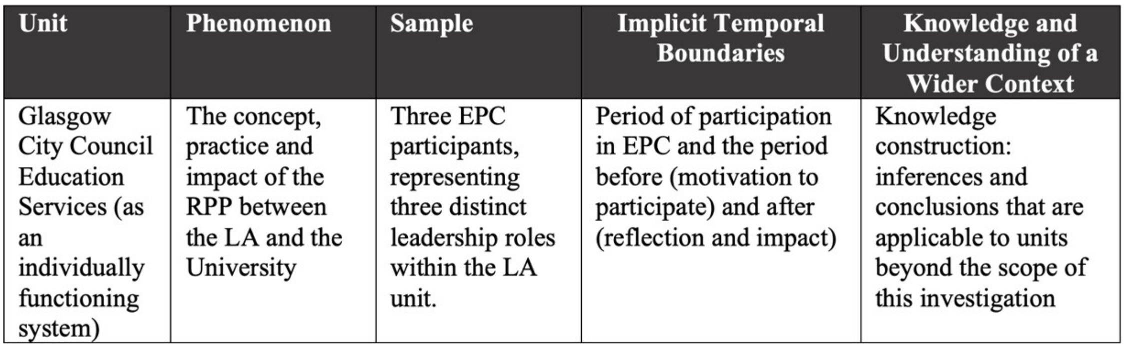


Figure 1: Focus of the EPC Programme

2. Theoretical framework

An *autoethnographic case study* was conducted, drawing on Gerring's (2004) definition of a case study as analysis of a single unit or phenomenon observed over temporal boundaries, to contribute to knowledge around a wider context, illustrated in Table 1.



Unit	Phenomenon	Sample	Implicit Temporal Boundaries	Knowledge and Understanding of a Wider Context
Glasgow City Council Education Services (as an individually functioning system)	The concept, practice and impact of the RPP between the LA and the University	Three EPC participants, representing three distinct leadership roles within the LA unit.	Period of participation in EPC and the period before (motivation to participate) and after (reflection and impact)	Knowledge construction: inferences and conclusions that are applicable to units beyond the scope of this investigation

Table 1: Case Study Framework

The *autoethnographic* approach (Kele , 2022) was utilised to construct first-person narratives that explicate participants' positions on the impact of EPC; their real-world insights as experienced in relation to their respective roles in the unit of study (their Glasgow City Council leadership contexts).

3. Methods

Literature: The paper is grounded in literature on (i) the problematisation of RPPs in education, and (ii) the promotion of political cognisance and critical consciousness as necessary Headship/Principalship attributes.

Autobiographical Narratives: Three authors contributed first person written narratives, providing individual experiences of the RPP, as a participant on EPC and through their personal journey towards critically conscious education leadership.

EPC Programme Evaluation: The autoethnographic data was augmented with anonymised online evaluation data from the same case study unit.

Reflexive Thematic Analysis (RTA): RTA (Braun & Clarke, 2021) of the narratives and evaluations was adopted, emphasising and critiquing, through reflexivity, the inevitable subjectivity of data analysis and interpretation in an RPP where the researchers are also participants in the ethnographic case study.

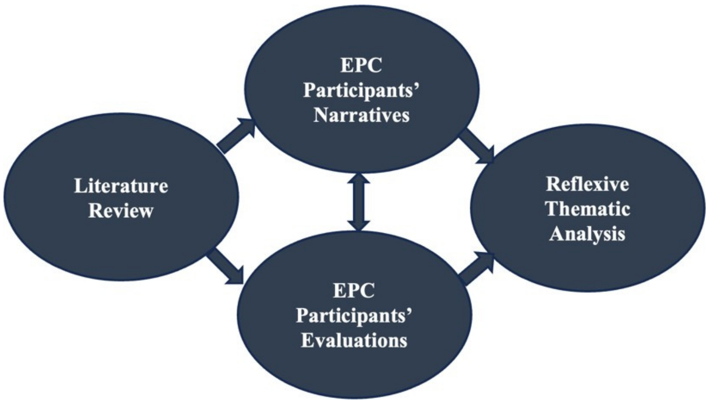

EPC Participants' Narratives
Literature Review
Reflexive Thematic Analysis
EPC Participants' Evaluations

Figure 2: Methods

4. Results

Significant themes were identified, characterising participants' experiences and learning through the RPP. Disparities in perceptions of the practice and impact of RPPs in education contexts, and in the enactment of critical consciousness across school communities were highlighted. The data was synthesised and organised in a *Conceptual Framework*, intended to provide coherence and conceptual distinctions within the phenomena of RPPs around Critical Consciousness in school leadership.

5. Conclusions

The conceptual framework has current and specific pertinence to the Scottish education context, with further relevance to any RPP context, beyond Scotland and beyond education. Limitations to the scope of the research provoke further inquiry around:

1. the conditions required for RPPs to be meaningful and impactful through a "productive tension in the dialectic between alterity… and affinity" (Tabak, 2022, p.171),
2. application and testing of the conceptual framework, and
3. socio-political/cultural challenges such as increasing polarisation of equalities discourses.

The paper concludes with a proposition around the importance of supporting and developing RPPs to enhance school communities' capacity to recognise, understand and critique social injustices and prepare them for living and leading in politically and socially troubling times.

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The pandemic and socio-emotional development of families. Experiences in institutions educational institutions of Bogotá

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The social isolation assumed as a health measure to prevent the expansion of the Covid 19 virus adopted since March 2020 by the governments of Latin America such as Colombia and much of the world, led to confinement as a political measure to remain in the place of residence and the closure of educational institutions occurred in a complex and uncertain context with unpredictable and incalculable effects, particularly on the socio-emotional development of families, a structuring dimension of the human being that is the central object of this research carried out in two educational institutions. public schools in Bogotá, Colombia, at the Basic Primary level, based on the information collected through a survey validated in its content through expert judgment and completed by 98 families. The research has a qualitative approach, analytical and interpretive nature. The objective was to identify experiences and ways of coping with confinement by families, observing the impact on their socio-emotional development and the types of emotions experienced within families. The problem posed is: what are the effects of confinement on the emotional development of families and the learning derived from the pandemic? The results show a predominance of positive emotions such as satisfaction, confidence, enjoyment and self-esteem. The negative ones were associated with fear, shame, threat, hopelessness and anxiety as a feeling of helplessness in the face of the crisis. During confinement, experiences are learned from family experiences and routines with food, clothing and hygiene.

Keyword: theoretical foundation

The isolation assumed as a health measure to prevent the spread of the virus led to confinement as a political measure to remain in the place of residence and the closure of classrooms occurs, also in a complex and uncertain context. This homogeneous measure in its application in the Latin American context was produced without solid bases on the consequences it could have.

Learning is a process surrounded and conditioned by multiple factors; from the apprehending subject himself, the process of intervention and accompaniment of the teacher, disciplinary field, conditions of the environment and the student with their own learning experiences; which occurs at different rhythms, transform it into a complex and uncertain process that was affected during the syndemic. Heredia (2020) points out that “The pandemic we are going through due to Covid -19 has caused students to have to deal with feelings of isolation, frustration, boredom, anxiety and stress; This brings with it a response of hopelessness, depression and anger” (p.19). Sancho (2014) states that students live in social contexts, have a socioeconomic level, belong to a social group and a culture.

Mulsow (2008) states that “cultural heritage, which cannot be conceived without society, provides human beings with content and form for their existence” (p. 63). Therefore, it is the relational aspects of society, the emotional connections, that sustain the progress of society as a whole.

Method

The approach is qualitative and the method is based on the collection of non-standardized data; A numerical measurement is not carried out, therefore, the analysis is not statistical. The question posed for this research was: What were the effects of the pandemic on the emotional development of families that affected the educational processes in confinement and the formative function of families?

Research objectives

Identify the emotions of families in two District Educational Institutions during confinement as a school strategy as references for the return to presence and substantiate the need to incorporate new learning achieved by families during confinement.

Results

1. **Did you find a difference between in-person and virtual classes?**

93.8 of the families did find a difference; while 6.2% did not find any difference. The response trend shows how the developments of remote activities generated a different development of academic activities, characterized by the use of information and communication resources by families who had the possibility of accessing them, either through loan, acquisition or attending to the widely used resource such as the cell phone.

2. **If you had to choose between virtual or in-person classes, which would you choose?**

90.6% of the 96 participating families from the two institutions would choose in- person classes; 9.4%, no. The response tendency contributes to explaining how the marked difference found between in-person and virtual classes, together with the response of mostly choosing in-person classes, explains greater acceptance of in- person classes. Families do not like virtual classes because they are boring, monotonous, scarce, require resources for connectivity that they do not have, and topics that they do not understand are developed.

3. **What are the lessons that the pandemic leaves families with?**

The families responded that no pandemic or other crisis is good, nor can it be seen as positive or necessary for changes in society, it did allow them to recognize the value of the family, for being their support and sharing confinement with its discomforts, pains. and strategies created to confront it; learn to value the meaning of life and health, facing a virus with no cure alternatives at the moment; be filled with courage and joy by recognizing that other families had losses, while they did not.

Conclusions

The work situation was present in the negative emotions of the families: fear of unemployment, virtuality without being prepared, fear of losing one's job, social distancing, confinement, anger, loss of social life and contagion . Positive feelings include ease of sharing with the family and the unexpected adaptation to virtual work and being able to support the family. The presence of feelings of sadness is highlighted, including the lack of social interaction with students.

Regarding emotions related to pedagogical practices, families express negative emotions in fields related to virtuality that predominated during the pandemic; uncertainty regarding the permanence of virtuality, social distancing, Guide tasks without knowing how to do them, develop extensive guides without real use, boring virtual classes, frustration due to low learning, absence of resources, connectivity and support from schools, scarcity of resources to work with the teacher; dependence on telephone and computer, family isolation, impact on values, learning inappropriate habits and boredom with virtual classes.

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Children's voice for community development. A participatory path to build intercultural citizenship[1]

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This paper discusses how to build intercultural citizenship, by presenting a participatory action-research conducted with pupils aged 3 to 11 and their teachers involving in the construction of a new school. Some reflections on the "educating city" as an opportunity to promote equity and social justice are proposed.

Keywords: intercultural citizenship, democratic participation, educating cities, social justice

1. Introduction

In this paper we present the participatory action-research project *It's our turn! Let's build the new school,* by highlighting its value in terms of intercultural citizenship education.

After presenting the theoretical framework and analysing the research path, we reflect on the city as a laboratory to imagine creative and unprecedented solutions, which can nurture community development.

2. Theoretical framework

The voice and the *culture of children* (Corsaro, 2003; Harris & Manatakis, 2013) are resources to cultivate belonging to their own community. Involving them in decision-making processes can promote an inter-cultural dialogue and a democratic participation that can build an active citizenship (Jans, 2004).

In thinking about the school, as Dewey (2018) reminds us, its connection to the community is to emphasise. The educational experience should not be detached from children's lives, but it should cultivate their ability to read the world and act for the common good. It is an exercise of care and responsibility, which is expressed in taking the floor and engaging to improve communities. Thus, citizenship education is interpreted as a practice of belonging in order to critically inhabit territories (Lazzarini, 2016).

3. Methods

According to the idea that social justice is as both an aim and a method of research (Griffiths, 1998), we conducted a participatory action-research in which teachers and children were co- researchers (Christensen & James, 2017; McIntyre, 2007). We implemented dialogic and cooperative practices with children to co-construct knowledge and shared actions (Leenders, Veugelers, 2006; McCowan, 2009; Pescarmona, 2023), by challenging the stereotype that children's voices must be subordinate to adult culture and their decisions (Qvortrup et al., 2009; Ferrero, 2022).

The research project took place in a municipality in Northern Italy in the school years 2020/2021 and 2021/2022, involving two kindergarten classes (3-6 years old children) and five primary school classes (6-11 years old children). Through various participative strategies (such as, *focus groups*, shared writing, graphic-visual methods), children were involved in the municipal political bodies for the planning of a new school building.

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[1] This contribution, fully shared by the two authors, was drawn up as follows: paragraphs 1 and 2 by Isabella Pescarmona; paragraphs 3, 4 and 5 by Valerio Ferrero.

4. Results

In the first phase of the project (Sept. 2020 – Dec. 2020), these pupils defined an unified project for the new school. Cooperative and dialogic, graphic-visual and shared writing activities were used to discuss pupils' ideas, at first, within their own class, then, at the plexus level through the election of some representatives and, finally, between different plexuses thanks to other representatives.

In the second phase (Jan. 2021 – Mar. 2021), the pupils participated in municipal councils to define the project together with policymakers. In the last phase (Apr. 2021 – June 2022), the children were engaged in monitoring the work through reports and meetings in collaboration with the municipal administrators.

As soon as safety regulations allowed, the pupils were able to enter the premises and choose colors, furniture and materials to build the new school. They decided to organize it by open spaces and laboratories in order to facilitate encounters between kindergarten and primary school pupils and between different groups. Every space was designed with precise functions and shared rules. For the rooms oval shapes were used as much as possible because those are perceived to give a greater sense of welcoming and relax. Bright and pastel colors were chosen according to the type of environment and its shared rules.

5. Conclusions

This project is an attempt to cultivate equity involving in a participatory pathway those who usually have the least voice, promoting a pedagogical reading of territories and communities. The paradigm of the Educational City (IAEC, 2020) is suitable to live experiences of civic engagement through "intercultural laboratories" where different worldviews intersect and generate learning and development.

This idea of democratic and intercultural citizenship is strongly connoted in a direction of social justice (Hackman, 2005): the commitment to bring different voices into dialogue allows everyone to express themselves according to their own sensitivity and provides concrete opportunities to contribute to the improvement of the community by being actors in history.

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Co-constructed knowledge in the process of the helping relationship. The social worker's learning by doing

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The aim of this abstract is to propose a methodology of professional social work intervention which is shared – as active participation and collaboration to the Lebenswelt (Husserl 1913) – between social workers, in a moment that has become a tool of the reflective practitioner (Schön 1983): the team meeting. In order to overcome the unknowability and incommunicability of the needs (Donati 1990; Tarsia 2019) of those who find themselves in a condition of fragility, has been made an attempt by implementing a mutual exchange of proposals presented and shared by every professional, since everyone is a bearer of knowledge (Krumer Nevo 2021). The methodology adopted for the research was qualitative, using participant observation. The fieldwork period lasted six months, from August 2022 to January 2023, at the social service organization of a city hall in Bari. The immersion in the social scenes and interactions allowed to capture a narrative account of causal processes (Becker 1998) and how the expertise (Fox, Ryan, Hawkins 2000) of the social worker develops. Learning by doing (Dewey 1896) has been able to find its transmission and reach another level of development thanks to the co-constructed knowledged that takes place in a transformative manner during the team meeting, a tool to be valorised and enhanced for professional training.

Keywords: Co-constructed knowledge, social worker's learning by doing, reflective practitioner, team meeting

1. Introduction

Learning to be and to work as a social worker is a profession in continuous evolution. Based on theory-practice, the training of a social work professional needs to be periodically renewed in an innovative manner. For this reason, it has been deemed interesting to study a technique used by social workers: the team meeting. This is not just a random gathering; instead, it has a specific setting to ensure its effectiveness.

Given its increasingly frequent and necessary use, it has been chosen to investigate whether and how team meetings can be a useful tool for the professional's training through the co-construction of knowledge. Additionally, the research explores whether there is a place in the academic setting to incorporate this type of learning-by-doing method.

2. Theoretical framework

First of all, it is essential to define what a team meeting is:

«The team is a mono-professional or multidisciplinary group, with the function of analysis, evaluation, and intervention. The main objective of the team is to address individual or social issues within the perspective of an overall project in the territorial context of reference.» (Marianna& Lenarduzzi, 2006)

This tool implements the learning-by-doing approach of social workers, as «We do not learn from experience; we learn from reflecting on experience» (Dewey, 1961).

So, what happens during a team meeting?

1. Development of the professional's reflective practice (Schön, 1983);
2. Activation of participation, collaboration, and sharing of the professional life-world (Husserl, 1913);
3. Exploration of those needs that are difficult for users to communicate (Donati, 1990; Tarsia, 2019);
4. Recognition and management of the professional's emotions, which are not an obstacle but a resource in the helping intervention (Sicora 2021);

The field research, adopting principles from action research (Lewin, 1946; Barbier, 2007), was conducted as follows:

- Field time: 6 months, every Friday, 5 hours;
- Location: Social Services of a Municipality in the city of Bari;
- Participants: 11 social workers and one intern;
- Qualitative research method: participant observation.

3. Methods

Participant observation is an experience in which the researcher is immersed in the subject of their study, reducing the distance between the researcher and the observed subject. It is the principal technique for studying social interaction and the actions of individuals mutually involved (Cardano, 2021).

Participant observation has allowed capturing frames, indexicality, and codes (Garfinkel, 1967; Goffman, 1974) that develop in a crucial 'moment' for the planning of the helping intervention, namely the team meeting, organized in a predefined setting.

The setting:

- Participants: 11 social workers, the intern, the educator, the researcher;
- Location: At the office of the coordinator of social services organization;
- Structure: Circular. This arrangement is crucial as it resembles the technique of a focus group, allowing participants to interact with each other on an equal footing. Everyone is seated in a circle.
- Criteria:
  1. Consistency of the meeting: Once a week, always on the same day;
  2. Priority of the meeting over any other scheduled intervention for that day;
  3. Hierarchical parity.

4. Results

The results emerged from the observation can be summarized as follows:

- The management of a team meeting is learned when the social worker enters the workforce; during the academic journey, only the concept of the team is explained.
- The tool is effective for social workers because it serves as a 'safe space' where they find solutions to their intervention questions. If they have doubts about which action to take, it encourages the co-construction of mutual knowledge.
- Sharing their experiences enhances learning by doing.
- It helps prevent errors that the social worker may have made or could have made (e.g., due to a misunderstanding of a regulation regarding the allocation of a contribution: by interacting with colleagues, necessary corrections are made).
- It helps control potential moments of burnout and allows professionals to manage feelings and emotions together. They «take off» their formal professional role, sharing fears, concerns, and sadness related to the cases they deal with.

5. Conclusions

In conclusion, based on the emerged results, the professionals themselves have put forward these proposals, with the aim of co-constructing their personal growth:

- Inclusion of «team meeting management» classes in the university's educational curriculum, incorporating simulations of the tool.
- Formalization of the team meeting as an instrument for social service intervention, rather than treating it as an occasional event lacking the characteristic elements and criteria that define the technique of co-constructing professional and personal knowledge.
- Production of minutes for each meeting, to create a record that can be consulted by the professional and potentially used as a case study in academic lessons.

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What constitutes professional practice? A research-based model of teacher professionalism from students' perspectives

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The last decade has seen the mushroom growth of various initiatives to further teacher effectiveness and consequently enhance teachers' professional status. Whilst there are examples of efficacious systems of preparing and supporting teachers for improving classroom practice, there are also examples of school improvement undertakings that have been ineffective in improving classroom practice. The educators are now raising questions about potency of existing knowledge for preparing teachers as effective professionals. There is a need to develop knowledge of teachers' professional practice based on diverse perspectives of the key stakeholders particularly students. The paper presents students' perspectives about what constitutes teachers' professional practice. The perspectives have emerged from a nationwide research conducted in Pakistan. The data were collected from 4,222 students studying in public and private school systems. The research employed factor analysis on numerical data to bring to surface key constructs. Qualitative data obtained from the open ended questions were coded to generate key themes. Synthesis of quantitative and qualitative data has illustrated key dimensions that form the basis of the research-based model of teachers' professional practice presented in the paper. These dimensions are teachers' knowledge and work ethics, classroom pedagogy, and teacher engagement with students and parents. In conclusion, I argue the significance of the model from local and global perspectives for designing effective teacher development programs.

Keywords: professional practice, teacher professionalism, teacher status, students' perspectives

1. Introduction

Despite examples of efficacious systems of preparing and supporting teachers for improving classroom practice, there are also examples of school improvement undertakings that have been ineffective in improving classroom practice (Thompson, 2021). The educators are, therefore, now raising questions about potency of existing knowledge for preparing teachers as effective professionals and enhancing their professionalism (Cochran-Smith, 2004; Darling-Hammond, 2017; Goldhaber, 2019; Korthagen, 2017). There is a need to develop knowledge of teachers' professional practice based on diverse perspectives of the key stakeholders (Hill-Jackson & Craig, 2023), particularly students. The paper presents students' perspectives about what constitutes teachers' professional practice.

2. Theoretical framework

The paper is based on the premise that the students, who are affected the most by teachers' practices, are also the key source of teachers' practices. Inspired by Hargreaves' and Shirley's (2009) fourth way to educational change, the conceptual framework of this paper stresses that the democratic and professional path to education based on the principles of inclusion and equity would need to involve students as vigorous and active partners with a leading voice in their own development and not merely targets of change. The active and vigorous student involvement is required not only at the classroom, but also at the whole school and even at the policy level for effective school improvement (Mansfield & Lambrinou, 2021; Skerritt et al., 2021; Welton, et al., 2022).

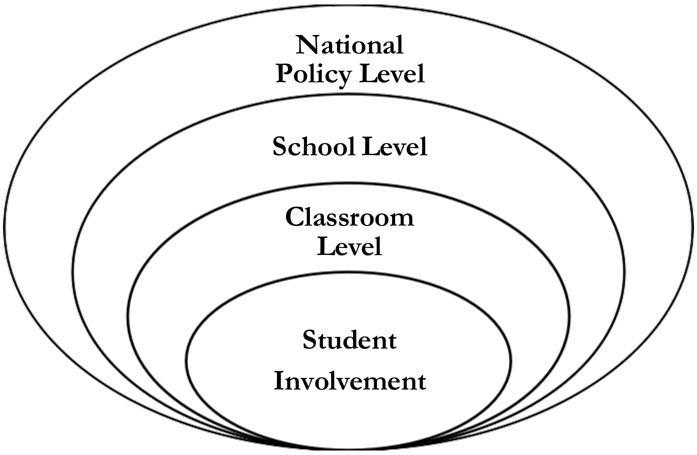

Figure 1. *Framework*

3. Methods

Students' perspectives about teachers' professional practices were collected in a large scale nationwide research study on teachers' status with the help of a questionnaire comprising 9 questions. This paper focuses on Question 8, which collected quantitative numerical data about teachers' professional practice on a five point Likert Scale and on Question 9, which was an open ended question aiming to generate qualitative responses on qualities of students favourite teachers. The data were collected from 4,222 students studying in public and private school systems. The research employed factor analysis on numerical data to bring to surface key constructs. Qualitative data obtained from the open ended questions were coded to generate key themes.

4. Results

Factor analysis performed on the numerical data produced three factors namely teachers' knowledge and work ethics, classroom pedagogy, teacher engagement with students and parents. These accounted for 33.57%, 6.69% and 4.55% of the variance respectively. The factors were used as a framework to code and analyze qualitative data. Qualitative analysis provided a meaningful explanation of the key factors in terms of defining teachers' knowledge, what pedagogy teachers use in the classroom, what teachers ask their students to do, how teachers assess students' learning, how they engage with students and what ethical attributes they associate with. Synthesis of quantitative and qualitative data has illustrated key meaningful dimensions that form the basis of the research-based model of teachers' professional practice.

5. Conclusions

Students have identified a holistic model of teachers and their professional practice, which should form the basis of teacher professionalization and enhancing their professional status. I contend the significance of the model from local and global perspectives for designing effective teacher development programmes.

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A pedagogical response to war. From perpetual peace to eternal spring

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Starting from an analysis of the logical rather than ontological impossibility of the feasibility of a peace that can last forever, we arrive at the proposal of a Pedagogy of Peace that can offer more lasting results.

Keywords: pedagogy of peace, peace education, rights, war.

1. Introduction

Talking about peace is like talking about perfection: it's no possible to define it.

In the wake of Parmenidean logic, it is possible to think of the concept of peace, but it is not possible to share it with words, still less to realise it materially in a stable and effective manner (Parmenides, 28 B 1-19 DK).

ccording to the biblic dove with a twig in its beak (Genesis 8:11), it would seem that without the fear of the flood there can be no awareness of the value of peace.

It is the eternal Heraclitean warning (Heraclitus, 53 D-K) with which we are educated and which drives humans to accept the logic of opposition in all the activities of their lives.

2. Theoretical framework

In recent times, Norberto Bobbio (1989) returned to the apophatic logic of the concepts of war and peace.

Kant was the first and perhaps the only one to theorise about the possibility of an eternal-eternal peace in his writing Zum ewigen Frieden (1795).

Rights were to be treated as mathematical axioms, starting points recognised as true, from which all jurisprudence could be derived.

We can say that even today the pedagogical model adopted by western civilisation attempts to realise peace according to the logical and juridical methods of the philosopher from Königsberg (Garroni, 2008, p. 11).

3. Methods

Over positivists and naturalists, Kant was convinced that it was necessary to teach humans the practice of rights.

Kant's notion of perpetual peace asserts that peace and morality intrinsically depend on such positive intentions of politicians and citizens. (Mukherjee, 2021, p. 8138).

It must be recognised that Kant continues to be a valid promoter of democratic peace theory (Huntley, 2001), but the citizens continue to be reluctant to apply rights without hesitation (Carnegie, 2023).

Evil is not only more attractive, more useful.

Pedagogy must reverse the logic with which peace is teached. It is necessary to teach the subjective utility of peace.

4. Results

Peace education is an effective method to prepare in-service teachers to meet the needs of culturally diverse students (Bashir & Akbar, 2021, pp. 47-66) and practised in the classroom (Janay& Palmos, 2023, p. 213). We must consider children as agents of social change, producers of culture, values and rights, as well as the social utility of each of them.

The first educational operation should consist in increasing possession and responsibility (Rebughini, 2015).

The final awareness for a praxis of peace education must be the importance of teaching history (Bloch, 1998): the teacher must be able to show the objectivity of violence and wars without emotions (Brusa, 2022).

The antidote to all forms of violence is the dialogue.

5. Conclusion

By 2030, can peace education be guaranteed, as envisaged by goal 4.7 by changing the skills, needs end behaviours of citizens? (https://sdgs.un.org/2030agenda).

We have good examples about pragmatic goal-oriented education, because peace is a competence, not a feeling:

1. the didactic experience born in Naples in 1992, to educate people about the protection of the heritage (https://www.lascuolaadottaunmonumento.it);
2. the school of Maryland where the culture of peace was instilled with the use of the *kindness jar* that aimed at self-gratification (Wheeler & Stomfay-Stitz, 2006);
3. peace strategy is also the use of the history.

The Pedagogy of Peace must be seen as a daily practice.

We can say that because of the anthropological structure we can never build a recipe for eternal peace - an eternal summer of peoples! –. However, we can educate a cohesive civil society on common projects, without lacerations and violence, that shuns winter and creates the conditions for an Eternal Spring.

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III sessione

Innovative practices and methodological issues for hybrid teaching and teacher education

Thinking formative processes in challenging times: arts, languages, subjectivity

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The purpose of this article is to illuminate teaching formative proposals, which, as a quilt, are referenced in processes that form teachers, with no impositions, developing authorship, connection and equity. The work interweaves three experiences, from different places in Brazil, in the perspective of working in education in an integrated, dynamic, creative way, which allows us to know, learn, transform into an expressive dimension of our subjectivities. We start from reflections brought from the immersion of one of the authors in an artistic activity that reverted in her history as a teacher trainer. Following are narratives of teachers from public schools in a municipality of the State of São Paulo to discuss how learning manifests itself creatively in their teaching activities, through art and subjectivity. In addition, the work unveils a pedagogical practice, with students of the final years of elementary level, from a private school in a municipality in the state of Rio de Janeiro, relating English language with the universe of contemporary arts, in partnership with the International School. The theoretical and methodological references permeate self-narratives in dialogue with Josso, Nóvoa, Gatti and Garcia to think formative experiences and teachers' professional development. The proposals dialogue with Bondia's conception of experience and with Morin, in the sense of having a complex view of educational phenomena. In the analysis of formative processes, we perceive art as a universal language with the potential to provide experiences related to what we know, what we learn and what transforms us.

Keywords: Teacher education, Languages, arts, formative experiences.

1. Introduction

The purpose of this article is to illuminate teaching formative proposals, which, as a quilt, are referenced in processes that form teachers, with no impositions, developing authorship, connection, and equity. The work interweaves three experiences, from different places in Brazil, in the perspective of working in education in an integrated, dynamic, creative way, which allows us to know, learn, transform into an expressive dimension of our subjectivities.

2. Theoretical framework

The theoretical and methodological references permeate self-narratives in dialogue with Josso, Nóvoa, Gatti and Garcia to think formative experiences and teachers' professional development. The proposals dialogue with Bondia's conception of experience and with Morin, in the sense of having a complex view of educational phenomena.

3. Methods

The narrative paper put in dialogue reflections brought from the immersion in an artistic activity that reverted in own history as a teacher forming teachers; narratives of teachers from public schools in a municipality of the State of São Paulo to discuss how learning manifests itself creatively in their teaching activities, through art; and subjectivity and a pedagogical practice with students of the final years of elementary level, from a private school in a municipality in the state of Rio de Janeiro, relating English language with the universe of contemporary arts, in partnership with the International School.

4. Results

In the analysis of formative processes, we perceive art as a universal language with the potential to provide experiences related to what we know, what we learn and what transforms us. The dialogue established brings to light the need to foster passion, interrogation, and enchantment when forming teachers for a new world. The three experiences are intertwined in the perspective of working in education in an innovative approach.

5. Conclusions

The conclusion of the research points to the idea that making use of art and ludicity resources in personal work and with teachers in training is a promising way to innovate and qualify teacher education experiences. The main contribution is to think of teacher education outside the box, transcending actions that could confine teachers, enabling self-improvement and embracing more creative methods of teaching and learning.

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Learning from audiovisual creation in initial teacher education

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This study approaches an experience of digital audiovisual creation with chemistry teachers- to-be. Overall, students start their graduation knowing how to use digital technologies but frequently have difficulty integrating them into educational practices that value their creativity and autonomy. During the academic semester, we developed, together with the undergrads, studies on audiovisuals that ended up in the production of a short film written and directed by us as subject teachers and also by the students involved in this creative and collective work, which is the topic of the present study. The theoretical-methodological path that guided this educational project and data analysis were grounded in the perspective of autobiographical narratives considering the shared construction of knowledge through self- reflection (Pinnegar & Hamilton, 2009) in the light of the concepts of educational experience (Dewey, 2011), the new learning environments (Bartolomé; Espíndola; Leonel; Lima,2021), the potential for knowledge development from experience (Bondia, 2002) and the understanding of the complexity of collective knowledge (Freire, 2021, 2018). We pointed out the possibilities of producing digital short films as a way to integrate teachers and students in a creative and reflective process, approaching the teaching of chemistry in articulation with the artistic language. During the study, it was possible to instigate and rethink the education process for both teachers and students, besides perceiving the students' engagement and the role of the audiovisual production experience when associated with teaching experiences and dynamics in the learning process, which demonstrate the relevance of this type of research.

Keywords: collective knowledge, teacher education, learning process, educational practices, artistic language, digital short films.

1. Introduction

Reflecting on audiovisual creation and its potential relationships with learning and education, we present, in the form of an essay, an account of our experience with audiovisuals in the initial teacher education of Chemistry undergraduates and in the professional development of the authors. We intend to share our perceptions and reflections regarding the narrated experience while sharing our learnings and discoveries.

Our horizon is critical and creative teaching in relation to student learners who are protagonists in their formative processes from the perspective of professional development through autobiographical narratives, considering the shared construction of knowledge through self-reflection. Our backdrop is the creation of a short film during a semester-long taught module.

2. Theoretical framework

The theoretical-methodological path that guided this educational project and data analysis were grounded in the perspective of autobiographical narratives (Delory-Momberger, 2016) considering the shared construction of knowledge through self-reflection (Pinnegar; Hamilton, 2009), in the light of the concepts of educational experience (Dewey, 2011), the potential for knowledge development from both experience (BONDÍA, 2002) and teaching (TARDIF, 2014). We also reflect on the new learning environments (Bartolomé; Espíndola; Leonel; Lima,2021)

3. Methods

This narrative paper presents reflections based on an academic semester-long experience focused on how to integrate digital technologies in teaching. Throughout the semester, we collaborated with undergraduate students to delve into this subject, ultimately culminating in the joint creation of a short film. As both subject teachers and the students actively participated in the creative and collective process of writing and directing the film, this project serves as the primary focus of our current study.

4. Results

We pointed out the possibilities of producing digital short-films as a way to integrate teachers and students in a creative and reflective process, approaching the teaching in articulation with the artistic language. The reflections that emerge bring up possibilities to think about educational proposals that favor a vision of critical and creative appropriation of media and information and communication technologies. In this sense, we realise that the audiovisual creations carried out by teachers can become a learning community, revealing new pathways for teacher education.

5. Conclusions

We have come to realise the immense scope in terms of the possibilities for reflecting on pedagogical knowledge within their professional development when associated with audiovisual artistic productions. Not only do these productions expand the potential approaches in teaching and learning processes, but they also provoke a fresh perspective on pedagogical knowledge, particularly experiential knowledge. The connection with collective construction and the broadening of perception regarding our own practice shift our focus away from the sterile notion of guiding or controlling the teaching process, elevating the teacher education experience to an interactive and complex journey based on relationships with others and with ourselves.

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Experimenting with blended learning in university education: perceptions and opinions of students

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This paper aims to present an ongoing experimentation in the University of Bari related to blended training models proposition in the university context. This is an innovative thrust that poses two crucial challenges: designing the training considering students' need for flexibility and supporting the university teacher professionalism in the pedagogical and digital skills field. In this sense, data collected in the first phase of the experimentation are reported, regarding the launch of the first experimental courses in blended mode and the students' perceptions and opinions.

Keywords: Blended learning, University Teaching, Students, Design-based Research, Instructional Design

1. Introduction

The research project's main objective, which is part of a larger initiative funded by the Horizon Europe Seeds university grant, is to prototype a blended learning model in university through a design-based research approach. The project focuses on experimenting with blended courses at the University of Bari over an academic year. It involves analyzing the technological and pedagogical needs of teachers, collecting and analyzing feedback from students and teachers, and utilizing learning analytics techniques to improve and redesign the model. The project originated from the necessity to reimagine teaching methods by capitalizing on the experience and infrastructure established during the COVID-19 pandemic's disruption of face-to-face teaching. The aim is to enhance the quality of training offerings and ensure accessible high-quality education for all citizens from a lifelong learning perspective (ONU, 2015; EU, 2020). To achieve these goals, the project prototypes a blended learning model that combines online and face-to-face teaching, acknowledging the value of both approaches in meeting learners and teachers' specific needs within various disciplinary contexts.

2. Theoretical framework

Institutions and academic communities are embracing innovation in teaching practices and learning methods, aligning with social changes and seeking greater flexibility in educational offerings. The reference literature has extensively explored and experimented with the potential of distance learning (Mouzakittis & Tuncay, 2011) and its challenges (Jayaprakash, et al., 2014), developing a vast body of best practices and guidelines (Daniel, 2015).

In general, in the design of an e-learning course, three main categories are included: the design of the learning environment, the design of activities, and the design of instructional mediators.

In the experimentation it has been used Moodle, a Learning Management System designed on socio-constructivist principles. To study the effectiveness of learning that occurs in a Learning Management System, it is necessary to employ methods of Learning Analytics, a research paradigm that focuses on understanding and optimizing learning processes (Macfadyen & Dawson, 2010) while evaluating and implementing instructional pathways through learning design principles (Mangaroska & Giannakos, 2019).

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[1] This paper is the result of collaborative work among all the authors. Formally, paragraph 4 is attributed to Michele Baldassarre, paragraphs 1 and 3 are attributed to Valeria Tamborra, paragraphs 2 and 4 are attributed to Martina Dicorato.

3. Methods

The research employs the methodology of Design-Based Research, a systemic approach to improve educational practices through iterative analysis (The Design-Based Research Collective, 2003). The research design (Figure 1) consists of several cycles of design, implementation, analysis, and redesign. These iterative cycles allow for continuous refinement and enhancement of the blended learning model throughout the research process.

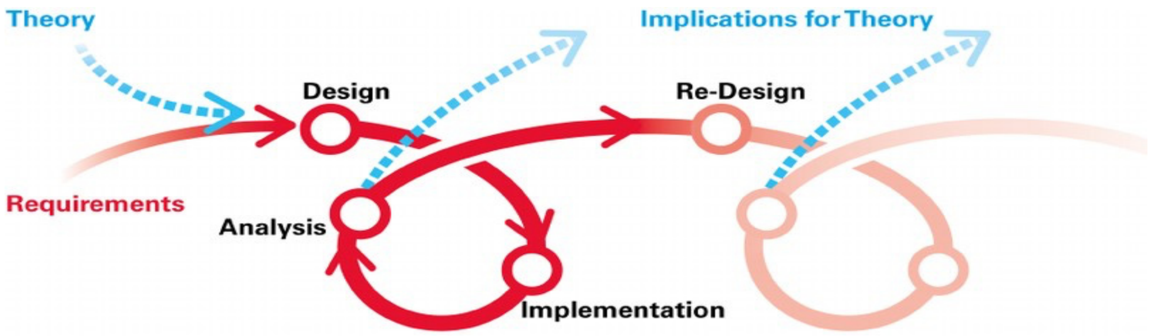

Figure 1 - Schematic representation of a Desing-based Research (Fraefel, 2014)

In particular, the research project includes the following phases:

- Analysis of the educational needs of participating teachers.
- Design of training and online learning environments.
- Implementation and experimentation for one semester.
- Analysis of data using Learning Analytics techniques.
- Analysis of students' and teachers' feedback.
- Redesign and experimentation for another semester.
- Data analysis.
- Development of a model for blended learning in university teaching.

4. Results

The sample construction employed a reasoned sampling technique based on course type (Master's/Bachelor's) and disciplinary area (Humanities/Sciences). For the sample selection, the availability of the instructors of the courses was collected. Thus, 13 courses from 4 disciplinary areas were selected:

- Medicine
- Geography
- Arts and Philosophy
- Mathematics

These courses are distributed between undergraduate and graduate levels as follows:

- Undergraduate (6 courses)
- Graduate (2 courses)
- Integrated Master's (5 courses)

Due to the unavailability of four instructors the initially selected sample has been adjusted. A total of 9 courses were activated, involving 797 students. Among them, a mortality rate of 14% was recorded, calculated based on the number of students enrolled in the course and registered in the online environment but who never logged in. Initial and final questionnaires were administered to gather feedback and opinions from the students, providing insights into their expectations and experiences.

5. Conclusions

Currently, the research is progressing with the analysis of data collected from questionnaires and log data analysis, examining the impact and effectiveness of blended learning. It also involves analyzing instructors' feedback and opinions. The project's next steps include developing a model for implementing blended learning in university teaching.

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Inclusion of primary-school learners with learning disorders (LD) through on-line lessons

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Inclusion of learners with special needs, and specifically those with learning disorders (LD) began over 30 years ago and takes place in many schools worldwide through the implementation of various teaching strategies. While educators and scholars continually search for innovative ways to improve inclusion processes, the COVID-19 pandemic revealed new challenges, since most teachers began immediately teaching on-line without relevant prior training. This study is based on 45 individual interviews of primary-school teachers conducted for better understanding of the challenges teachers faced while including learners with LD in their on-line lessons. Additionally, teachers were asked to share the unique teaching strategies they developed and applied to include all their learners during their lessons. All interviews were conducted and recorded via Zoom, professionally transcribed, and analysed by three researchers. Data revealed primary teachers' need for face-to-face teaching while including learners with LD, although they mentioned some advantages regarding the inclusion during on-line lessons. For example, teachers emphasized that virtual workspaces allowed quiet learning areas for peer- learning and individual learning alongside one-on-one teaching, without distracting the other members of the class.

Keywords: Inclusion, Learning-Disorders, On-line learning, Teacher-education

1. Introduction

Inclusion of learners with Learning Disorders (LD) has existed for some 30 years, through the implementation of various teaching strategies (Flavian & Uziely, 2022). While educators and scholars continually search for innovative ways to improve school inclusion by providing teachers with relevant knowledge and training (Ainscow, 2020), the COVID-19 pandemic added new academic and social challenges to the inclusion of learners with LD, given the demand to teach everything on-line (Flores & Swennen, 2020; Kaur, 2020). Since inclusion of learners with LD did not cease during the pandemic, 45 primary teachers were individually interviewed, to better understand their challenges. They were also asked to share teaching strategies they applied to include all their learners in the lessons. Initial data analysis revealed that although primary teachers expressed the need for face-to-face teaching to effectively include learners with LD, they also found certain advantages in teaching heterogeneous classes on-line.

2. Theoretical framework

Learning disabilities are a group of ongoing neurodevelopmental disorders of biological origin that affect the brain's ability to absorb and process verbal and nonverbal information effectively. Difficulties of varying degrees of severity appear at an early age and accompany those affected throughout life (APA, 2013). Key difficulties are reading acquisition and lack of reading automaticity. Additional difficulties are slow-paced task performance, poor memory and lack of cognitive flexibility in strategy use. Difficulties are usually also seen in social functioning, anxiety, and loneliness (Feldman et al., 2016; Grigorenko, et al, 2020; Haft et al, 2019 Al – Yagon & Margalit, 2013).

Inclusion involves providing personalized responses to remove barriers to learning, enabling full participation of all students in a heterogeneous class. Following the integration and inclusion of students with special needs in general, and students with LD in particular, the percentage of students needing adapted teaching and evaluation worldwide has increased significantly (Paseka & Schwab, 2020). This places a great burden on teachers. The lack of training in differential teaching and evaluation often frustrates teachers, who feel that they cannot provide appropriate responses to all learners (Levi et al., 2013).

While the role of the including teacher in general education is already complex, the pandemic brought unprecedented challenges, as education suddenly moved entirely online with no prior teacher training. Since not all homes possessed appropriate infrastructure for distance learning, some learners were excluded from both learning and social peer interaction, but educational inequality was even worse for those requiring adapted teaching (Tas et al., 2021).

3. Methods

All interviews were conducted and recorded via Zoom (Salmon, 2014), and professionally transcribed. Two-stage data analysis was conducted: (1) two researchers analysed the transcripts separately, looking for common themes and ideas; (2) they compared results and discussed minor differences to better define each theme while matching relevant quotations to each one.

4. Results

Participants spoke of the challenges they faced as well as the advantages they discovered while including learners with LD in on-line lessons. They also shared teaching strategies they used to promote the inclusion and address the challenges.

Main challenges referred specifically to teaching strategies, i.e., the need to define new behavioural norms (e.g., turning on the camera), learning new technologies, and the daily presence of the parents. Additionally, teachers felt that they needed to relate more attentively to the lack of confidence among learners with LD, and to look for new methods to support inclusion.

As for advantages, teachers emphasized the option of placing learners in breakout rooms, which enabled individual teaching, quiet learning areas, and promoted individual and differential learning techniques.

5. Conclusions

The results lead to two the main conclusions; first, inclusion continued during on-line lessons, despite the significant challenges, and second, on-line teaching methods should be integrated into all face-to-face lessons.

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Digital storytelling: application of an innovative methodology for the training of future teachers

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In the current society it is essential to design training and educational paths with a view to sustainable development, also considering the digital element. UNESCO (2012) has underlined the importance of using technologies for the professional promotion of more competent future teachers. Digital storytelling (DST) fits into this context, a methodology that uses narration as the main means to explain and give voice to the events of reality, combining traditional narrative writing techniques with multimedia elements, aimed at the production of short digital videos. In this direction, the laboratory experience of Environmental Education will be presented, conducted within the Degree course in Primary Education Sciences of the University of Bari, in which the DST methodology was applied to involve students in the discovery of their territory, through the production of shared digital narratives.

Keywords: digital storytelling, university, Environmental Education

1. Introduction

In recent years, academic and educational institutions have been challenged to promote the development of knowledge and skills focused on critical and creative thinking for all students. This challenge aligns with the latest approaches to university teaching, aiming to establish a renewed role for students in their learning process and active participation in the common good and problem-solving. An evolution of models, approaches and contents concerning Environmental Education and sustainability can be observed. Sustainability should be understood as the duty of everyone to live and manage the planet's resources responsibly, providing future generations with the possibility to meet their needs and pursue their goals (Kocher, 2017). To direct academic and school training offerings towards the promotion of a more sustainable society, it is necessary to intervene in the initial and in- service training of teachers, as well as in university programs, to realize an education that relies not only on specific skills but also on the logical and cognitive tools, methodologies, and pedagogical approaches most suitable for the changes that sustainability demands (Birbes, 2018).

2. Digital Storytelling and community narratives

DST is a methodology that uses narrative as the mean to explain and give voice to real-world events, combining traditional storytelling techniques with multimedia elements to produce short digital videos (McGee, 2015). This methodology has garnered the interest and motivation of teachers and students, fostering cooperative work and the development of narrative scientific and digital competencies (Cassell & Ryokai, 2001). The production of a multimedia artifact triggers a motivating reflective process, encouraging learners to acquire new techniques and develop new competencies.

During the academic year 2021-2022, it was possible to carry out a DST Workshop applied to Environmental Education in the second-year curriculum of the Primary Education Sciences course at the University of Bari. The workshop lasted a total of 10 hours and the students, divided into groups, learned and experimented with the DST

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1 Despite the authors having shared the whole construction of the paper, Alessia Scarinci has written paragraph 1. Introduction, Ilaria Fiore has written the paragraphs: 2. Digital Storytelling and community narratives and 3. The didactic design of the Environmental Education Workshop; Maria Addolorata Deleonardis has written paragraph 4. Conclusions.

methodology to tell stories about the places they are connected to, identifying positive aspects and possible negative aspects while proposing potential solutions and considering the Sustainable Development Goals outlined in the Agenda 2030.

3. The didactic design of the Environmental Education Workshop

The workshop aimed to apply the DST methodology to explore the students' local territories and environmental issues related to those places. The workshop covered various aspects of DST, including autobiographical writing, graphic representation, image and sound selection, and video editing. Finally, students created short DSTs on different themes related to Agenda 2030. 37 products were created, and 12 main themes were distinguished.

After completing the activities, 146 participants between the ages of 20 and 51 were surveyed through an online questionnaire, using Google Forms, which they self-selected to participate in. The aim was to gather information regarding their laboratory experience about the technical aspects of DST, emotional involvement, and the application of DST in Environmental Education. The survey revealed that the majority were not familiar with DST before attending the workshop. Most students believed that DST was effective in educating about environmental issues.

4. Conclusions

The organization of the educational offer in the Primary Education Sciences degree course goes beyond disciplinary knowledge and focuses on integrated learning through laboratories, courses and internships (Baldacci, 2010). Workshops are a link between academic coursework and practical internships and allow future teachers to develop "reflective thinking", a structured, sequential, controlled way of thinking that is aimed at concluding an investigation (Baldacci, 2005). For these reasons, activities inspired by the narrative paradigm are increasingly widespread, as it is one of the most innovative developments in technology- mediated learning. Implementing DST activities related to Environmental Education teaching makes the university a place where shared values and ideals can be promoted within the community.

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GEMMA project for university teacher education: a scoping review to investigate digital, entrepreneurial and soft skills

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For several years the university has been at the center of a process of innovation and change which sees the continuous training of teachers and the development of teaching skills as the possibility of renewal and improvement of the educational and organizational quality of the institution (Dipace, Scarinci, 2021; Lotti, Lampugnani, 2020; Perla, Vinci, 2022; Felisatti, Serbati 2017). In this scenario, technological developments contribute to the creation of new, more flexible and widespread spaces for interaction, learning and teaching, which require an adaptation of teaching/organizational strategies and the ability to act in these contexts.

Therefore, the need emerges for university professors to hybridize their knowledge, to acquire new skills that allow them to face the challenges posed by changing workplaces and be capable of generating an impact of their research outside the university. The present contribution intends to present the Erasmus+ project GEMMA (Game based learning for Enhancement of new skills using Micro-MOOCs for Academic staff) and a scoping review of the scientific literature aimed at an exploratory analysis of the need in the university context to develop digital, entrepreneurial and soft skills.

Keywords: digital competence, entrepreneurial skils, soft skills, faculty development

1. GEMMA project

The contribution presented here refers to a study that is part of a wider Systematic Review and aims to investigate, through a first Scoping Review, the need in the university environment to develop digital, entrepreneurial and soft skills. This work is part of the needs analysis actions of the Erasmus + GEMMA project (i.e., Game based learning for Enhancement of new skills using Micro-MOOCs for Academic staff) of which the University of Bari is the lead partner.

The main motivation of this project derives from the observation of the need, at European level, for flexible, accessible and convenient learning tools that can help the vast majority of workers to access informal learning pathways for the improvement and development of 21 skills in relation to the evolving challenges in the workplace, exacerbated by the COVID-19 situation which has revealed the lack in some cases of some basic and/or transversal skills. In this sense, the «GEMMA Project» aims to promote four degrees of innovation, which in particular are the EU validated frameworks, with the aim of deriving, identifying and developing an integrated, holistic and transversal educational model from the EU validated frameworks (DigiComp, EntreComp, LifeComp). The playful approach to learning, the model of which will be implemented with a new, innovative and multidisciplinary MOOC, integrated in turn with a serious game based on role-playing.

Ubiquitous learning, designed to be highly usable, with focused content, providing researchers with the opportunity to learn a wide variety of content, even when time is at a premium. In this perspective, the learning environment will be designed (and co-designed with them) by the paradigms of ubiquitous and mobile learning. Finally, this project promotes co-design, where end users will be directly involved in the project phases.

The researchers will be mainly involved in the drafting of the holistic framework, with focus groups conducted in all countries and in the co-creation of the serious gaming scenarios.

At the basis of the Gemma project is teacher training from a faculty development perspective.

The faculty development actions are aimed at generating a transformative organizational change that involves both the teaching staff called to rethink their practices in order to guarantee the improvement of the training processes, and the institutions themselves which must be able to respond in an proactive in the process of innovation and change through the promotion of continuous training interventions for teachers in order to strengthen teaching- learning skills (Dipace, Scarinci, 2021; Perla, Agrati, Vinci 2019). Therefore, this project, will promote through training the acquisition of these skills and in particular stimulate the entrepreneurship and business skills of teaching staff and soft skills of leadership, negotiation and problem solving through a multidisciplinary and holistic approach.

2. Methodology

The study conducted through the scoping review aims to be a first exploratory survey aimed at investigating the need in the university context to develop digital, entrepreneurial and soft skills also to understand how to set up a future Systematic Review methodologically and in terms of criteria. In the research and analysis phases the methodology of Arksey and O'Malley (2005) was used. Through the phases of this methodology, 11 articles were selected and schematized, starting from the research question relating to teacher training and the ability to promote digital, entrepreneurial and soft skills in the academic context.

What emerged from the analysis of needs for entrepreneurial and digital skills is the need to improve training with respect to these skills necessary for an improvement in the quality of teaching and learning and to be able to facilitate the acquisition of these also by students (Coman et al., 2020; Tadesse et al, 2018). For soft skills, the need emerged to promote the collaborative nature of the Communities of Practice and individual and collective well-being aimed at improving human qualities (Steinert, 2020).

3. Further steps

Following the obtained results, it will be possible to finalize the systematic review, which is a preliminary step towards developing the integrated model and conducting focus groups. These focus groups will enable the collection of representations, beliefs, and comments regarding the European competence frameworks and the developed integrated model. These steps will facilitate the co-design process of the MOOC course and the development of scenarios for the serious game, representing the practical activities of the course. This is the part where students and instructors can apply the concepts and information learned during the MOOC through experiential learning and practical activities.

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Social Networks as an informal education possibility for basic education teachers

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This research aimed to investigate teachers' education and learning in social networks beyond the formal and institutional spaces. The investigation is linked to the study put forward by Marcelo (2019), whose question was: How do teachers learn in a connected society? It also dialogues with other studies such as Marcelo (2019); Kenski (2015). The methodology included an online questionnaire to be answered by basic education teachers and was distributed to a network of collaborator researchers in Brazil. Four hundred and forty-one teachers that work in pre, elementary, and high school participated in the study. The following dimensions were considered in the data analysis: (i) social network access and purpose; ii) teachers' motivations to access social networks; and iii) social networks and their relation with teachers' education. The data collected showed a high number of teachers with daily access to social networks. The most used networks by the teachers who took part in the research were: WhatsApp, Instagram, Youtube, and Facebook. Our results revealed that teachers search the social networks for suggestions on how to improve their practice, but they also access social networks for entertainment more than with education purposes, and very few teachers post information about their teaching practice in social networks.

Keywords: social networks, teachers' informal learning, teachers' education.

1. Introduction

Social networks involve an exponential number of followers such as Facebook, YouTube, WhatsApp and Instagram, which motivates investigations on how teachers interact with these networks. This research is linked to that proposed by Marcelo (2019). The research data was collected by applying a questionnaire to the participating teachers with questions related to their access to social network to evidence the most accessed ones, the time of access and their purpose with it. In addition, it included the mapping of articles published in journals in the education area that approach research and reflections upon the impact of social networks.

The survey on the indexer Educ@ by the Carlos Chagas foundation was carried out from the descriptor "social networks". The data obtained was organized by reading the titles and abstracts for content analysis, based on Bardin (2010) and on Vousgerau and Romanowski (2014), for the systematic review. In this phase, 87 articles were found addressing digital social networks on the internet and online. The analysis of those articles evidenced the defense of the insertion of social networks in teachers' education to broaden the interaction among teachers establishing greater peer cooperation for the sharing of both information and knowledge, and also for personal support. The articles defended the inclusion of social networks as complementary platforms in the teachers' education process by forming specific communities that include the participants of a course, a subject, or a program in formal education.

2. Theoretical framework

The insertion of communication and information technologies, and among them the digital technologies made available by the internet, is a mark of innovation (Marcelo, 2019). When writing in favor of innovative proposals for teachers' education at all levels of teaching, Kenski (2015) defended that social networks present the possibility of broader intercommunication among teachers and students to strengthen a culture of collaboration and partnership between all areas, covering teaching, research, management, and university outreach projects.

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1 All authors contributed equally to this research and have jointly conceived this paper: Emiliana Murgia wrote paragraphs 1 and 3, Filippo Bruni paragraphs 2 and 4. Both authors wrote the conclusions.

3. Methods

As previously mentioned, two consultations were carried out, as follows: one to teachers via questionnaire made available on the *google forms* – an application used for research for being easy to access and free of charge.

The survey carried out with the teachers focused on the central question 'How do teachers learn in connected society?' It was developed in Brazil, including all regions of the country, and involving teachers working in pre, elementary, and high school. The research included 441 teachers that were invited by a network of collaborator researchers.

The data obtained was organized by reading the titles and abstracts for content analysis, based on Bardin (2010) and on Vousgerau and Romanowski (2014), for the systematic review.

4. Results

Access social networks: the number of teachers that did not access social networks was 66 (15.5%). The most accessed network was WhatsApp, with access reported five times or over in a week by 86% of the respondents. It was followed by the Instagram (56%), Youtube (51%), and Facebook (43%). The remaining networks such as Twitter, TikTok, Telegram, Linkedin, and Pinterest showed lower frequency of access, with less than 10% in the option four to five times a week. This shows a more focused and stronger access in closed and small groups which allow interaction among the participants, such as the WhatsApp, rather than open networks.

Time of permanence in the networks: the respondents indicated that WhatsApp was the one with longest use, 44% tended to use it for 5 hours daily, 43% reported using it from one to three hours daily. The other networks, Facebook, Instagram, Youtube, Twitter, Tik Tok, and Telegram, were indicated with less than an hour of daily access.

Conclusions

When investigating the possibilities found in social networks regarding teachers' learning and education, we found out that these spaces are inserted in the daily routine of those teachers, since most of the respondents reported searching and interacting intensely with these networks. The most used network is WatsApp, followed by Instagram, Youtube, and Facebook. Therefore, we observed the kind of access that is more strongly focused on closed and small groups, in which participants have closer relationships, such as the WhatsApp, which confirmed the results of other studies.

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Innovating school-based health education through serious games: the challenge of obesity prevention

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The contribution presents a pilot project of a transdisciplinary research on game-based obesity prevention at school, currently exploring the potential of digital health to innovate health education (Perla, Massaro, 2021; Ascione, Massaro, 2022). As overweight and obesity among children represent one of the major public health challenges, this project will test a serious game on education to healthy eating designed using a social robot with aims of food literacy and wellbeing.

Keywords: health education, wellbeing education, social robotics, serious games

1. Introduction

The prevention of childhood obesity is a strategic priority in public health. Therefore, it is necessary to act with preventive interventions, improving eating behavior and increasing physical activity. Studies have shown that primary school can be considered a predictor of obesity and lack of physical activity (Raziani, Raziani, 2020). As context-specific studies of schools are beginning to guide policy and interventions, there is an opportunity to develop transdisciplinary research on serious-game-based learning environments capable of counteracting poor nutrition and sedentary behavior

2. Theoretical framework

In recent years the use of serious games as innovative methods to disseminate and enhance initiatives and programs of motor and food education has increased. In this technological- didactic panorama, the role that serious games have within the educational contest (Swacha, 2021) strongly stands out. They represent a tool easily usable in the classes and useful for educational and training purposes, as they combine the playful component with the learning process, so learners are «forced» to enhance their skills and put their knowledge into practice (Zhonggen, 2019).

3. Methods

This research work is characterized by the experimentation of a serious game characterized by the presence of a social robot within a collaborative learning environment. Specifically, the work is proposed in two fifth classes of primary school in the Puglia region, in the province of Bari. One class consists of 23 pupils, 11 boys and 12 girls, aged between 9 and

10. The experimental class consists of 25 pupils, 13 boys and 12 girls, also aged between 9 and 10. The duration of the trial was 4 weeks, in the school year 2022/2023, in March 2023. It aims to highlight how a collaborative learning environment characterized by objectives of food literacy and well-being, is able to generate positive effects from the educational- educational point of view. Before analyzing in detail the data from the two groups, it is necessary to clarify that the teachers of the experimental group in the four weeks have used a methodology centered on

serious games, so there have been few or no circumstances without playfulness. Conversely, the other group, the control group, had fewer moments of play, and a more traditional form of teaching. In particular, the children of the experimental group were able to benefit during their lessons from the presence of the social robot whose task was to interact with both the students and the teacher.

4. Results

Data from the three observed periods (T1-Initial observation and data analysis, T2- Intermediate 2-week follw-up, T3- Final data analysis) showed, in relation to the control group, an improvement in terms of knowledge in particular at the end of the 4 weeks. This has highlighted how this type of learning, although it benefits from the playful potential, it is necessary to have more time than a traditional teaching method to ensure that such knowledge is acquired in an adequate way. In particular, 60% (15/25) improved their knowledge in the experimental group, while this percentage in the control group is 56.5% (13/23). As regards the retention of knowledge at the 2-week follow-up from T1 to T2, it has been observed that the acquisition of knowledge in both the experimental and control groups is almost identical at 36% (7/23) in the experimental group and 30.4% (7/25) in the control group. This data is somewhat unexpected considering that knowledge is quickly lost if not reviewed consciously and frequently (Murre, Dros, 2015), aspect that with the serious game is remarked beyond consideration the increased stimulation and self-stimulation reflexivity present compared to the classical lesson.

5. Conclusions

Serious games can be considered as the key to spreading prevention of childhood obesity and daily motor practice (Weiland et al., 2022). Through this project, albeit for a short period and with limited numbers, however, it has been possible to highlight that children have acquired knowledge both about proper nutrition, physical activity, as well as the acquisition of transversal skills that will be usable in any context of everyday life. Therefore, the positive aspect of this study concerns both the improvement of dietary and physical behavior, which can generate lifestyle changes.

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ChatGPT or not ChatGPT in education?
A preliminary investigation at the university among prospective teachers

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In this preliminary study, we aim to investigate the awareness and perception of prospective teachers on the rise of AI and ChatGPT and their use in school contexts.
We conduct a survey based on the data from a questionnaire developed starting from the AI educational application framework presented by Chen, Chen and Lin (2020).
We surveyed 2nd-year students of Learning Science at Università del Molise about their general knowledge and perception of AI and ChatGPT. This paper also investigates the potentialities -i.e. in lesson planning or the use in the classroom- perceived by the sample. We expect that the data will give some helpful insight and suggestions to start investigating how to incorporate AI in the training courses for teachers and, consequently, at school.

Keywords: Education, ChatGPT, Artificial Intelligence, prospective teachers.

1. Introduction

Harvard Business Review targeted ChatGPT as «the tipping point for AI» (Mollick, 2022). Since her appearance in November 2022, the debate around Artificial Intelligence has become pervasive. Enthusiasm and concern dance side by side when every new technology appears. In educational contests, the fears of missing abilities -i.e. writing abilities- and plagiarism (Mok, 2023; Sloan, 2023) arise. If AI tracks back to 1950, the new development in the last years makes us think it will be the educational technology of the near future.

2. Theoretical framework

The researchers' interest in the educational use of AI is rapidly spreading (Chen et al., 2020). Specific research is being conducted on ChatGPT in an educational context both in the university setting (e.g. Zhai, 2022) and in the more specific area of pre-service teacher training (e.g. Kortenkamp & Dohrmann, 2023).

This preliminary study focused on university teacher training and their knowledge and expectations of ChatGPT. Research Question 1 investigates the knowledge and awareness of this tool. Research Question 2, inspired by Chen, Chen and Lin's (2020) framework, aims to investigate the expectations towards possible didactic uses in primary school as in Mollick and Mollick (2022).

3. Methods

The survey was conducted in April 2023, using CAWI methodology (Computer Assisted Web Interview). Students self-compiled a questionnaire generated with Google Forms and answered 28 closed-ended questions.

The sample was 171 2nd year students from Università del Molise - faculty of Learning Sciences (prospective primary school teachers). The majority were female (95.3%), aged 18-24 (77.2%), from southern Italy. Speaking of familiarity with technologies in general, they declared "to fit" (65.5%) or "probably fit" (32.2%) in the definition "I am a person that appreciates technologies."

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[1] In line with recommendations by the National Autistic Society and with current research (Kenny et al., 2016), the term "autistic" is used in preference to "person with autism".

[2] All names have been changed to preserve the participant's identity.

4. Results

Four cores emerge: the knowledge of ChatGPT, use of ChatGPT, potential didactic uses and overall expectations about ChatGPT.

The questionnaire administration took place six months after the application release; at that time, the media claimed a progressive global awareness about ChatGPT, but our findings went in another direction. The first core indicates (Fig. 1) that almost 70% of the sample is unfamiliar with ChatGPT.

In the second core, the percentage that has used ChatGPT (Fig. 2) is significantly lower than that of those who know it. So, the expectations and opinions presented here come from students with limited knowledge and, above all, limited practice.

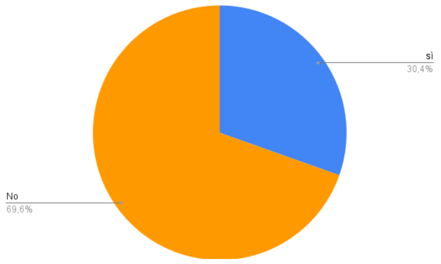

Fig.1 Have you heard of ChatGPT?

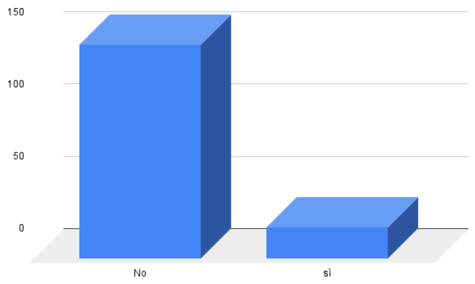

Fig.2 Have you ever used ChatGPT?

The third core -the possible didactic uses of ChatGPT- presents a polarisation. Considering three possible ways of ChatGPT in teaching -lesson plan, use in the classroom and assessment, Fig. 3, 4, and 5, respectively-, it emerges that students split into two main groups: those who perceive broad and positive potential and those who see limited interests, which might have originated from lack of knowledge and limited practices.

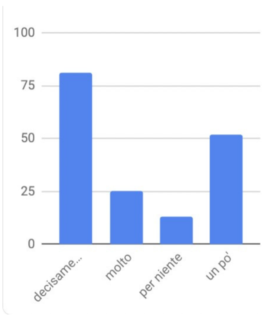

Fig.3 Lessons' plan

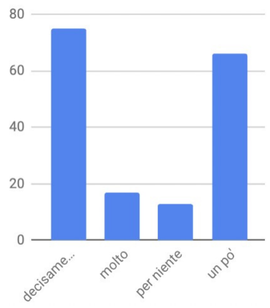

Fig.4 In the classroom

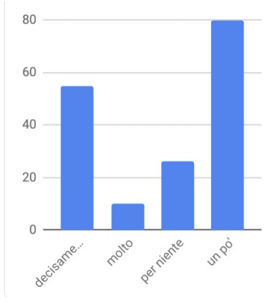

Fig.5 Assessment

A similar polarisation emerges when looking at it from the perspective of its didactic use by the student (i.e. research activities, writing, summarising, Fig. 6, 7, 8, respectively).

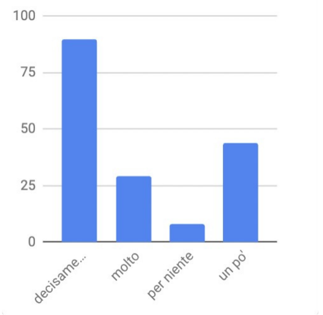

Fig.6 In searching

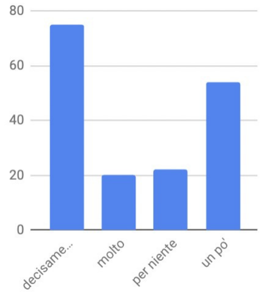

Fig.7 In writing

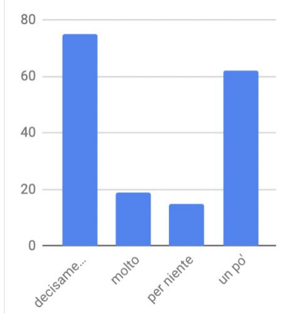

Fig.8 In summarising

Despite these premises, the perspective of using ChatGPT in one's self-training activities as a teacher and with students (Fig. 9, Fig. 10) emerges as the prevailing position, discarding either strongly negative or positive approaches.

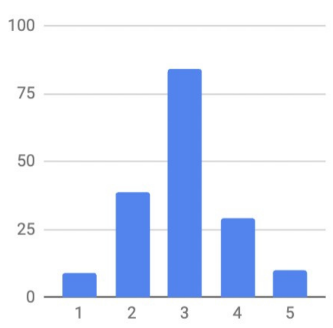

Fig.9 Use with students.

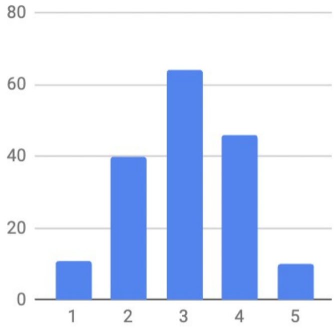

Fig.10 Use to plan and self-train.

5. Conclusions

In this preliminary study, the students present an unexpected shortage of knowledge and awareness of ChatGPT. There is a need for more in-depth investigations -different regions and broader samples- to confirm these first results. Furthermore, it is interesting to understand if there is any relationship between their unawareness and the lack of writing tasks in their second year at the university.

Regarding the potentialities of introducing ChatGPT at school for teachers and students, the sample answers elicited two opposite perceptions: the enthusiasts and the detractors of teaching with ChatGPT. Further experimental research on the potentiality in an educational context could confirm and detail the sentiment of prospective primary teachers.

Last, there is a common interest in knowing more about ChatGPT as a didactic tool and even the request for including it in the university's curriculum.

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Social robot-based nutritional education for children's engagement on healthy lifestyles

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With the growing interest in integrating innovative technologies in educational settings (Belpaeme et al., 2018), the potential of robots as educational tools has gained attention. This transdisciplinary research aims at exploring the possibility of using a robot as a tutor to engage students on nutritional knowledge and innovate nutritional education at school. The results of a within-subjects field experiment that compared the robot Pepper acting as a teacher to a human teacher are presented.

Keywords: education to healthy lifestyles, nutritional education, social robotics, robotics in education

1. Introduction

Childhood obesity and overweight pose a significant health concern in the European Union, impacting well-being, academic achievement and overall quality of life (WHO, 2022; Perla, Massaro, 2021). In the context of a comprehensive approach, the European Commission has identified school-based nutritional education as a crucial strategy to encourage children to adopt healthy lifestyles and nutrition (EC, 2014). Recently, game-based methodologies have shown promising results in promoting experiential learning about dietary behaviors (Adaji, 2022).

2. Theoretical framework

Social robots have emerged as promising tools in education, transforming traditional learning environments (Alnajjar et al. 2022; Stower et al., 2021). On one hand when seen as objects, robots are mainly used in lessons concerned with informatics and programming, and domain specific project-based science and humanities classes. On the other hand, when seen as educational agents, robots can assume different social roles to support the teacher in the process of didactic mediation, to motivate the students and to inspire their imagination. There are different concepts in the field of didactics that are particular relevant for social robotics: the concept of learning by experience, the concept of feedback and the concept of embodiment (Lehmann, 2020).

3. Methods

We carried out an experimental design with independent groups. Aims were to provide valuable insights into the acceptance and challenges of using social robot to promote healthy eating behaviors, assess whether the use of a robot as a teacher affects students' performance and engagement and provide a transdisciplinary approach to obesity prevention. Research questions were: what is the effectiveness of social robots as nutritional coaches in promoting healthy eating habits among students? Currently being engagement a key objective of education (OECD, 2021), how does the use of a social robot as a teacher in nutritional education impact students' engagement?

This was a controlled pilot intervention carried out on fourth-grade school children. A total of 45 children underwent a lesson on the importance of nutritional pyramid. The experimental group attended class with Pepper, a humanoid robot programmed to provide lesson on the chosen subject while the control group attended lesson with a human teacher. During each session, the teacher (robot and human) illustrated the nutritional pyramid and recalled the knowledge through digital games. Quantitative data were collected in both groups before and after the activity to assess changes in student learning and interaction and qualitative date to gain teachers' insight in robotics.

4. Results

Data collected were analysed with software SPSS® using t-test to compare the averages between the two groups and the Pearson index to measure the relationship between different variables and obtain complementary information. Qualitative data will also be examined to analyse teacher's insight. Experimentation with the semi-humanoid social robot Pepper presented benefits in reinforcing learning, encouraging peer learning teamwork and developing trust towards the robot and the students, which has been found to positively impact educational outcomes and children's social and emotional development. In the post- pandemic this embodied approach (Deng, Mutlu, Matari , 2019) is particularly suitable since children and young people have suffered from significant social deprivation through the use of tablets and remote lessons. Using a social robot like pepper restores excitement, novelty, the importance of interaction and relationship in the classroom. Disadvantages are shown to be the occasional presentation of the social robot and the non-strategic or integrated vision within the teaching methodology

5. Conclusions

The employment of social robots in nutrition education has the potential to captivate and engage young audiences. Integrating technology and human interaction offers promising possibilities for teaching practices. Human teachers can provide the social-emotional support and individualized guidance while educators can take advantage of robotic technology's advantages on engagement and enjoyment. Longitudinal studies are needed to understand the long-term effects of trust in child-robot interactions and to assess the long-term effects and sustainability of robot and human teachers in nutritional education. By tracking students' progress over an extended period, researchers can gain insights into the lasting impact of different teaching approaches. The integration of AI algorithms can enable robot teachers to analyze student data, adapt instructional strategies in real-time, and provide personalized feedback to enhance nutritional education.

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Initial teaching practice during remote schooling

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Teaching practice is an important component of the initial professional development of future teachers. In fall 2020, first year students of Primary Teacher Education completed a one-week teaching practice for didactics remotely because of school closure due to Covid-19. Their mentors taught in a variety of ways (videos for explanation; videoconferences; written instructions for pupils' independent work, etc.), so the way the teaching practice was conducted depended largely on this. The teaching practice was mainly observational, but students also had to plan and conduct their first independent lesson.

At the end of the teaching practice, the students and mentors completed a questionnaire. The purpose of the study was to determine if there was a connection between the way the teaching practice was conducted and the satisfaction of the students and their mentors. The results showed that students differed significantly in their satisfaction when it came to the way the observed instruction was delivered as well as the way they delivered their own lesson. Their mentors differed significantly only on the latter point. The quantitative results were enriched by a qualitative analysis of the participants' opinions.

Students have high expectations for their first teaching practice, as this is a turning point at which they evaluate their study and career choices. Our findings suggest that it is very important for students to have realistic practical experiences. Both students and their mentors are aware of the importance of real-time, face-to-face contact between teacher and pupil, even more so when teaching is done remotely.

Keywords: remote schooling, teaching practice, teacher education, professional development

1. Introduction

Quality programmes for future teachers are based on a balanced combination of theory and practical experience, so that teachers embarking on an independent career have fewer problems (Valenčič Zuljan & Vogrinc, 2007). In the process of acquiring initial practical teaching experience, the focus is on critical reflection of one's own actions and professional development, which Valenčič Zuljan (2001, as cited in Vogrinc & Valenčič Zuljan, 2009) defines as "a process of significant and lifelong empirical learning in which teachers develop their own comprehensions, and are changing their teaching practice; it is the process which includes teachers' individual, professional and social dimensions, and it is also teachers' progressing towards the direction of critical, independent, responsible decision-making and acting" (p. 54).

Teaching practice plays an important role in the process of solidifying the connection between theory and practice. When gaining practical experience and being faced with various situations in an authentic setting, mentor support, collaboration, and interpersonal reflection are essential, since they allow for better observation, preparation, and implementation of lessons as well as more in-depth reflection of these processes. When face-to-face communication between the student teacher and the mentor is impossible, online communication provides a suitable substitute (Plešec Gasparič & Pečar, 2016).

Teaching practice is not only about accumulation of knowledge; but primarily about a process of professional maturity in which student teachers develop the ability to reflect on their own professional work (Valenčič Zuljan & Vogrinc, 2012). Therefore, even in exceptional cases, it should not be excluded from teacher training, but should be carried out within the possible conditions.

2. Methods

Due to remote schooling, TP was a challenge for students and mentors in 2020. Mentoring a student teacher placed an additional burden on already overworked teachers. They were also sceptical about the effectiveness of remote TP. Because of the change in circumstances, we decided to allow different options for implementing TP and wanted to compare how these options related to student teacher's and mentor's satisfaction with TP.

We posed two research questions: 1) What was the overall satisfaction of student teachers and mentors with TP? and 2) Is there a connection between the way TP was conducted and student teachers' and their mentors' satisfaction with it?.

We used the quantitative approach and the descriptive method of educational research. Data was collected with a questionnaire after observational teaching practice (1 week) which took place in 1st year of Primary Education studies, in fall 2020, during remote schooling due to Covid-19. Student teachers observed several lessons and taught one lesson independently.

A non-probability, purposive sample was used (N = 120), composed of student teachers (N = 57) and their mentors (N = 63) who differed in the way they implemented their instruction. Mentors used videoconferencing (e. g. Zoom, MS Teams, Skype) or videorecording of the lesson while student teachers also used written materials and instructions for individual student work.

3. Results

3.1 General satisfaction with TP

We asked student teachers and their mentors to rate their satisfaction with TP on a 5- point scale. We found out that overall satisfaction of mentors and student teachers was identical (x = 4.2). The results are consistent with those of Božnik (2021), who found that students at two Slovenian faculties of education found remote TP both useful and instructive (mean scores for both characteristics around 4).

3.2 Different modes of lesson delivery and student teachers' and mentors' overall satisfaction with TP

Student teachers' overall satisfaction with TP and the way their mentors delivered instruction (student teachers' observation of instruction)

Student teachers differed statistically significantly in their satisfaction with TP regarding how they observed instruction (*2Î = 8.669; df = 3; p = 0.034*). Student teachers who observed instruction via videoconferencing were more satisfied than students who observed recorded instruction. Social interaction is key because it facilitates relationships between mentors, student teachers, and pupils (Ryan and Deci, 2000), which is particularly evident during remote schooling (Azmat & Ahmad, 2022). The differences between mentors were not statistically significant.

Student teachers' lesson delivery and their overall satisfaction with TP

We found that there were statistically significant differences in satisfaction with TP among student teachers who implemented their own lesson in different ways (*2Î =15.556; df = 6; p = 0.016).* Student teachers who taught via videoconference, rated their satisfaction with TP higher than student teachers who taught by giving their pupils a video of their explanation or written instructions for individual work.

Student teachers' lesson delivery and mentors' overall satisfaction with TP

There were also statistically significant differences among mentors regarding how the student teachers they mentored delivered the lessons (*2Î =9.654; df =4; p = 0.047).* Mentors of student teachers who taught via videoconference, rated their satisfaction with higher scores than mentors of student teachers who taught by giving their pupils a video of their explanation or written instructions for individual assignments.

4. Conclusions

Students have high expectations for the first TP, as it is a turning point in which they evaluate their study and career choices. TP was carried out remotely and online, so this was a unique experience for them that gave them a new perspective on instruction (Ralston & Blakely, 2021), but they were still satisfied with their TP (x =4.2).

When TP was closer to usual, face-to-face instruction (e. g. Zoom lessons), both mentors and student teachers were more satisfied with TP. Both student teachers and their mentors understand the importance of real-time, face-to-face contact between teacher and pupil, and even more so when instruction occurs remotely. Our findings suggest that it is very important for students to have realistic experiences.

Student teachers may have developed certain skills related to online instruction, but this may not meet all the requirements to develop into a well-rounded, competent teacher. The missed key competencies may need to be re-evaluated in later teacher education (Lei & Medwell, 2021).

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Evaluating Digital Instructional Materials through Diffractive Activity

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This study focused on teachers' evaluation of digital instructional materials and how their narrative knowing along with diffractive thinking provided rich opportunities to understand their work within a post-human, yet deeply relational frame. Teachers focused on the accessibility of materials and children's privacy as well as their own role as agents in evaluating materials.

Keywords: diffraction, digital instructional materials, digital teaching, post- humanism, teacher agencies

1. Introduction

Globally, teachers are under pressure to use digital instructional materials for instructing children with little guidance or support (Arnett, 2021; Gallagher et. al., 2019). These materials are often generated with the intent to displace teacher agency (Bennet, 2006; Boninger et al., 2019).

2. Theoretical framework

Part of providing support involves helping teachers understand how digital instructional materials are framed within the narratives of their work with children. Evaluating digital instructional materials requires conceptual tools that consider digital materials' unique characteristics and the social and political circumstances under which they are created (Rice & Ortiz, 2021). The work of evaluation for teachers can be deepened with diffractive processes (Barad, 2007; 2017) and narrative knowing (Clandinin, 2019).

3. Methods

Teachers considered their own experiences and desires, the experiences and desires of others, and the agencies of non-human elements (e.g., internet infrastructure). They did this by telling stories within the three-dimensional narrative space—working forward and backward in time to understand their relational position to others (Clandinin & Connelly, 2000). However, as part of working diffractively, they also worked across possibilities for knowing where they considered the intra-connectedness of their relationship with the technologies and materials they were using (Barad, 2007; 2017). This involved critical questions of whether and how the materials were using *them* but also finding spaces for sharing knowing with devices, children, and others such as colleagues and the other adults in the children's lives.

4. Results

Through developed understandings of overlapping and entangled agencies, teachers described greater responsiveness to issues such as accessibility when evaluating materials.

Teachers also came to an awareness of children's privacy that they had not considered previously. Teachers also saw spaces for understanding how children's lives were constructed around digital devices and materials and that these devices were telling stories about the children that the children may not understand. It is important to help the children and their families become aware of the role that the digital instructional materials and other materialities (e.g., devices) play in telling stories about them.

5. Conclusions

Diffractive principles co-operate alongside narrative knowings about non-human agencies to produce new understandings about technologies and identities. Because narrative understandings have a long history of supporting relational knowing for teachers, using a diffractive orientation as part of the 3-dimensional narrative space supports the intra- connected possibilities for considering non-human technologies and agencies in tandem with social relationships.

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Training faculty developers as change agents

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The international strategic orientations (EHEA 2020) have long reaffirmed the need to enhance the professionalism of university teachers within the centers -Teaching and Learning Centers, which provide systems for the promotion, recognition and enhancement of skills acquired through training and educational research. The first TLC in Southern Italy was officially established in the University of Bari Aldo Moro (2017) with the establishment of a working group dedicated to faculty development programs and the adoption of the learning community model. This contribution presents the faculty developer model (Baker et al. 2018) of the University of Bari, deliberately designed to foster the creation of interdisciplinary networks and communities of practice for professional and organizational development at the departmental level (Sorcinelli, 2007). Through the training of developers, the development of specific methodological, evaluative, and technological skills will be promoted (Perla, Vinci, Scarinci, 2021a, 2021b).

Keywords: university teachers training, Faculty Developers, TLC, professional development

1. Introduction

The Recommendations of the Ministers of the European Higher Education Area have emphasized the connection between university teaching qualification processes and a student-centered approach to learning, continuous improvement of teaching practices, and the capability of universities to support the enhancement of teaching-learning processes.

The implementation of organizational and didactic changes and the growing integration of technologies in university teaching has led to a re-evaluation of university structures and a greater emphasis on flexibility and hybridization of learning environments.

As a result, teachers need to adapt their teaching strategies and be proficient in handling different contexts, both in-person and at a distance (Dipace, Scarinci, 2021). Furthermore, universities must adopt new training approaches that promote not only disciplinary and pedagogical knowledge but also technological competence (Perla, Agrati, Vinci, 2019). To achieve this, universities are encouraged to implement interventions that support hybrid teaching and facilitate the development of teaching skills through Faculty Development actions (Austin, Sorcinelli, 2013).

2. Faculty developers as change agent

To facilitate actions of change and innovation in higher education, universities typically identify one or more figures whose role is to manage Faculty Development actions and programs. These figures are known as faculty developers, «change agents,» and promoters of teaching improvement within departments.

They operate within Teaching and Learning Centers (TLCs) and are involved in processes of negotiation, construction, and refinement of knowledge, skills, and identities within the organizational context. Their training activities should be aimed at facilitating adaptive and situated use of knowledge, supporting reflective capacity on practice.

The role of the faculty developer is crucial in shaping the professional identity of university teaching, which evolves over time and through work experiences. He must possess interpersonal skills and knowledge of adult development to understand the relationship between personal, professional, and institutional change, acknowledging that it is a slow process that may encounter resistance (Baker et al. 2018). Additionally, he should have pedagogical, didactic, and curriculum-building knowledge to promote the adoption of non- traditional approaches by teachers. He must be capable of identifying the educational and professional needs of teachers and gather information about teaching and learning practices used to implement educational reforms.

3. The Curricular Training Model for faculty developers

For this reason a curricular training model for faculty developers has been structured based on the recursion between theory and practice and on the representation of the teacher's knowledge as 'professional', practical (Damiano, 2013).

The Uniba curricular model presents a cascade model:

- at the institutional level (macro), the University Quality Presidium;
- at the level of training for trainers (meso), the department heads;
- at the level of groups of teachers (micro), the communities of practice constituted from below. The three main axes of the model concern: active learning and alignment between planning and evaluation; hybrid mediation; co-construction and epistemological dialectics. The first step consisted of appointing 17 faculty developers. The selection process maintained an aspect of «spontaneity» rather than top-down designation, as intrinsic motivation was crucial to ensure a sufficient level of commitment from the candidate-faculty developers to engage in a targeted learning journey aimed at acquiring specific skills (Roxå & Mårtensson, 2017). They were also expected to implement the acquired knowledge into their teaching practice and support the training of newcomers and experienced professionals with diverse competency profiles to enhance the quality of university teaching.

The project aims to improve the quality of teaching by promoting skills that allow teachers to possess effective teaching frameworks, methodologies and practices in building appropriate professional habits for effective teaching and learning actions.

4. Further steps

The training modules aim to provide the skills and knowledge necessary to optimize their training and recruitment processes and improve their facilitation practices.

For this reason, we intend to design a module dedicated to mentoring, recognized as a fundamental skill of the faculty developer. The risk when it comes to faculty developers is to reduce this figure to pure technicality, linking it to an idea of educational manager that still retains a purely administrative meaning in our universities. Otherwise, the developer must possess pedagogical intelligence and educational sensitivity in order to trace common paths and for this he must act as a mentor, a competence that also emerged from the profiling provided by Dawson, Britnell, Hitchcock (2010), or as an expert who helps guide and advise students or novices in general and teachers in particular. An online reflective writing was created which allowed the colleagues involved to analyze and reflect on the figure of the mentor and on their metoring experiences to be able to design the module tailored to their training needs. Another research trajectory linked to this project sees the integration of digital, entrepreneurial and life skills of academic staff through the development actions of the Erasmus+ GEMMA project Game based learning for Enhancement of new skills using Micro-MOOCs for Academic staff by which the University of Bari Aldo Moro is the leader.

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The impact of blended mobile learning on EFL students' vocabulary development

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The study's objective was to examine the effects of Blended Mobile Learning (BML) on the vocabulary development of EFL students and their views of BML. This quasi-experimental study was conducted with 40 students at Van Yüzüncü Yıl University School of Foreign Languages during the spring term of 2021-2022. While the control group was taught vocabulary with reading texts only in the classroom by adhering to the textbook, the experimental group, in addition to the same teaching, was taught vocabulary without any time and place restrictions outside the classroom based on the SAMR model in a virtual classroom opened through the Google Classroom application. The data collection method of the study was the mixed method. A pre-test and a post-test were administered to the students to determine the impact of the study on their vocabulary development. The control group and experimental group, respectively, showed an improvement of 3.10 and 16.85 when the differences between the pre-test and post-test results of the groups were analysed using SPSS
26. This situation was interpreted in favour of BML. Additionally, a Google Forms questionnaire with five open-ended questions was shared with the experimental group for the purposes of understanding students' views of BML, and the students' responses were then analysed using the MAXQDA 2020 program. 93% of the students prefer BML to the traditional method and consider that learning with BML is more engaging, permanent, and ubiquitous. This investigation has led to the conclusion that BML will strengthen education and increase students' motivation.

Keywords: Blended learning, Vocabulary, Mobile devices, Mobile learning, SAMR

1. Introduction

In the recent past, desktop computers have mostly been replaced by laptops, and they are being substituted by mobile devices thanks to evolving, advanced, and innovative modern technology. The use of mobile devices in educational settings is a situation that is becoming more common day by day.

2. Theoretical Framework

Darni and Albion (2014) investigated previous studies about the usage of mobile phones in SLA in formal educational settings, and they claim that the usage of mobile phones is accessible for students and has a crucial role in developing their language knowledge and skills. To see the behaviour and attitudes of university students toward the usage of mobile technologies in language learning in the classroom, Al Aamri (2011) made an investigation and realized that though students enjoy learning with mobile devices, but the usage of mobile phones is limited in language learning processes in formal settings because of teachers' discouragement. According to some studies (Mahat et al., 2012; Corbeil & Corbeil, 2011), learners are willing to take education with mobile devices and many studies have presented that mobile devices are beneficial in language learning and language teaching.

3. Methods

In this study, three basic methods were applied and the common point of these three methods is that they are all new and less studied methods, the first of which is Blended Mobile Learning which is defined by Suartama (2019) as "a special form of blended learning and a term used to describe the learning opportunities where mobile technology supports situational learning activities and combines the mobility of students into the conception of learning opportunities" (p. 6).

The way the study is implemented and the method of integrating technology into the study is the SAMR Model which is summarised in Figure 1.

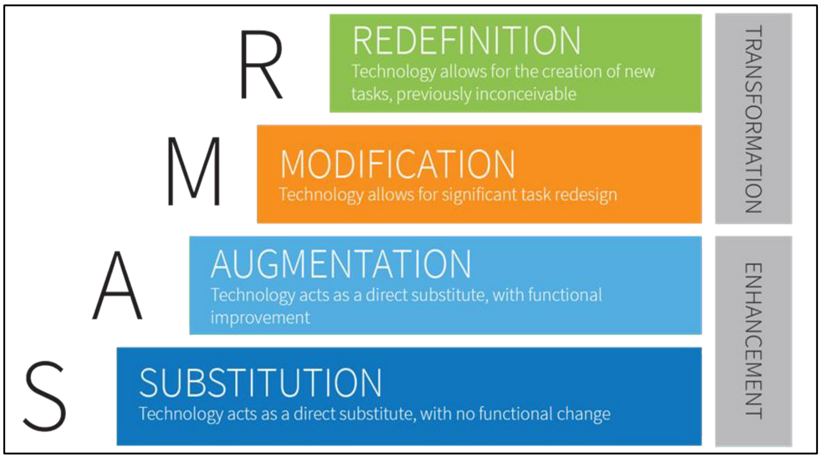

R
REDEFINITION
Technology allows for the creation of new tasks, previously inconceivable
M
MODIFICATION
Technology allows for significant task redesign
A
AUGMENTATION
Technology acts as a direct substitute, with functional improvement
S
SUBSTITUTION
Technology acts as a direct substitute, with no functional change
TRANSFORMATION
ENHANCEMENT

Figure 1. SAMR Model (Puentedura, 2013)

Finally, in this study, which focused on learning vocabulary, the 5R method was applied as a vocabulary teaching method.

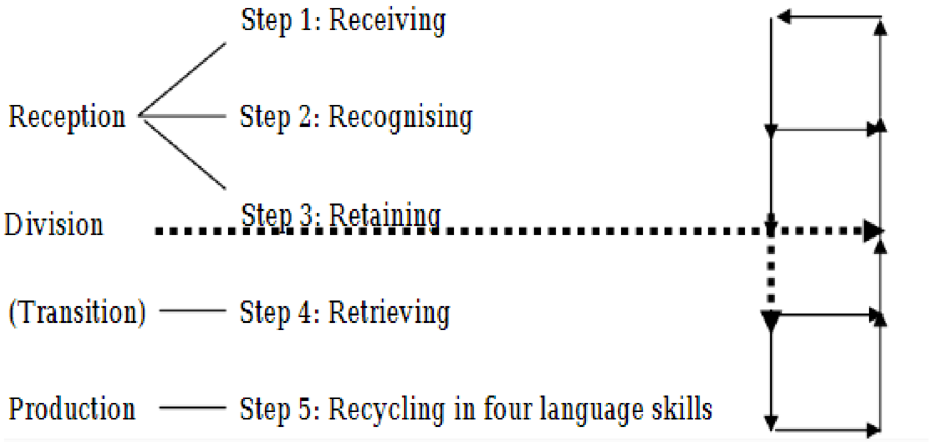

Step 1: Receiving
Reception
Step 2: Recognising
Division
Step 3: Retaining
(Transition)
Step 4: Retrieving
Production
Step 5: Recycling in four language skills

Figure 2. Steps of vocabulary learning (Shen, 2003)

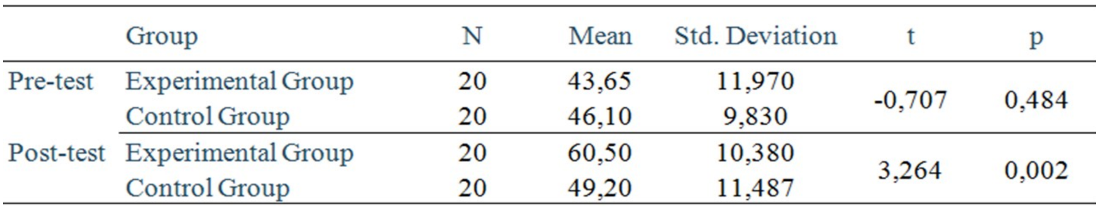
4. Data Collection and Data Analysis Tools

Research questions	Data collection tools	Data analysis
1. What is the effect of Blended Mobile Learning on the vocabulary development of B2-level EFL students?	Pre and Post tests	SPSS (Indepe T-test)
2. What are B2-level EFL students' views about the advantages of mobile devices in vocabulary development?	An Open-En Questi	
3. What are EFL st views towar Learn		

5. Results

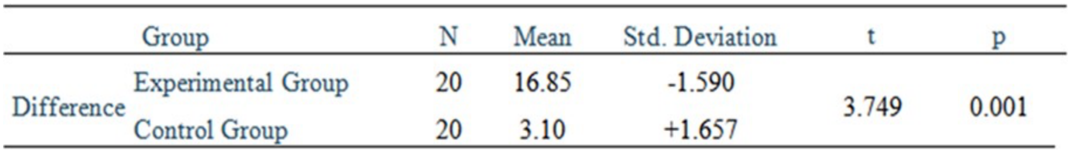
RQ1. What is the effect of Blended Mobile Learning on the vocabulary development of B2-level EFL students?

Analysing the difference between the two groups as seen in Table 2, the average of the experimental group increased 16.85 points, while the control group showed an increase of only 3.10 points. According to the independent T-test result, t=3,264, $p<0.05$, there is a significant difference between the two groups. This indicates that the study was successful in favour of the experimental group. Learning vocabulary with BML is more effective than just face-to-face education.



	Group	N	Mean	Std. Deviation	t	p
Pre-test	Experimental Group	20	43,65	11,970	-0,707	0,484
	Control Group	20	46,10	9,830		
Post-test	Experimental Group	20	60,50	10,380	3,264	0,002
	Control Group	20	49,20	11,487		

Table 1. *T-test According to The Results of Pre-test and Post-test*



	Group	N	Mean	Std. Deviation	t	p
Difference	Experimental Group	20	16.85	-1.590	3.749	0.001
	Control Group	20	3.10	+1.657		

Table 2. *T-test According to Difference between Pre-test and Post-*

R.Q2: What are B2-level EFL students' views about the advantages of mobile devices in vocabulary development?

Based on the responses given by the experimental group to the open-ended questions, it is discovered that mobile learning provides five essential advantages for vocabulary growth. Students claim that learning vocabulary with blended mobile learning is more memorable, quicker, more enjoyable, easier, and less expensive.

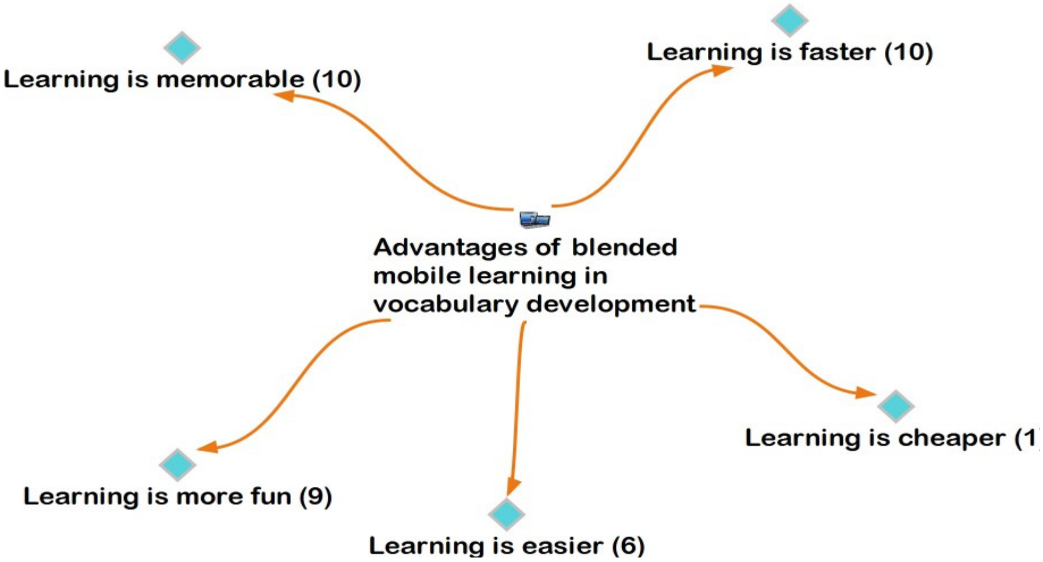


Figure 3. Advantages of BML in vocabulary development

RQ.3. What are EFL students' views towards Blended Mobile Learning in general?

The final research question in this study examines how students feel generally about BML in general. Three benefits of BML emerged from respondents' responses: learning is engaging, pervasive, and permanent.

6. Conclusions

Briefly, this study can be concluded in three sentences first of which is that BLM is an effective method for the vocabulary development of EFL students, and secondly, 93.8% of the students noted that they prefer Blended Mobile Learning to Traditional Learning. Finally, 87.50 per cent of the students agree on that BML is applicable.

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Academic self-concepts of pre-service technology teachers for vocational education in Germany according to the TPACK- Model

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The present PhD-study analyses the academic self-concepts of pre-service technology teachers for vocational education in Germany in the domains of the TPACK-Model (Mishra & Koehler, 2006) and its relation to academic achievements according to the Generalised Internal/External Frame-of-Reference Model (GI/E) (Möller et al., 2016). The study follows a mixed-methods-approach. Therefore, a nationwide quantitative study with n=115 participants is first conducted to gather data on the pre-service teachers' self-concepts in the seven domains of the TPACK-Model and on the academic achievements in their course of study. The discussed results of the quantitative study show that the academic self-concepts of the participants are empirically separable into the seven dimensions of TPACK. Additionally, significant influences of different previous experiences (e.g., previous practical engineering experience, previous apprenticeships, etc.) of the participants on their academic self-concepts can be observed. Finally, an outlook is given to the subsequent interview study which is performed to shed more light on the development of the academic self-concepts of the participants.

Keywords: Academic Self-Concept, TPACK, Pre-Service Teacher, Technology

1. Introduction

Self-concepts as one's own representation of his or her abilities (Shavelson et al., 1976) play a vital role for numerous aspects of the later professional life of preservice teachers like their resistance to stress (Hughes, 1987), their usage of new methods and technologies (Guskey, 1988) or even their students' cognitive growth (Aspy & Buhler, 1975). However, looking at existing research on academic self-concepts it becomes apparent that most of the empirical knowledge on academic self-concepts and their formation is on students in the scholastic area. Research on pre-service teachers' self-concepts remains scarce (Paulick et al., 2016, 2017). This research gap becomes even more evident for pre-service technology teachers in Germany. These pose an interesting group for the examination of their academic self- concepts due to their very heterogeneous previous academic and practical experiences.

2. Theoretical framework

The TPACK-Model (Mishra & Koehler, 2006) serves as the basis for this examination. It represents the extension of Shulmans classical definition of teachers professional knowledge (1986) in the areas Pedagogical, Pedagogical-Content and Content Knowledge by a technological dimension, making it more applicable for todays' (teacher) education. This extension results in seven dimensions of teachers' professional knowledge (Technological, Technological-Content, Technological-Pedagogical and Technological-Pedagogical- Content-Knowledge plus the existing three dimensions according to Shulman). Additionally, social and dimensional comparison processes as main influences on academic self-concepts are analysed according to the I/E-Model (Marsh, 1986), respectively the GI/E-Model (Möller et al., 2016).

3. Methods

The study follows a sequential mixed-methods-design. First, the academic self-concept of pre-service technology teachers for vocational education in Germany is measured in a countrywide quantitative study according to the seven dimensions of the TPACK-Model. Simultaneously, the academic achievements of the participants in their teacher education program are measured to analyse the connection between academic achievement and academic self-concept. In the subsequent qualitative part, an interview study is used to further examine the social and dimensional comparison processes and possible other influences underlying the development of the academic self-concepts.

4. Results

The quantitative study consists of n=115 pre-service technology teachers for vocational education across Germany. A total of 64,3% of the participants report being male, 33,9% of the participants report being female. The average age is M=28,86 years (SD=4,32 years). The results show a significant influence of previous practical engineering experiences, as participants with this kind of experience view themselves better in the technological area, the content area, and the technological content area. Also, tendencies towards gender stereotypes can be found but do not prompt significant differences. Previous practical pedagogical experiences do not show significant influence on the academic self-concepts.

5. Conclusions

The gathered data provides a first insight into the academic self-concepts of pre-service technology teachers for vocational education and the influence of previous experiences and biographies. The following qualitative study will shed even more light into how the academic self-concepts of pre-service teachers are formed and which influences play a key role in it.

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Training teachers in hybrid mediation.
Recruitment reform in Italy and prospects for university training centers

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The changing regulatory framework in Italy (Law 79/2022, Decree-Law 36/2022) puts schools and universities facing specific and unprecedented responsibilities with respect to access to the roles of teaching staff and initial and in-service training. In particular, the reform envisages the establishment of training Centers to promote and coordinate continuing teacher training, with regard to methodological and technological/digital skills. The debate appears to be closely intertwined with the need to develop digital media literacy skills to be integrated into the formal education curriculum. The epidemiological emergence from COVID-19 has demonstrated the need to rethink teaching as a mediating action with high potential for hybridization. Prospects for hybrid teacher training will be presented, within the new university training centers provided by the reform, starting from the stimuli of the DidaSco model established at the University of Bari Italy (Italy).

Keywords: hybrid mediation, italian recruitment reform, teachers' digital training, university training centers

1. Introduction

The changing regulatory framework in Italy - occurred as of 2022 with the National Recovery and Resilience Plan 2, which provides for the reform of teacher recruitment, published by Law No. 79/2022, converting Decree-Law No. 36/2022 - puts schools and universities facing specific and unprecedented responsibilities with respect to access to the roles of teaching staff and initial and in-service training. In particular, the reform envisages the establishment of training Centers to promote and coordinate continuing teacher training, with regard to methodological and technological/digital skills.

2. Teaching as hybrid mediated action

The epidemiological emergence from COVID-19 - which has 'forced' schools to deliver their educational offerings in distance and/or integrated modes (Hodges et al. 2020) - has demonstrated the need to rethink school spatiotemporal coordinates, to dislocate the viewpoints of the actors involved by enhancing the flexible cultures of the informal, to rethink teaching as a mediating action with high potential for hybridization (Perla, Scarinci, & Amati 2021; Perla, Vinci, & Scarinci 2021). The latest international political and scientific debate (UNESCO, 2023; Vuorikari, et al. 2022) appears to be closely intertwined with the need to develop digital media literacy skills to be integrated into the formal education curriculum. Teachers are asked to develop 'sophisticated' skills, that make them capable of choosing, using and transforming disciplinary content into 'digitized disciplinary content' (Perla, Agrati, Vinci, 2019), to be able to effectively design learning environments from the potential inherent in new technologies for teaching, capable of bridging the traditional gap between the world of education and real-world contexts.

3. The DidaSco Professional Development Model

The DidaSco (Didattiche Scolastiche) group, established in 2010 at the University of Bari Aldo Moro (Italy), is based on the idea of a new governance for teacher professional development, on a teamwork approach and is inspired by a multilevel governance system (Perla, Vinci & Agrati, 2017). The DidaSco project has curated a catalog featuring over 150 training courses, structured through a dialectic between educational knowledge and disciplinary knowledge. Each course is divided into units with various didactic formats, including virtual and in-person training, designing and implementing experimental devices, active research, networking, individual and group study, project work. A distinctive and innovative aspect of the model is the development and implementation of the 'prototype,' which is an operational device (e.g., project work, lesson plan, intervention program, evaluation module, etc.) that each participating teacher, either individually or in a group, develops during the course and tests in a real school context. The structure of each course incorporates theoretical knowledge, research-based training (for prototype experimentation), and documentation/evaluation of the journey. The model primarily emphasizes a collaborative approach, highlighting the significance of a partnership between researchers and teachers.

4. Research trajectories of the DidaSco group and challenges for the Inter-University Research Center

The research trajectories of the DidaSco group – that are also possible perspectives for hybrid teacher training within the new university training centers provided by the reform – will be focused on the role of the teacher in managing hybridization and addressing challenges related to educational research. This includes understanding the role of educational mediation and tutoring using smart wearable devices, avatars, and non-player characters (Zhang, et al. 2022). Efforts will be made to rethink educational theories and models, with a focus on promoting ethical education and citizenship in the metaverse. Designing educational purposes with greater accessibility, safety, and equity in the metaverse will also be explored. Moreover, research will delve into the cognitive and non-cognitive impact of the metaverse on student learning, comparing it with other learning environments, and studying its potential in assessment. The recognition of the need for new professional roles, skills, infrastructures, and educational pathways is crucial. This requires revising university governance structures to support advancements in the field, namely making the student experience more immersive, multisensory and close to authenticity through Artificial Intelligence and active learning methodologies; personalisation of digital identity in the form of avatars; creating learning environments or teaching resources, using and sharing learning data.

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In the ever-evolving landscape of education, teaching transcends mere artistry; it is a profound commitment requiring wisdom, continuous development, community collaboration, and research support. With the complexities of modern classrooms, educators face unprecedented demands. They require comprehensive initial training, ongoing professional growth, collaboration within the social fabric, and backing from research communities. Addressing these needs empowers educators not just to endure but to thrive, shaping the forthcoming era towards inclusive digital citizenship and gender equality.

The ISATT2023 conference, hosted by the University of Bari, convened over 200 scholars worldwide. This publication compiles their insights, spanning diverse continents and cultures. Organized into three thematic sections, it delves into research methodologies, societal challenges, and innovative pedagogical approaches. From exploring teaching paradigms to fostering inclusive environments, this collection offers a panoramic view of contemporary educational landscapes, stimulating curiosity and promoting further exploration into the realm of teaching and learning.

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