Scuola democratica | il Mulino

2-3-4-5 JUNE 2021

REINVENTING EDUCATION

second international conference

BOOK OF ABSTRACTS

2nd International Conference of the journal "Scuola Democratica"

Reinventing Education

2-5 JUNE 2021

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ASSOCIAZIONE "PER SCUOLA DEMOCRATICA" [Via Francesco Satolli, 30 – 00165 - Rome, Italy]

Published by

ASSOCIAZIONE "PER SCUOLA DEMOCRATICA"
Via Francesco Satolli, 30
00165 – Rome
Italy

Published in Open Access

APA citation system:

SCUOLA DEMOCRATICA (2021). Book of Abstracts of the International Conference of the journal Scuola Democratica. Reinventing Education, Rome, Associazione "Per Scuola Democratica"

Please, cite your abstract as it follows:

Smith, A., (2021). «Closing the Gender Gap in Education. Symmetrical Practices from a Didactical Laboratory in STEM Fields». In: SCUOLA DEMOCRATICA (Eds.). Book of Abstracts of the International Conference of the journal Scuola Democratica. Reinventing Education, Rome, Associazione "Per Scuola Democratica"

This book is digitally available at:

https://www.scuolademocratica-conference.net/book-of-abstracts-2/

ISBN 978-88-944888-4-5

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TABLE OF CONTENTS

STREAM A. Reinventing Education: New Relationships Between Education and Society in a Global Perspective 1

A.1. Linguistic Pluralism And Minorities In A New Global Perspective: Education And Linguistic Policies 1

822 Maintenance And Use Of Heritage Languages And Italian "Lingua Filiale" By Second Generation Students With Migratory Background 1

Baldo, Gianluca (Università di Udine, Italy) 1

239 Newly Arrived Adult Migrants. Educational Challenges For Inclusion Policies 1

Bruni, Carmelo (Sapienza Università di Roma, Italy) 2

836 Language Complexity In The Italian Adult Education System. First Findings From A Mixed Method Research 2

Cacchione, Annamaria (INDIRE) 2

671 "But Where Did They Go?" Immigrant Origin Students Connections And Disconnections From School During The Pandemic Emergency 3

Chiappelli, Tiziana (University of Florence, Italy) 3

509 The Role Of The Italian Public School On The Social And Linguistic Integration Of Adult Migrants 4

Deiana, Igor (Università per Stranieri di Perugia, Italy) 4

834 Plurilingual Repertoires And Linguistic Attitudes In Italian Primary School 4

Fiorentini, Ilaria (University of Pavia, Italia) 5

880 Plurilingual Repertoires And Discursive Practices In The Prison Context: An Overview Of The Situation In Europe 5

Grosso, Giulia Isabella (University of Cagliari, Italy) 5

474 Democratic Language Education Against Educational Failure And For Social Inclusion: The Perception Of 'Democracy' In Learning/Teaching Processes 6

Ligas, Giorgia Claudia (Giscel Sardegna, Italia) 6

529 Implementing Heritage Language Education In Migrant Hosting Countries: Lessons From The Austrian Case 7

Malandrino, Anna (University of Bologna, Italy) 7

869 Minority Languages And Teacher Training Programmes In Peru 7

Marra, Antonietta (University of Cagliari, Italy) 7

876 Specificity Of The Linguistic Landscape Of Detainees: A Studio Between Slang And Graffiti In Prison 8

Monaci, Viola (Università per Stranieri di Siena, Italia) 8

783 Teachers And The Use Of Regional Languages In Schools: The Case Of Sardinia 9

Pitzalis, Marco (Università di Cagliari, Italy) · De Feo, Antonietta (Università Roma Tre, Italy) 9

A.2. Education in a multi religious scenario: a critical discussion on the aims and outcomes of teaching religion(s) in public schools 11

224 Religious Diversity And School: An Impossible Combination? (Re)Interpreting Islam In The School Scenario 11

Cuciniello, Antonio (Università Cattolica del Sacro Cuore - Milano, Italy) 11

578 Atlas Of Religious Or Belief Minority Rights. The Case Study Of Religious Education In Public Schools 11

Ferrari, Silvio (University of Milan) · Passarelli, Alessia (Fscire, Italy· · Confronti Study Center, Italy) · Valenzi, Ilaria (FBK, Italy· · Confronti Study Center, Italy) · Bottoni, Rossella (University of Trento, Italy) · Ferrari, Daniele ((University of Siena, Italy) 11

196 Religious Education And East Asian Religions. Insights For Rethinking Epistemological And Pedagogical Approaches 12

Lapis, Giovanni (Ca' Foscari University of Venice, Italy) 12

187 The Community Of Philosophical Inquiry And Religious Education: A Pragmatist Perspective 13

Oliverio, Stefano (University of Naples Federico II, Italy) 13

391 Secular Religion As A Tool For The Realization Of Democratic Citizenship: The Thesis Of John Dewey 13

Pasca, Jessica (University of Palermo, Italy, Italy) ... 13
560 Family-School Relationship In European Countries. A Comparison Between Italy And Germany Before And After Covid19 ... 14
Battilocchi, Gian Luca (Università Cattolica del Sacro Cuore, Italy) ... 14
133 Toward A Critical Research Agenda Of School Choice Globally ... 14
Healy, Anthony E. (Emory University, United States of America) ... 14
A.3. Re-inventing the relationship between school and families: constraints, inequalities and new opportunities ... 16
263 Community Educational Pacts As A Tool To Strengthen Co-Responsibility And Promote Equity In The Italian School System ... 16
Locatelli, Rita (Università Cattolica del Sacro Cuore, Italy) ... 16
635 Erasmus + Project Parentable. Communicating With Parents Of Newly Migrated Children ... 16
Mazzei, Sara (Doctoral School Politic, Culture and Development, University of Calabria, Italia) ... 16
337 Reframing Parental Involvement For School Self-Evaluation And Improvement With Epstein'S Model ... 17
Romiti, Sara (INVALSI, Italy) · Favazzi, Ughetta (INVALSI, Italy) ... 17
161 The Covid-19 School Closure And Math Learning Inequali-Ties In Primary School In The Torino Province (Matgap) ... 18
Schiavon, Lucia (Università degli studi di Torino, Italy) · Di Tommaso, Maria Laura (Università degli studi di Torino, Italy) · Contini, Dalit (Università degli studi di Torino, Italy) · Muratori, Caterina (Università degli studi di Torino, Italy) · Piazzalunga, Daniela (Università degli studi di Torino, Italy) ... 18
602 Roma Students: The Forgotten Victims Of The Coronavirus ... 19
Tagliaventi, Maria Teresa (University of Bologna, Italy) ... 19
A.4. What is the aim of education? ... 21
732 Starting From The Historical Subject: "The Truth Is In The Face We Have In Front Of Us" (Quintar,2008) ... 21
Bellatalla, Camilla (UAB Università Autonoma di Barcellona, Italy) ... 21
573 Critical Thinking For A Contemporary Popular Pedagogy Of Liberation Between Freire And Ferreiro ... 21
Bocciolesi, Enrico (Università degli Studi di Urbino Carlo Bo, Italy) ... 21
708 Gramsci, Vygotsky And The Construction Of A General Anti-Systemic Social Knowledge ... 22
Castagno, Giovanni (Roma Tre, Italia) ... 22
498 Educational Purposes And Curriculum ... 23
Fioretti, Silvia (Università di Urbino, Italia) ... 23
767 Education In The Anthropocene. A Theoretical Analysis ... 24
Francesconi, Denis (University of Vienna/ Center for Teacher Education, Austria) ... 24
884 Educate To World Citizenship And The Ethics Of Care ... 24
Gallerani, Manuela (Alma Mater Studiorum-Università degli Studi di Bologna, Italia) ... 24
333 Reconsider The Social-Ethics Education ... 25
Michelini, Maria-Chiara (Università degli Studi di Urbino Carlo Bo, Italia) ... 25
769 Interest Groups In European Digital Education: From Business To Philanthropy ... 26
Montemurro, Arianna (University of Strasbourg, France) ... 26
336 Antonio Labriola: Perspectives And Practices Of Popular School ... 27
Odini, Luca (Università di Verona, Italia) ... 27
186 The Educative Process And The "Social World As Association." The Aim Of Education In A 'New-Pragmatist' Key ... 28
Oliverio, Stefano (University of Naples Federico II, Italy) ... 28
162 The School And Society. The Model And Its Applications To Re-Invent The Relation Between Education And Society ... 29
Pezzano, Teodora (Università della Calabria, Italy) ... 29

293 What Is The Aim Of The Ideal Education? ... 29
Sigalas, Emmanuel (Education and Culture Executive Agency of the European Commission, Belgium) ... 29
353 Universality And Particularity: Re-Thinking The Ontology Of Being Human Towards A New Understanding Of Educational Aims ... 30
Tarini, Giulia (Free University of Bozen, Italy) ... 30
714 Loosing The Meaning. Education And Pedagogy Facing The (Post)Covid Era Challanges. ... 30
Tolomelli, Alessandro (Bologna University- Education Sciences Dept., Italy) ... 30
A.5. Social and Emotional Skills In Sociological Perspective. A Fresh Look on Learning And Assessment ... 32
877 Zero-Sum Education? The Difficult Balance Between Recognition Of Subjectivities And Objectification ... 32
Bitetto, Francesca (Università degli Studi di Bari Aldo Moro, Italy) ... 32
130 Social And Emotional Skills In Italian Primary School. Mechanisms And Dynamics Inside Classrooms ... 33
Cavaletto, Giulia Maria (Università di Padova, Italy) ... 33
895 School-Work Alternation As An Educational Tool For Enhancing Upper Secondary School Students' Social And Emotional Skills In Italy ... 33
Massagli, Emmanuele (Libera Università S.S. Maria Assunta LUMSA, Italy) ... 33
550 For A Sociology Of Defences Against Emotions In Education: Work Discussion Groups As An Action-Research Method ... 34
Morciano, Daniele (University of Bari Aldo Moro, Italy) · Polito, Aurora (Soc. Coop. Psi.f.i.a. - Psicoterapeuti per la famiglia, l'infanzia e l'adolescenza) ... 34
347 Non-Cognitive Skills In Junior High School: A Study On Academic Self-Concept Change And Overview Of The 'Sentirsi Forti' Project ... 35
Perinelli, Enrico (Department of Psychology and Cognitive Science, University of Trento, Italy) · Pisanu, Francesco (Department of Education and Culture, Office for the Evaluation of Educational Policies, Autonomous Province of Trento, Italy) · Gentile, Maurizio (Department of Human Studies - Communication, Education, and Psychology, LUMSA University, Italy); Fraccaroli, Franco (Department of Psychology and Cognitive Science, University of Trento, Italy) ... 35
724 Developing Students' Non Cognitive Skills In Middle School: Insights From An Action-Research In Province Of Trento ... 36
Pisanu, Francesco (Povince of Trento, Italy) · Fraccaroli, Franco (University of Trento, Italy) · Gentile, Maurizio (LUMSA University, Italy) ... 36
802 Good School, Good Life: Exploring The Role Of Non Cognitive Skills ... 37
Ribolzi, Luisa (University of Genua and ANVUR, Italy) ... 37
567 Synergizing Competences: Encounter Student Needs Through Peer Collaboration ... 37
Schroot, Tanja (University of Turin, Italy) · Ricucci, Roberta (University of Turin, Italy) · Taddeo, Gabriella (Indire) ... 38
313 Explicit And Implicit Effects Of Socio-Emotional Skills. An Analysis Of 2018 Pisa Data ... 39
Visentin, Martina (University of Padova, Italy) · Colarusso, Simona (University of Padova, Italy) · Giancola, Orazio (Università di Roma, Sapienza) ... 39
326 Journey Into Character Skills. People, Relationships, Values ... 39
Vittadini, Giorgio (Fondazione per la Sussidiarietà, Italy, Universita degli Studi di Milano-Bicocca) ... 39
A.6. Education Now: To Compare For Understanding The Unexpected ... 41
327 The Unhappy Society: In Search Of A New Paradigm To Face The Unexpected ... 41
Bruno, Rosa Tiziana (Università di Salerno, Italy) · Urbani, Tony (Università della Tuscia, Italy) · Rossetti, Francesca (Università di Bologna, Italy) ... 41
557 From The International Educational Surveys To The Olympic Games Of Education ... 41
Corsini, Cristiano (Università Roma Tre, Italia) ... 41
475 Performativity And Specialisation In Comparative Perspective ... 42
D'Ascanio, Valentina (University of Tor Vergata, Rome, Italy) ... 42
438 University Delays. Italian Academic Gap As A Media Topic ... 43
Lombardinilo, Andrea (Chieti-Pescara, Italy) ... 43
246 Towards A Post-School Educational System ... 44
Niceforo, Orazio Francesco (University of Rome - Tor Vergata, Italy) ... 44

A.7. The America Syndrome: The Influence of The United States on European Educational Cultures And Policies, Between Myth And Reality ... 45

483 Malaguzzi, Dewey And The Bauhaus. Similarities And Influences In Aesthetic Education In The Reggio Emilia Approach ... 45

Barbetti, Enrico (Università di Modena e Reggio Emilia, Italy) ... 45

594 The Competitive Humanism In The Ministerial Congress Of Madrid (1999). For An Analysis On The Opus Dei Language And The Contemporary Relationship Between Spain And The United States In Education ... 46

Boccacci, Daniel (University of Granada (Spain)) ... 46

726 John Dewey And "The Impression Of Soviet Russia" ... 46

Caroli, Dorena (University of Bologna, Italy) ... 47

731 Democracy And Education, And The Challenge Of Biopolitcs. Remarks On Competence-Based Education ... 47

Giacomantonio, Andrea (Università telematica Pegaso, Italia) ... 47

745 Current Status And Future Of Foreign Languages Subjects In Norway ... 48

Grønn, Berit (Østfold University College, Norway) ... 48

489 Bureaucratic Exchanges – Translation, Transfer, And Trajectories Of Educational Administrative Knowledge In The Transatlantic Space ... 48

Isensee, Fanny (Humboldt-Universität zu Berlin, Germany) · Töpper, Daniel (Humboldt-Universität zu Berlin, Germany) ... 48

645 Dewey, Democracy, And Malaguzzi'S Vision For The Schools Of Reggio Emilia ... 49

Landi, Laura (University of Modena and Reggio Emilia - Reggio Children Foundation, Italy) ... 49

436 Reggio Emilia: A Method, An Approach, Or A City ... 50

Pintus, Andrea (University of Parma, Italy) ... 50

781 Philanthropy And Education. An Alternative Between Generosity And Democracy? ... 50

Susca, Emanuela (Università degli studi di Urbino "Carlo Bo", Italia) ... 51

654 From Republican Identity To Economic Competition: The Teacher As A Catechizer ... 51

Tedesco, Luca (Roma Tre, Italy) ... 51

A.8. Economic and Financial Education: New Multidisciplinary Scenarios ... 53

204 Economic And Financial Education In The Perspective Of Lifelong Learning ... 53

Aleandri, Gabriella (Università Roma Tre, Italia) · Refrigeri, Luca (Università del Molise, Italia) ... 53

851 Why Don'T Women Knit Their Portfolio? Gender And The Language Of Investor Communication ... 53

Boggio, Cecilia (Università di Torino, Italy) ... 54

640 An Italian Project Of Financial Education For Migrants ... 54

Cecarini, Luisa (Università degli studi di Urbino Carlo Bo, Italia) · Cesaroni, Francesca Maria (Università degli studi di Urbino Carlo Bo, Italia) · Lannutti, Vittorio (Università Politecnica delle Marche) · Negri, Antonella (Università degli studi di Urbino) ... 54

241 Out Of The Debt Trap. The Financial Capabilities Against Financial Abuses ... 55

Di Maggio, Umberto (LUMSA, Italy) ... 55

320 Special Education And Economy: New Scenarios For The Life Project Of People With Autism Spectrum Disorders And Their Caregivers ... 55

Giaconi, Catia (University of Macerata, Italy) · Del Bianco, Noemi (University of Macerata, Italy) · Socci, Claudio (University of Macerata, Italy) · Severini, Francesca (University of Macerata, Italy) · D'Angelo, Ilaria (University of Macerata, Italy) ... 55

593 Entrepreneurship Education And Value Creation ... 56

Michelotti, Riccarda (Free University of Bozen-Bolzano, Italia) ... 56

200 Financial Literacy And Powerful Knowledge: Teachers' Perspectives ... 57

Mizzi, Emanuel (University of Malta, Malta) ... 57

625 The Economic And Financial Litteracy Of Future Teachers: A Cluster Analysis ... 57

Palladino, Florindo (Università degli Studi del Molise, Italia) 58

575 The Role Of Pedagogy In Building Economic Citizenship From Childhood To Old Age 58

Parricchi, Monica Adriana (Università Bolzano, Italia) 58

817 How To Teach Big Economic Crisis (Financial And Now Pandemic) In High Schools. A Case Study 59

Pomini, Mario (University of Padua, Italy) 59

566 For An Effective Financial Education Of Young People 59

Refrigeri, Luca (Università del Molise, Italia) · Aleandri, Gabriella (Università Roma Tre, Italia) 59

889 Economic And Financial Planning In Schools: Reflections And Practical Proposals 60

Valle, Annalisa (Università Cattolica del Sacro Cuore, Italia) · Rinaldi, Teresa (Università Cattolica del Sacro Cuore, Italia) · Lombardi, Elisabetta (Università Cattolica del Sacro Cuore, Italia) · Massaro, Davide (Università Cattolica del Sacro Cuore, ... 60

A.9. Education for Sustainability (EFS) As A Ground for Innovation Both In Methodology And Knowledge. A Strategic Alliance for Transformative Education Between Schools and Community 62

653 The Artur Lab: A Social Intervention For A Sustainable Well-Being Education 62

Aruta, Luigi (University of Naples "Parthenope", Italy) · Ambra, Ferdinando Ivano (University of Naples "Parthenope", Italy) · Ferraro, Francesco V (Bournemouth University, UK) · Iavarone, Maria Luisa (University of Naples "Parthenope", Italy) 62

504 Civic Education And Service-Learning: Towards A Sustainable And Supportive Curriculum 62

Bornatici, Sara (Università Cattolica del Sacro Cuore, Italia) 63

331 Sustainable School Development – The We Project Challenge 63

Brenda, Sara (Feat Impresa Sociale srl, Italy) · Micolano, Caterina (Feat Impresa Sociale srl, Italy) 63

285 Educating For Ecological Thinking: The Contribution Of Sociology To The Spread Of A New Educational Paradigm 64

Bruno, Rosa Tiziana (Università di Salerno, Italy) 64

537 National Training Course: Environmental Education For Sustainability: Competences Learned, Competences Acted 65

Calicchia, Stefania (Italian Institute for Environmental Protection and Research (ISPRA), Italy) · Antonietti, Daniela (Italian Institute for Environmental Protection and Research (ISPRA), Italy) · Sbreglia, Nadia (Italian Institute for Environmental Protection and Research (ISPRA), Italy) · Mayer, Michela (Italian Association for Sustainability Science) 65

664 Education For Sustainability At University Level To Develop Competences For The Future. The Case Study Of University Of Bari 66

Calvano, Gabriella (University of Bari, Italy) 66

562 A.P.P. Ver.: From Project To Territorial System To Promote Culture And Skills For Green Economy And Sustainable Development 67

Cobelli, Virginia (IRES Piemonte, Italia) · Galetto, Claudia (IRES Piemonte, Italia) 67

741 Fridaysforfuture As An Enactive Network. Collective Agency For The Transition Towards Sustainable Development 68

Francesconi, Denis (Faculty Philosophy and Education,University Vienna) · Agostini, Evi (Faculty Philosophy and Education,University Vienna) 68

596 The Fsi Edu: Teaching The Complexity Of Food Sustainability Using Data And Metrics In A Collaborative And Creative Way 68

Massari, Sonia (Roma Tre University, Italy) · Allievi, Francesca (JAMK University, Finland) 68

206 Assessing Social Responsibility Integration In Higher Education Institutionsutions 69

Pizzutilo, Fabio (University of Bari Aldo Moro, Dept. of Economics, Management and Business law, Italy) · Venezia, Elisabetta (University of Bari Aldo Moro, Dept. of Economics and Finance, Italy) 69

680 Territories That Learn 70

Salza, Giorgio (Comune di Torre Pellice, Italy) · Borgarello, Giovanni (Comune di Torre Pellice, Italy) 70

615 The Place-Based Approach For Citizenship Education: New Didactic Scenarios 71

Scarinci, Alessia (University of Bari, Italia) · Fornasari, Alberto (University of Bari, Italia) · Massaro, Stefania (University of Bari, Italia) · Perla, Loredana (University of Bari, Italia) 71

432 Civic Education At School: Towards Changing The Road? The Contributions Of Research To The Field ... 72
Vacchelli, Orietta (Università Cattolica del Sacro Cuore, Italia) ... 72
A.11. Learning from contemporary complexities. Reconceptualizing Early Childhood Education and Care in times of (post) pandemic ... 73
284 Beyond The Pandemic: Challanges And Opportunities For Innovating Ecec Services Starting From The Lessons Learnt During The Crisis ... 73
Balduzzi, Lucia (University of Bologna, Italy) · Iazzari, Arianna (University of Bologna, Italy) ... 73
544 Rethinking Professional Roles In Contemporary Ecec By Reducing The Gap Between Health And Education: Lessons Learned From The Pandemic-Crisis ... 73
BOVE, CHIARA MARIA (University of Milan Bicocca, Italy) ... 73
129 Deschooling French Society: Starting From Early Childhood Education? ... 74
Garnier, Pascale (Université Sorbonne Paris Nord, France) ... 74
220 Farsi Comunita' Educanti (Face): A Case Study For Inclusion, Participation And Quality Early Childhood Education And Care (Ecec) Services ... 75
Landi, Laura (Unimore, Fondazione Reggio Children, Italy) ... 75
226 Governing Ecec In A Privatized And Marketized Split System: Risks And Opportunities Of A Social Market Approach ... 76
Leseman, Paul (Utrecht University, Netherlands) ... 76
825 Dealing With The Pandemic In Norwegian Kindergartens - What Have We Learned? ... 77
Moser, Thomas (University of Stavanger, Norway) ... 77
294 Why, For Whom, And How Increase Ecec Provision? ... 77
Musatti, Tullia (National Research Council of Italy, Italy) ... 77
482 The Italian Education System In The Time Of Covid-19. Towards A New School Autonomy? ... 78
Polo, Claudia (MIUR (Italia)) ... 78
121 Educational Poverty And Ecec System. A Case Study ... 79
Tripi, Maura (Dipartimento di Scienze della Formazione - Università degli Studi di Catania, Italy) ... 79
114 Decommodifying Early Childhood Care And Education: The Importance Of Public Service Post Corona ... 79
Vandenbroeck, Michel (Ghent University, Belgium) ... 79
STREAM B. Reinventing (Multilevel) Citizenship and Democracy as a Fundamental Education Mission ... 81
B.1. Education, Democracy and Rationalization ... 81
775 Teaching Social Unrest: Critiquing The Understanding Of The Category Of 'People' ... 81
C, Mahima Raj (Central University of Karnataka, India) ... 81
360 Teaching Innovation Through Swa: From Neoliberal Model To The School-Centered Model, Inspired To Capability Approach ... 81
Chimenti, Stefania (Università della Calabria, Italy) · Fasanella, Antonio ("Sapienza", Università di Roma, Italy) · Parziale, Fiorenzo ("Sapienza", Università di Roma, Italy) ... 81
669 The Importance Of Communication. Reflections On The Dialogic Change Between Students And University Institutions ... 82
Grassi, Edmondo (Roma Tre University, Italy) ... 82
468 Where And From Whom Can Democracy Be Learned? The Results Of Mixed-Method Research In Five Different Territorial Contexts ... 83
Licursi, Sabina (Università della Calabria, Italy) · Chimenti, Stefania (Università della Calabria, Italy) · Marcello, Giorgio (Università della Calabria, Italy) · Pascuzzi, Emanuela (Università della Calabria, Italy) · Turco, Daniela (Università della Ca ... 83
373 Higher Education, Beyond Public To Common Good: Enhancing Knowledge Democracy ... 84
Locatelli, Rita (Università Cattolica del Sacro Cuore, Italy) ... 84
838 Inclusion And Bildung With Ict Learning In Primary Education ... 84

Ruopolo, Annalaura (Università degli Studi di Salerno, Italy) · Addeo, Felice (Università degli Studi di Salerno, Italy) · Delli Paoli, Angela (Università degli Studi di Salerno, Italy) · Masullo, Giuseppe (Università degli Studi di Salerno, Italy) 84

555 Building Inclusion In The School 85

Tumino, Raffaele (Università di Macerata, Italy) 85

B.2. Investigating Civic and Citizenship Education At 8th Grade: Insights from the International Civic and Citizenship Education Study (Iccs 2016) 86

166 Inferential Processes And Reading Comprehension In Civic And Citizenship Education 86

Agrusti, Gabriella (LUMSA, Italy) 86

146 Civic And Citizenship Education And The Characteristics Of Education Systems In Europe: Expanding Iccs 2016 Data 86

Damiani, Valeria (LUMSA University, Italy) 86

268 Sustainability Education In The Italian Civic Education Curriculum: Case Studies, Guidelines And Perspectives 87

Donati, Beatrice (Università degli Studi di Firenze, Italia· · Terza Cultura Società Cooperativa, Italia) · Sbaffi, Emanuele (Laboratorio Didattico Ambientale Città Metropolitana di Firenze, Italia) · Fanfani, Flaviano (Terza Cultura Società Cooperativa, ... 87

442 The Logic Of 14-Year-Olds´ Institutional Trust In Multilevel Governments (Abstract) 88

Hahn-Laudenberg, Katrin (University of Wuppertal, Germany) · Abs, Hermann Josef (University of Duisburg-Essen, Germany) 88

277 The Iea Civic And Citizenship Education Study. Iccs 2016 Main Features And Aims 88

Losito, Bruno (Roma Tre University, Italy) 88

390 Students' Civic Knowledge And Participation In Italian Schools. The Relations Between Schools' Ses And Students' Achievement And Students' And Teachers' Participation At School 89

Palmerio, Laura (INVALSI, Italy) · Caponera, Elisa (INVALSI, Italy) 89

193 Civic Knowledge, Participation And Attitudes In Italian 8Th Grade Students: Exploratory Regression Models From Iccs2016 Data 90

Pasolini, Elia (Alma Mater Studiorum - Università di Bologna, Italy) 90

B.3. The International Dimension of Citizenship And Civic Education 92

888 Internationalisation Of School Education: Definition, Model And Challenges 92

Baiutti, Mattia (Fondazione Intercultura, Italia) 92

543 How To Debate National Identity In Real Life And On Social Media 92

Delle Chiaie, Davide (Università per Stranieri di Perugia, Italy) 92

343 The Rights Of The Child As An International Dimension Of Civic Education 93

Lanciano, Nicoletta (Roma La Sapienza, Italia) · Scippo, Stefano (Roma La Sapienza, Italia) 93

655 Competences In Global Citizenship Education: From The Indications Of The Italian National Curriculum To The Initial Teacher Training Of Pre-School And Primary Education 94

Navarro Lalanda, Sara (Università Europea di Roma, Italy) 94

782 Simulation Games As A Tool For Civic Education On The European Union 95

891 The International Dimension Of Citizenship And Civic Education 95

Ugenti, Ilaria (Ipsos, Italy) 95

B.4. Educating to Civic Mindedness at School: Law 92/2019 And Beyond 97

587 A Policy Analysis On Strategies For Citizenship Education By European International Organisations: The Way So Far And Future Options 97

Abs, Hermann J. (University of Duisburg-Essen, Germany) 97

272 The Implementation Of "Educazione Civica E Alle Cittadinanza" In The Province Of Trento: Support Actions And Monitoring By Iprase 97

Arrigoni, Tatiana (IPRASE, Italy) · Virdia, Simone (IPRASE, Italy) 97

338 Cross-Curricular Civic Education In The First Year Of Implementation 98

Ceriani, Federica (Istituto Piemontese per la Storia della Resistenza e della Società Contemporanea "Giorgio Agosti", Italy) · Bilancini, Fiammetta (Istituto Piemontese per la Storia della Resistenza e della Società Contemporanea "Giorgio Agosti", Italy) 98
620 Gender At School. A Different Point Of View About Law 92/2019 99
Di Giusto, Anna (Università di Firenze, Italia) 99
308 Improving Italian Adolescents' Attitudes Towards Diversity And Perspective Taking Abilities. A Possible Aim For Civic Education 100
Fabretti, Valeria (Bruno Kessler Foundation - Centre for Religious Studies) · Azzolini, Davide (Bruno Kessler Foundation - IRVAPP) 100
215 Reconciling Global Citizenship Education With The New Civic And Citizenship Education Curriculum 101
Franch, Sara (IPRASE, Italy) 101
290 Civic Education And Its Place In The Curriculum And In Teaching. How German Schools Of South Tyrol Are Supported 101
Kaser, Silvia (Pädagogische Abteilung Bozen, Italy) · Pfitscher, Anna (Deutsche Bildungsdirektion Bozen, Italy) 101
824 The New "Educazione Civica": A First Year Of Challenges And Opportunities 102
Lacroce, Emilia (Istituto Comprensivo "Tongiorgi" - Pisa, Italia) 102
283 Educazione Civica And Service Learning. Creating Connection Between Schools And Local Communities Thanks To A Transformative Teaching Method 103
Locatelli, Cecilia (Università degli Studi di Trento, Italia) 103
418 Service-Learning As A Methodology To Develop Civic And Social Competence 104
Scippo, Stefano (Sapienza University of Rome, Italia) · Ardolino, Fabio (IC San Nilo in Grottaferrata (RM)) 104
219 The Characteristics Of Civic And Citizenship Education In The Autonomous Province Of Trento 105
Tamanini, Chiara (IPRASE, Italia) 105
256 Teachers' Teaching Preferences In Ecc Planning: Evidence From A Factorial Survey Experiment In Trentino 106
Virdia, Simone (IPRASE, Italy) · Arrigoni, Tatiana (IPRASE, Italy) · Losito, Bruno (Università Roma Tre, Italy) · Damiani, Valeria (LUMSA, Italy) 106
B.5. Religions in the Face of Planetary Issues: What Would Be the Contribution for Education to Citizenship 107
328 Religious Sense And Dialogical Experience As Educational Commitment. Reflections In View Of Montessori, Panikkar And Korczack 107
Casadei, Rita (Universita' di Bologna, Italy) 107
269 The Scout Is A Citizen Of The World. The Contribution Of Baden-Powell 107
Dal Toso, Paola (Verona, Italy) 107
351 Pluralism And Interreligious Dialogue At School In The Process Of Building A European Citizenship. Principles And Practices 108
Fraioli, Bernadette (Sapienza Università di Roma, Italy) 108
873 Religions, Politics And Economics, Some Reflections 109
Gagliardi, Isabella (Università di Firenze, Italy) 109
502 Religion And Religions: Learning To Coexistence Between Different Traditions 109
Guetta, Silvia (University fo Florence Italy, Italia) 110
244 Pedagogical Implications Of The Logotherapy: Spiritual Experiences And Religious Values For An Intercultural Citizenship Education 110
Macale, Carlo (Università degli Studi di Roma "Tor Vergata", Italia) 110
634 Building Dialogue Through Habermas Theorisation And Islamic Tradition'S Values 111
448 The Relevance Of The Religious Dimension In The Education To Universal Citizenship 112
Pinelli, Giorgia (University of Bologna, Italy) · Caputo, Michele (University of Bologna, Italy) · Moscato, Maria Teresa (University of Bologna, Italy) 112
411 Teaching On Religion In The Perspective Of Interreligious Dialogue: For A Paideia Of "Knowing How To Live Together" 113
Porcarelli, Andrea (Università di Padova, Italy) 113
362 Eastern Spirituality And Democratic Citizenship: Teaching Of Religion In Aldo Capitini'S Lessons (1949-1950) 114

Romano, Livia (University of Palermo, Italy) 114
473 Families And Religions In Italy: Educational Issues 115
Roverselli, Carla (Università degli studi di Roma Tor Vergata, Italia) 115
210 Prejudice And Antisemitism In School: A Challenge For Civic Education 116
Santerini, Milena (Universita' Cattolica del S.Cuore, Italy) 116
546 The Abu Dhabi Document And The Islamic-Christian Dialogue From An Educational Perspective 116
Tempesta, Marcello (Università del Salento, Italia) 116
582 Educating In Religious Diversity For A New Citizenship 117
Vannozzi, Dario (Istituto di Studi Ecumenici S. Bernardino - Venezia, Italia) · Dal Corso, Marco (Istituto di Studi Ecumenici S. Bernardino - Venezia, Italia) 117
B.6. Curriculum of Digital Civic Education, Teaching of Civic Education and new Citizenship 118
534 Digital Citizenship And Digital Literacy To Give Voice To Teenagers: A Participatory Research Project 118
Boeris, Cristina (Università di Torino, Italy) · Gozzelino, Giulia (Università di Torino, Italy) · Matera, Federica (Università di Torino, Italy) 118
673 Digital Citizenship: A Survey On Teachers' Perception And Teaching Practices 119
Di Martino, Valeria (University of Catania, Italy) 119
612 From Digital School To Digital Citizenship: A Critical Reflection 119
Fabiano, Alessio (Università degli Studi della Basilicata, Italy) 119
551 Check & Design: An European Curriculum On Digital Information Literacy 120
Ferrari, Simona (Università Cattolica, Italy) · Giampieri, Gabriele (Università Cattolica, Italy) · Rivoltella, Pier Cesare (Università Cattolica, Italy) 120
765 Does Digital Educational Poverty Coincide With Educational Poverty? A Research On Digital Divide Among Italian Pre-Teens 121
Pasta, Stefano (Università Cattolica del Sacro Cuore di Milano, Italy) · Marangi, Michele (Università Cattolica del Sacro Cuore di Milano, Italy) 121
633 Digital Citizenship Education In The First Cycle Of Education. First Results Of A Collaborative Research In Lombardy And Molise (Italy) 121
Petti, Livia (Università degli Studi del Molise, Italy) · Triacca, Serena (Università Cattolica del Sacro Cuore, Italy) 121
253 The Multiplicity Of Literacy Conceptions In Digital Civic Education 122
Schlauch, Michael (Free University of Bolzano, Italy) 122
115 Digital Citizenship In K-12 Education: A Systematic Literature Review Describing How It Is Implemented 123
Tadlaoui-Brahmi, Ania (University for Teacher Education Fribourg, Switzerland Centre de recherche sur l'enseignement/apprentissage par les technologies numériques) · Cuko, Kostanca (University for Teacher Education Fribourg, Switzerland) ·Alvarez, Lionel (University for Teacher Education Fribourg, Switzerland) 123
613 Teachers' Teaching Preferences In The Field Of Ecc: Evidence From A Factorial Survey Experiment In Trentino 124
Virdia, Simone (IPRASE, Italy) · Damiani, Valeria (LUMSA - Roma) · Arrigoni, Tatiana (IPRASE) 124
749 Innovation Through E-Learning, Constructivism And Cooperative Thinking: The Experience Of Prepaired! 125
Vito, Domenico (Fondazione Lombardia per l'Ambiente, Italy) · Lapi, Mita (Fondazione Lombardia per l'Ambiente, Italy) · Fontana, Stefania (Fondazione Lombardia per l'Ambiente, Italy) · Ballarin Denti, Antonio (Fondazione Lombardia per l'Ambiente, Italy) · 125
B.7. Inclusive Citizenship Education in Times of Crisis 126
467 The Challenges Of The Global Citizenship Education Before The Covid-19 And Beyond 126
Ilardo, Marta (Department of Education Studies "Giovanni Maria Bertin", University of Bologna, Italy) · Salinaro, Marta (Department of Education Studies "Giovanni Maria Bertin", University of Bologna, Italy) 126
788 Towards A Critical Citizenship Education As Political Practice 126
Meints-Stender, Prof. Dr. Waltraud (University of Niederrhein/University of applied Sciences, Germany) 126
168 The Role Of Science Communication And Media Literacy In Times Of Crisis: The Outcomes Of The Erum Project 127
Mogiani Marco (University of Vienna, Austria) 127

138 Educating During The Covid-19 Pandemic: Practices From The Youth Field 127
Santoianni, Alessandra (University of Vienna, Center for Teacher Education, Department of Didactics of Civic and Citizenship Education) 127
368 Civic Education In Times Of Crisis – The Importance Of Meaning And Meaning Making 128
Vajen, Bastian (Leibniz Universität Hannover, Germany) · Burmester-Kock, Jessica (Leibniz Universität Hannover, Germany) 128
B.8. Transforming Citizenship Through Civic Education. Approaches, Methods, Experiences 130
484 Language Education And Citizenship 130
Barni, Monica (Università per Stranieri di Siena, Italy) 130
303 History, Civic Education And Heritage Education: The Challenges Of Teachers In Democratic Society 130
Borghi, Beatrice (University of Bologna, Italy) 130
734 Political Literacy As A Response To Covid-19: The Missing Link At European And National Level 131
Cino Pagliarello, Marina (London School of Economics and Political Science (LSE)) 131
736 The "Climate" Of The Post-Covid Classroom. New Ideas For Civic Education And Citizenship Transformation 132
Cinque, Maria (LUMSA, Italy) · Culcasi, Irene (LUMSA, Italy) · Fiorin, Italo (LUMSA, Italy) · Russo, Claudia (LUMSA, Italy) 132
523 The Concepts Of Heritage And Education For Active Citizenship In The Representations Of Future Teachers: A Survey 132
Galletti, Filippo (University of Bologna, Italy) 132
249 Collective Autobiographical Reflexivity: A New Approach To Reinventing Citizenship Education (During Covid-19 Crisis) 133
Lang, Adam Peter (UCL, United Kingdom) · Cheong, Stella Mi-cheong (UCL, United Kingdom) · Tong, Yaobin (UCL, United Kingdom) · Saud, Nar Bahadur (Tribhuvan University, Nepal) 133
603 "We, Food And Our Planet ": Tools And Methods For Teaching Civic Education And Sustainable Development Through Food 134
Massari, Sonia (Roma Tre University, Italy) · Cadel, Elena (BCFN Foundation) 134
493 Civic Education As Citizenship Practice 135
Moro, Giovanni (Sapienza University, Rome, Italy) 135
716 A Global Citizenship Education As An Opportunity For Re-Inventing Citizenship. Insights From An Empirical Research Experience In A Multicultural Neighborhood 135
Mussi, Alessandra (Università degli Studi di Milano Bicocca, Italia) · Bove, Chiara (Università degli Studi di Milano Bicocca, Italia) · Basaglia, Sara (Università degli Studi di Milano Bicocca, Italia) 135
403 Building Inclusive And Well-Being School Communities And "Citizenization" Through Children'S Active Participation. The Isotis Study 136
Pastori, Giulia (University of Milan-Bicocca, Italy) · Pagani, Valentina (University of Milan-Bicocca, Italy) 136
376 Building An Intercultural Citizenship: Participatory Pathways Among Educators Of Unaccompanied Minors, School And Territory 137
Pescarmona, Isabella (University of Turin, Italy) · Milani, Lorena (University of Turin, Italy) · Matera, Federica (University of Turin, Italy) 137
471 Enhancing Civic Engagement Through School-Community Collaboration: A Multi-Case Study 138
Rapanà, Francesca (University of Verona, Italy) 138
485 The Role Of Experiential Learning In Citizenship Education: Lessons From The Field 138
Salzano, Roberta (Fondaca, Active Citizenship Foundation, Italy) 138
139 Implementing Civic Education: The Italian Case 139
Santoianni, Alessandra (University of Vienna, Center for Teacher Education, Department of Didactics of Civic and Citizenship Education) 139
STREAM C. Reinventing the Relationship Between School and Work 141
C.1. Evolution of VET systems in Europe between demands for economic recovery and reduction of inequalities 141
766 Territorial Dualism And Continuing Vocational Training Supply 141

Angotti, Roberto (INAPP (National Institute for Public Policy Analysis), Italy) · Paliotta, Achille Pierre (INAPP (National Institute for Public Policy Analysis), Italy) · Carolla, Simona (INAPP (National Institute for Public Policy Analysis), Italy) 141

616 Analysis Of Experiences And Data To Improve And Rethink The Italian Modelling Of Educational And Training Concepts And Practices 142

Bonacci, Manuela (Inapp, Italy) 142

628 The Subjective Right To Training: Promoter Of Lifelong Learning Or Reproducer Of Inequalities? 142

D'Agostino, Sandra (INAPP) · Vaccaro, Silvia (INAPP) 142

279 Italian Vet System Could Be Changed To Face Inequalities And Social Exclusion: A Few Thoughts Looking At The Dutch Model 143

D'Amico, Tiziana (National Institute for Public Policy Analysis (INAPP), Italia) 143

314 Individualization Of Teaching And Wbl, Real Opportunities For Disadvantaged Students 144

Guzzo, Ivana (INAPP - Institute for Public Policy Innovation, Italy) 144

423 The Key Role Of Vocational Education And Training Systems In The Digital Transition. Recovery And Resilience Of Vet Post Covid-19 145

Pedone, Alessandra (INAPP, Italia) 145

408 Innovative Strategies For Adult Education And Lifelong Learning Between Personalization And Digitization 146

Aleandri, Gabriella (Università Roma Tre, Italia) · Llevot Calvet, Nuria (Universitat de Lleida, España) · Bernard Cavero, Olga (Universitat de Lleida, España) 146

C.2. Lifelong Learning and Continuing Education as a Complex and Interdisciplinary Framework for the 21st Century 147

794 Adult Competencies In Italy Between Company'S Responsibility And Individual Right To Training 147

Angotti, Roberto (INAPP (National Institute for Public Policy Analysis), Italy) · Dordit, Luca (INAPP (National Institute for Public Policy Analysis), Italy) 147

420 Educational (R)Evolution. The Reality And Challenges Of Lifelong Learning In Catalonia 147

Bernad Cavero, Olga (Universitat de Lleida, Spagna) · Llevot Calvet, Nuria (Universitat de Lleida, Spagna) · Aleandri, Gabriella (Università Roma Tre, Italia) 148

149 Work Evolution And Relational Dimension: Pedagogical And Training Trajectories For Human Development 148

d'Aniello, Fabrizio (Università di Macerata, Italia) 148

833 Innovative, Media, Strategic: Which Skills For The New Complexities? 149

De Blasis, Maria Caterina (University of Roma Tre, Italy) 149

145 The Work-Based Approach In The Perspective Of Lifelong Learning. Redesigning Sustainable Learning Curricula In Schools 150

Marcone, Valerio Massimo (Università degli studi di Roma Tre, Italy) 150

740 Old And New Forms Of Inequality In A Lifelong Learning Paradigm 150

Tagliaventi, Maria Teresa (University of Bologna, Italy) 150

C.3. Networks of Practice: Informal Learning and the 'Employability' Policy/Curriculum Discourse in STEM 152

126 The Practice Architectures Of Technologically Enhanced Learning Environments: A Case Stuy 152

Fowler, Samuel (Centre for Change and Complexity in Learning, University of South Australia, Australia) 152

434 How Do We Stem? A Case Study Of Student Attitudes Towards Evolving Approaches To Curriculum For Developing Complex Competencies 152

Jaeschke, Wayne Andrew (University of South Australia, Australia) 152

270 Stem Practices When Employment Is Remote 153

Leonard, Simon Nicholas (University of South Australia, Australia) 153

450 Towards Equity In Maker Education: Reconceptualising Maker Movement Through A Practice Theory 154

Repetto, Manuela (University of Turin, Italy) 154

885 Maker Education And Media Education: A Possible Integration To Promote Social Inclusion? 155

Tirocchi, Simona (Università di Torino) 155

C.4. From Higher Education to Professional Contexts: Experiences of Personalization 156

514 Developing Entrepreneurship As A Transversal Competence For The Future: The Case Of Entrepreneurial Training At The University Of Florence 156
Boffo, Vanna (University of Florence, Italy) · Gamberi, Letizia (University of Florence, Italy) 156
552 Personalization And Employability In Higher Education. An Empirical Research With Master Degree Students In Adult Education And Pedagogical Sciences 156
Galeotti, Glenda (University of Florence, Italy) · Daddi, Debora (University of Florence, Italy) 157
393 Reflexivity As Meta-Competence In A Professional Master Programme On Residential Child Care 157
Rigamonti, Alessandra (Università degli Studi Milano Bicocca, Italia) · Luraschi, Silvia (Independent researcher collaborating with Università degli Studi Milano Bicocca, Italia) 157
496 Online Collaborative Learning In Higher Education To Promote Knowledge-Work Skills 158
Sansone, Nadia (Unitelma Sapienza, Italy) · Fabbri, Manuela (University of Bologna, Italy) 158
C.5. Re-Entry to School Rethinking Adult Education in The CPIA 160
431 Teaching Methods, Teacher Training And Adult Education. A Survey In The Molise Region 160
Bruni, Filippo (Università del Molise, Italia) 160
856 Social Innovation And Governance Of Networks In Lifelong Learning Programs 160
De Luca Picione, Giuseppe Luca (Università di Napoli Federico II, Italia) · Caputo, Amalia (Università di Napoli Federico II, Italia) 160
540 "Third Mission" And Lifelong Learning: An Innovative Partnership Among Educational Institutions 161
De Luca Picione, Giuseppe Luca (Università di Napoli Federico II, Italia) · Trezza, Domenico (Università di Napoli Federico II, Italia) 161
721 Recognition Of Prior Learning To Foster Adults Re-Entry In Education 161
Di Rienzo, Paolo (University Roma Tre, Italy) · Angeloni, Brigida (University Roma Tre, Italy) 161
887 The Refugees Welcome Reception Model As An Exercise Of Active Citizenship For Social Inclusion 162
Ferrari, Mirella (Milano Bicocca, Italy) 162
439 New Profiles Of Adults In Education. Clustering Students To Rethink Innovative Targeting Strategies Of Cpias 162
Fortini, Lucia (Università di Napoli Federico II, Italy) · Trezza, Domenico (Università di Napoli Federico II, Italy) 162
298 For A Creative Counterculture. The Hegemonic Power Of (Adult) Education 163
Lamattina, Vanessa (Università degli Studi di Salerno, Italia) 163
809 Adult Education For Students With A Migration Background In The Pandemic Crisis 164
Milione, Anna (CNR-IRPS, Italy) 164
542 The Territorial Networks For Lifelong Learning Between Strategy And Operation 164
Sibilio, Raffaele (Università degli Studi di Napoli "Federico II", Italia) · Falzarano, Angelo (Università degli Studi di Napoli "Federico II", Italia) · Buonanno, Paola (Università degli Studi di Napoli "Federico II", Italia) 164
C.6. School Work Alternance: What Challenges for National Educational Systems? 166
356 The Articulation Of Swa In Italy: Context, Processes And Outcomes Of Scholastic Innovation 166
Fasanella, Antonio (Sapienza-Università di Roma, Italy) · Chimenti, Stefania (Unical, Italy) · Parziale, Fiorenzo (Sapienza-Università di Roma, Italy) 166
271 Career Trajectories And Student Educational Pathways 166
Fasanella, Antonio (Department of Communication and Social Research, "Sapienza" University of Rome, Italy) · Dentale, Maria (Department of Communication and Social Research, "Sapienza" University of Rome, Italy) · Faggiano, Maria Paola (Department of Comm 166
312 The Host Organisations' Point Of View On Italian School-Work Alternance Programs 167
Novello, Noemi (University of Milano-Bicocca, Italy) · Decataldo, Alessandra (University of Milano-Bicocca, Italy) · Fiore, Brunella (University of Milano-Bicocca, Italy) 167
494 Evaluate The Pathways For Transversal Skills And Orientation: An Exploratory Study 168

Pandolfini, Valeria Silvia (Università degli Studi di Genova - Dipartimento di Scienze della Formazione (Di.Sfor.), Italia) · Torrigiani, Claudio (Università degli Studi di Genova - Dipartimento di Scienze della Formazione (Di.Sfor.), Italia) · Giannoni, Paola (Università degli Studi di Genova - Dipartimento di Scienze della Formazione (Di.Sfor.) ·Zini, Elena (Università degli Studi di Genova - Dipartimento di Scienze della Formazione (Di.Sfor.) 168

106 Civil Economy And Social Agriculture: Regenerative Factors In Marginalized Young People 169

Pavoncello, Daniela (INAPP, Italia) · Polidori, Sabina (INAPP, Italia) 169

815 The Relationship Between School And Work In A Peripherical Region: The Case Of Work-Based Learning In A Mountain Subregion Of Sardinia 170

Pinna, Gabriele (Università di Cagliari, Italy) · Pitzalis, Marco (Università di Cagliari, Italy) 170

846 Pathways For Transversal Skills And Orientation: A Useful Guide For Students? 170

Poliandri, Donatella (INVALSI - Italian National Institute for the Educational Evaluation of Instruction and Training, Italy) · Molinari, Beba (INVALSI - Italian National Institute for the Educational Evaluation of Instruction and Training, Italy) · Nerli Ballati, Enrico (INVALSI - Italian National Institute for the Educational Evaluation of Instruction and Training, Italy) · Favazzi, Ughetta (INVALSI - Italian National Institute for the Educational Evaluation of Instruction and Training, Italy) ·Sette, Stefania ("Sapienza" University of Rome, Italy) · Mancini, Lorenzo (Cros NT S.r.l., Italy) 170

STREAM D. Reinventing Equality and Inclusion in Education and the Question of Differences 172

D.1. Neurosciences in education. Challenges and opportunities in reducing inequalities and promoting inclusion thought brain-based research approaches 172

872 Exploring Memory. Neuroscientific And Educational Aspects 172

D'Alessio, Chiara (Università degli Studi di Salerno - Italia) 172

167 A Systematic Review On The Inclusion Of Gifted And Talented Students 172

Marsili, Francesco (University of Perugia, Italy) · Dell'Anna, Silvia (Free University of Bozen-Bolzano) · Pellegrini, Marta (University of Florence, Italy) 172

864 Neuroscience For Didactic Continuity: Reflecting On Teaching Practices To Improve Educational Success Of Students 173

Mori, Sara (Università Telematica degli Studi, Italy) · Panzavolta, Silvia (Università Telematica degli Studi, Italy) · Rosa, Alessia (Università Telematica degli Studi, Italy) 173

329 The Mental Experiment As A Resource For School Learning 174

Piccinno, Marco (Università del Salento, Italy) 174

816 Design Didactic With The Contribution Of Neuroscience To Foster Learning Of Students With The Specific Learning Disorder 175

Tore, Raffaela (Università di Padova (FISPPA), Italia) 175

D.2. Equality, Inclusion and Diversity: Educational Challenges in the Time of Global Pandemic 177

383 Reinventing Adult Education In Prison At The Time Of Covid: Equity, Inclusion, New Perspectives 177

De Vitis, Francesca (Università del Salento, Italy) 177

201 Preventing School Failure And Early School Leaving: "Last Round" And "Energy Start" Esf Projects 177

394 The Life Of University Students With Disabilities In Italy At The Time Of Covid-19: Empirical Evidence And Suggestions For The Future 178

Ferrucci, Fabio (Università degli Studi del Molise, Italy) · Monteduro, Giuseppe (Università degli Studi del Molise, Italy) 178

227 Educating In Time Of Global Pandemic: Pedagogical Consultancy As A Response To Educational Distress 179

Gambacorti-Passserini, Maria Benedetta (Università di Milano-Bicocca, Italy) · Ferrante, Alessandro (Università di Milano-Bicocca, Italy) 179

367 Critical Perspectives On Education In Emergencies: Covid-19 179

Kragt, Annet (University of Amsterdam, Netherlands, The) 179

323 Educational Poverty In Europe: Mixing Education As Certification And As Competences Among Youth And Adult Population 180

Salmieri, Luca (Sapienza, Università di Roma, Italy) · Giancola, Orazio (Sapienza, Università di Roma, Italy) · Colarusso, Simona (University of Padua, Italy) 180

188 Educational Exclusion During The Covid.19 Pandemic: Social Inequality Vis-À-Vis University Credentialism 181

Sitoe, António Raúl (Universidade Federal Fluminense, Brasile) 181

D.3. Young people of foreign origin and educational failures: Key-roles and actions to contain dropout's risk and promote inclusion 182

301 Young Foreigners And Early School Leavers: Proposals For Intervention Through Choral Singing And Reading Aloud 182
Candela, Vanessa (Dipartimento di Filosofia, Scienze Sociali, Umane e della Formazione, Università degli Studi di Perugia, Italia) · Periccioli, Damiano (Dipartimento di Filosofia, Scienze Sociali, Umane e della Formazione, Università degli Studi di Perugia, Italia) 182
194 Between Social Classes And Migrant Background. School Integration And Attainment Of Immigrants' Offspring In Upper Secondary Education In Italy (2015-2019) 183
D'Ambrosio, Gabriella (Sapienza University of Rome, Italy) · di Padova, Pasquale (INAPP - National Institute for Public Policy Analysis) 183
275 Looking At The Netherlands For Designing Best Solutions To The Italian Reality To Contain The Drop-Out Rate And Promote Inclusion 183
D'Amico, Tiziana (National Institute for Public Policy Analysis (INAPP), Italia) 183
684 Social Inclusion And Educational Success: The Role Of School In The Enhancement Of The Experiences Of Students With Migratory Background 184
Prisco, Giada (Università degli Studi di Firenze, Italia) · Silva, Clara Maria (Università degli Studi di Firenze, Italia) 184
322 Secondary School Students' Attitudes Concerning Mutual Acculturation In Switzerland, Germany, And Greece: Towards Understanding Its Impact On Educational Success 185
Sidler, Petra (School of Education, University of Applied Sciences and Arts Northwestern Switzerland) 185
D.4. Adoption, foster care, and the complexity of education 186
631 Adopted Children School Success, Social Inclusion And Adjustment Problems: The Role Of Multiple Risk Factors And The Italian Guidelines To Promote Adoptees' Right To Education 186
Balenzano, Caterina (University of Bari, Department of Political Sciences, CI.FOR.MEF. Research Centre, Italy) · Musso, Pasquale (University of Bari, Department of Educational Sciences, Psychology, Communication,CI.FOR.MEF. Research Centre,Italy) · Colonn 186
203 Inclusion, Wellbeing, Sharing: Storytelling And Listening In A Circle. How To Build Inclusion In Classroom Settings 187
Bellando, Greta (Pedagogista, Italia) 187
118 Strategies To Promote Inclusion And To Address The Issue Of Identity Classrooms With Adopted Children (Abstract) 188
Fermani, Alessandra (Università di Macerata) · Muzi, Morena (Università di Macerata) · Catalini, Laura (Università di Macerata) · Del Moral Arroyo, Gonzalo (Università Pablo de Olavide Siviglia) 188
893 The Educational Choices Of Adopted Students 188
Ferritti, Monya (Inapp, Italia) · Guerrieri, Anna (Università degli studi dell'Aquila, Italia) · Mattei, Luca (Anpal, Italia) 188
233 The Complexity Of Education Between Interculturality And Gender Perspectives, In The Adoptive Family And At School 189
Lorenzini, Stefania (Università di Bologna, Italia) 189
127 Learning Difficulties Of Out-Of-Home Care Children: Magnitude, Characteristics And Coping Strategies 190
Ricchiardi, Paola (Università di Torino, Italy) 190
209 Teachers' Perception Of Socio-Cultural Belonging In Adopted Pupils 191
Scalzo, Eleonora (ASL Roma 2, Italia) · Panarello, Concetta (ASL Roma 2, Italia) · Luzzatto, Leonardo (ASL Roma 2, Italia) 191
737 Reinventing The Family In Foster Care. Learning, Belonging And New Family Boundaries For Children In Foster Care And Foster Siblings 192
Sità, Chiara (University of Verona, Italy) · Mortari, Luigina (University of Verona, Italy) 192
229 School-Family Co-Responsibility. Good Practices From Training Courses Promoted By An Association Of Adoptive Families 192
Tabacchi, Alessia (Università Cattolica del Sacro Cuore, Italia) 192
D.5. High School Choices in Tracked Systems. Can School Guidance be an Effective Means for Reducing Family Background Inequalities? ... 194
854 Biased School Guidance And Students' Social Origins: Why Do Teachers Tend To Reproduce Social Inequalities? 194
Argentin, Gianluca (University of Milan Bicocca, Italy) · Barbieri, Gianna (Italian Ministry of Education) · Barone, Carlo (Sciences Po) 194
427 Old Habits Die Hard? School Guidance Interventions And The Persistence Of Inequalities 194
Borgna, Camilla (CCA-Collegio Carlo Alberto) · Contini, Dalit (Università di Torino) · Pinna Pintor, Stella (Università di Torino) · Ricucci, Roberta (Università di Torino) · Vigna, Nathalie (Université de Lausanne, Switzerland) 194

259 Despite The Best Intentions. Educational Inequalities In Highly Stratified But Choice-Driven Tracking Systems 195
Contini, Dalit (Università di Torino) · Borgna, Camilla (Collegio Carlo Alberto, Torino) 195
659 The Influence Of The Academic Self-Concept On Processes Of Educational Upward Mobility 196
Kohlmeier, Markus (University of Duisburg-Essen, Germany) 196
848 Teachers' School Guidance As A Set Of Different Education Interventions. Exploring The Heterogeneity Underneath Advices' Formulation 196
Manzella, Elisa (Università Cattolica del Sacro Cuore, Italia) 196
733 Pre-Covid Career Guidance In Middle And Secondary Schools Of Trentino: A Study About Collaboration Networks And Practices 197
Menapace, Paola (Dipartimento Istruzione e Cultura PAT, Italy) 197
849 Gender Segregation In Secondary Education: The Role Of Teachers' School Guidance 198
Zanga, Giulietta (Università degli Studi di Brescia, Italy) 198
D.6. The Disability Studies approach in the analysis of educational inequalities and in the structuring of contrasting measures 200
381 Naive Conceptions Of Students Within The Training Course For Support Teachers 200
Cinotti, Alessia (University of Milano-Bicocca, Italy) · Farina, Elisa (University of Milano-Bicocca, Italy) 200
660 Financing School Inclusion: Critical Reflection Of The Italian System In The Light Of A European Comparative Analysis 200
Demo, Heidrun (Competence Centre of School Inclusion, Free University of Bolzano Bozen, Italy) · Cappello, Silver (Competence Centre of School Inclusion, Free University of Bolzano Bozen, Italy) · Seitz, Simone (Competence Centre of School Inclusion, Free Free University of Bolzano Bozen, Italy) 200
677 Culturally Sustaining Practice & Conserving Disability 201
Ferri, Beth A (Syracuse University, United States of America) · Ashby, Christine E (Syracuse University, United States of America) · Hughes, Nathan (Syracuse University, United States of America) · Martin, Teukie (Syracuse University, United States of America) 201
743 Lived Experience Of Education And Relationships For Italian Adolescents With Dyslexia During One Year Covid-19 Pandemia 202
Lampugnani, Giulia (University of Milano Bicoca, Italia) 202
618 Disability Studies Perspectives On Music Therapy And Autism Spectrum Disorders. Reviewing Approach And Outcomes 203
Maienza, Matteo (Università degli Studi di Firenze, Italy) 203
402 "It Feels Like Living In A Limbo" Exploring The Limits Of Inclusion For Children Living At The Global Affective Intersections Of Dis/Ability, Language, And Migration In Italy And The U.S. 204
Migliarini, Valentina (University of Portsmouth, School of Education and Sociology United Kingdom) · Stinson, Chelsea (Syracuse University, Department of Teaching & Leadership, United States) · Hernandez-Saca, David (University of Northern Iowa, Department of Special Education, United States) 204
532 Universal Design For Learning In Norway: A Human Rights Approach To Promoting Inclusive Education 204
Paupini, Cristina (Oslo Metropolitan University, Norway) · Giannoumis, George Anthony (Oslo Metropolitan University, Norway) 204
466 Integration/Inclusion. What Conceptual Model In The Documentation Produced By The Schools? 205
Piccioli, Marianna (Università degli Studi di Firenze, Italia) 205
845 Hidden Epistemologies. The Construction Of The Vulnerable Subject In The Italian Educational Imaginary. A Grounded Approach Within The Ds Perspective 205
Quagliata, Alberto (Università di Roma Tre, Italy) · Baldini, Michela (Università di Firenze, Italy) · Bianchi, Lavinia (Università di Modena e Reggio Emilia, Italy) · Castagno, Giovanni (Università di Roma Tre, Italy) · Guerini, Ines (Università di Roma Tre, Italy) · Scollo, Fabiola (Università di Roma Tre, Italy) 205
863 Misperceptions In The Social Construction Of The Disabled Body. A Research In The Perspective Of Disability Studies 206
Straniero, Alessandra Maria (Università della Calabria, Italia) · Bonavolontà, Gianmarco (Università Roma Tre, Italia) · Domenici, Valentina (Università Roma Tre, Italia) · Bocci, Fabio (Università Roma Tre, Italia) 206
861 Disable Youtubers. Self-Narration As Deconstruction Of The Abilist Imaginary 207
Zona, Umberto (Roma Tre University, Italy) · De Castro, Martina (Roma Tre University, Italy) 207
D.7. Inclusive Science Education with and for Society 209

417 How To Steamify A Student; Brussels Style! ... 209

Biesmans, Annick (Erasmus Brussels University of Applied Sciences and Arts, Belgium) · Laenen, Inge (Erasmus Brussels University of Applied Sciences and Arts, Belgium) · Malisse, Bram (Erasmus Brussels University of Applied Sciences and Arts, Belgium) · Rosiers, Marleen (Erasmus Brussels University of Applied Sciences and Arts, Belgium) ... 209

609 Co-Constructing And Sharing Steam Knowledge Through A Culturally Relevant Literacy-Based Early Childhood School-University Partnership Experience ... 209

Caudle, Lori A. (The University of Tennessee, Knoxville, United States of America) · Harper, Frances K. (The University of Tennessee, Knoxville, United States of America) · Quinn, Margaret F. (The University of Tennessee, Knoxville, United States of America) ... 209

520 Educational Robotics And Adolescents From Disadvantaged Contexts. A Research Path On Communicative Mediation ... 210

Cotza, Valeria (University of Milano-Bicocca, Italy) · Roncen, Monica (University of Milano-Bicocca, Italy) ... 210

117 Teacher Attitudes Towards The Representation Of Homosexuality In Film And Television: A New Evaluation Tool ... 211

D'Urso, Giulio (University College Dublin, Ireland) · Symonds, Jennifer (University College Dublin, Ireland) ... 211

419 Children And The Livings. Inclusive Experiences In Ecec ... 211

Pezzotti, Antonella (Bambini Bicocca, spin off dell'Università di Milano-Bicocca, Italia) · Lefterov, Petar Vasilev (Bambini Bicocca, spin off dell'Università di Milano-Bicocca, Italia) ... 211

354 Science Disciplines And School For All, A Challenge ... 212

Schianchi, Matteo (Università degli Studi Milano Bicocca, Italia) · Garbo, Roberta (Università degli Studi Milano Bicocca, Italia) ... 212

D.8. Reading and reading aloud as a means of promoting equity within education processes ... 214

713 Learning To Read (Aloud) Thanks To Prison Theatre. A Case Study At The 'C. Beccaria' Youth Detention Centre In Milan ... 214

Berni, Veronica (University of Milano - Bicocca, Italia) ... 214

422 Teaching Reading Comprehension In Preschool And Primary School: Strategies, Tools And Research Results ... 214

Bertolini, Chiara (Università di Modena e Reggio Emilia, Italia) · Cardarello, Roberta (Università di Modena e Reggio Emilia, Italia) ... 215

491 Reading Narrative Fiction Shapes Social Cognition ... 215

Castano, Emanuele (University of Trento, Italy) ... 215

649 Reading In Biographies: Reinventing Life Through Literature ... 216

Garritano, Daniele (Università della Calabria, Italy) ... 216

295 Reading Aloud As A Tool For Inclusion ... 216

Luperini, Valerio (Università degli Studi di Perugia, Dipartimento di Filosofia, Scienze umane, sociali e della formazione, Italia) · D'Autilia, Benedetta (Università degli Studi di Perugia, Dipartimento di Filosofia, Scienze umane, sociali e della formazione, Italia) ... 216

315 Reading Aloud And Its Effects On The Classroom Climate And Inclusivity ... 217

Martinčić, Renata (Università di Perugia) · Bucchi, Eliana (Università di Perugia) ... 217

600 Early Reading Promotion: Difficulties And Chances ... 218

Scotti, Maria Elena (Università Milano-Bicocca, Italy) ... 218

D.10. Producing and Using Evaluation Evidence to Improve Equity in Education ... 220

871 "Two Gusts Is Megl Che One". Inaccurate Rcts' Replication As A Leverage To Gain External Validity ... 220

Argentin, Gianluca (University of Milan Bicocca, Italy) · Gerosa, Tiziano (University of Milan Bicocca, Italy) ... 220

325 Professional Development On Formative Assessment: A Quasi-Experimental Study In A Middle School ... 220

Guasconi, Elisa (University of Bologna, Italy) ... 220

452 The Effect Of Grants On Dropout And Academic Performance In Four Italian Provinces: Evidence From A Matching Approach ... 221

Monti, Letizia (University of Trento) · Triventi, Moris (University of Trento) · Vergolini, Loris (FBK-IRVAPP) ... 221

258 Equity In School In Europe: Structures, Policies And Student Performance ... 222

Sigalas, Emmanuel (Education and Culture Executive Agency of the European Commission, Belgium) 222

131 The Effect Of Financial Aid On The Students' University Career: Evidence From A Natural Experiment In Piemonte 223

Vettoretto, Elena (University of Trento, Italy) · Vergolini, Loris (FBK-Irvapp) · Azzolini, Davide (FBK-Irvapp) 223

D.11. Schools as a potential source of inequalities reproduction: how, where and why? 224

307 Wait Or Hurry? The Effects Of The Early School Enrolment On The School Outcomes Of Italian Students 224

Abbiati, Giovanni (University of Milan, Italy) 224

862 Not The Same Teacher, Not The Same Effect. Teachers' Turnover In Italian Schools As A Factor Exacerbating Social Inequalities In Education 224

Abbiati, Giovanni (Università Statale di Milano) · Argentin, Gianluca (Università di Milano Bicocca) · Gerosa, Tiziano (Università di Milano Bicocca) · Falzetti, Patrizia (INVALSI, Italy) 225

164 Societal Commitment To Develop People'S Potential: The Italian Case 225

Cavarra, Chiara (RomaTre, Italy) 225

506 Debate As A Qualitative Method To Investigate Reading Motivation Among Adolescents. Results From An Experimental Survey In Suburban Roman Schools 226

Eleuteri, Beatrice (University of Roma Tre, Italy) 226

412 Reading Practices And "Institutional Habitus". A Pilot Research Among 19-20-Year-Old Graduates From Liceo 227

Gremigni, Elena (University of Pisa, Italy) 227

581 Helping My Romani Pupils Also When They Do Not Need It. A Research On Teachers' Benevolent Overhelping 228

Mastropietro, Alessia (Sapienza Università di Roma, Italia) · Leone, Giovanna (Sapienza Università di Roma, Italia) 228

675 Class Of Origin, Institutional Habitus And Reproduction Of Inequalities: The Confirmative Effect Of School Guidance On Student Choices 228

Parente, Giuliana (Sapienza, Italy) 228

623 Layers Of Inequality Reproduction: Special Needs Education In Austria 229

Pessl, Gabriele (Institute for Advanced Studies, Austria) 229

324 Dropping Out, Getting Poor? Early-School Leavers And Economical Entrapments 230

Salmieri, Luca (Sapienza, Università di Roma, Italy) · Giancola, Orazio (Sapienza, Università di Roma, Italy) 230

870 Boundaryless, Unlimited And Contactless: School-Family Interactions Producing Inequalities During Covid-19 Time 231

Santagati, Mariagrazia (Università Cattolica, Italy) 231

879 Upper Secondary Schools And Transnational Families. Educational Trajectories Of Second Generation Graduates In Italy 231

Santero, Arianna (University of Turin, Italy) 231

382 Achievement, Giftedness And Inclusion 232

Seitz, Simone (Free University of Bolzano, Italy) · Kaiser, Michaela (University of Paderborn, Germany) · Auer, Petra (Free University of Bolzano, Italy) · Bellacicco, Rosa (Free University of Bolzano, Italy) 232

189 Challenges Of The Brazilian Educational System: Between School Inclusion And Social Inequality 233

Sitoe, António Raúl (Universidade Federal Fluminense, Brasile) · da Silva, Carlos Alberto Leite (Universidade Federal Fluminense, Brasile) 233

627 Incentivizing Family Savings As A Tool To Fight The Intergenerational Transmission Of Educational Poverty 234

Vergolini, Loris (FBK-IRVAPP) · Azzolini, Davide (FBK-IRVAPP· · Urban Institute) 234

STREAM E. Reinventing University: How the University Equips for the Post-Pandemic Scenarios? 235

E.3. Covid-19 and the Institutional Fabric of Higher Education: Accelerating Old Patterns, Imposing New Dynamics, and Changing Rules? 235

207 The Redressing Of Docent Function In Universities As Change In Institutional Models 235

Barbosa, Maria Ligia (UFRJ Federal University of Rio de Janeiro, Brazil) · Borges, Eduardo (UFRJ Federal University of Rio de Janeiro, Brazil) · Gouvêa, Adriane (UFRJ Federal University of Rio de Janeiro, Brazil) · Picanço, Felícia (UFRJ Federal University of Rio de Janeiro, Brazil) 235

807 Policy Implications Of Covid-19 Responses For The Future Development Of Irish Higher Education. 236
Clarke, Marie (University College Dublin, Ireland) 236
212 Highlighting Systemic Inequalities? The Impact Of The Covid-19 Pandemic On The French Higher Education 236
Dakowska, Dorota (University Lyon 2, France) 236
221 Strategic Academic Adaptation: A Qualitative Examination Of How Academics In Mainland And Hong Kong Cope With The Covid-19 Pandemic 237
Liu, Yingxin (The University of Hong Kong, Hong Kong S.A.R. (China)) · Horta, Hugo (The University of Hong Kong, Hong Kong S.A.R. (China)) 237
261 "This Could Be A Turning Point": Perceptions Of Academics On University Pandemic Practices 238
Nokkala, Terhi (University of Jyväskylä, Finland) · Aarnikoivu, Melina (University of Jyväskylä, Finland) · Saarinen, Taina (University of Jyväskylä, Finland) 238
122 Public Service Resilience In A Post-Covid19 World: Digital Transformation In Higher Education 239
Pinheiro, Romulo (University of Agder, Norway) · Assante, Michael (University of Agder, Norway) · Liyanapathiranage, Sudeepika (University of Agder, Norway) 239
236 Internationalization Of Higher Education In Argentina Upon The Arrival Of Covid-19: Reactions And Lessons From A Micro-Organizational Perspective 240
Rabossi, Marcelo Alberto (Universidad Torcuato di Tella, Argentine Republic) · Guaglianone, Ariadna Laura (Universidad Abierta Interamericana, Argentine Republic) · Markman, Alex (Universidad Torcuato di Tella, Argentine Republic) 240
243 Renegotiating Student Affairs And Services' Role And Function: Sustainable Education, Resilient Provision And Continued Engagement In The Face Of Crisis 240
Schreiber, Birgit (Freiburg University, Germany) · Luescher, Thierry (HSRC Cape Town, SAfrica) · Perozzi, Brett (Weber State University, USA) · Bardill Moscaritolo, Lisa (Univ of Sharjah, UAE) 240
519 Opposition To Digital Learning In The Marche Region: A New Activism For Democratic Education Is Born Between Polarization And Fear 241
Sergi, Vittorio (Liceo di Stato Carlo Rinaldini Ancona, Italy) 241
881 Moving Beyond Policy On Digital Transformation – Perceptions Of Digital Transformation Of Teaching By Academic Staff And Students 242
Solberg, Espen (NIFU-Nordisk institutt for studier innen innovasjon, forskning og utdanning, Norge) · Edelhard Tømte, Cathrine (Universitetet i Agder) 242
642 Transformation Of International University Education Through Digitalization Under/Post-Covid-19 Pandemic: Challenges In Online-Based International Co-Learning At Universities In Japan 243
Yonezawa, Akiyoshi (Tohoku University, Japan) · Ota, Hiroshi (Hitotsubashi University, Japan) · Ikeda, Keiko (Kansai University, Japan) · Yonezawa, Yukako (Tohoku University, Japan) 243

E.4. Training Educational Professionals During the Pandemic: Impact, Learning, Strategies and New Didactic Challenges Faced by the University Traineeship 245

679 Online Traineeship: Which Educational Chances? Changes From Live To Online Model In Tfo Experience 245
Alviti, Marco (Università degli Studi di Milano-Bicocca, Italia) · Bassi, Luca (Università degli Studi di Milano-Bicocca, Italia) · Scotti, Maria Elena (Università degli Studi di Milano-Bicocca, Italia) 245
447 Rethinking Training And Supervision During Covid-19: Issues Of Initial And In-Service Training For Educational Professionals 246
Cerrocchi, Laura (Università degli Studi di Modena e Reggio Emilia, Italia) · D'Antone, Alessandro (Università degli Studi di Modena e Reggio Emilia, Italia) 246
113 Which Trajectories To Train "Second Level" Educational Professionals? Reflections About A University Traineeship Facing Covid Pandemic 246
Gambacorti-Passserini, Maria Benedetta (Università di Milano-Bicocca, Italy) · Eginardo, Paola (Università di Milano-Bicocca, Italy) 247
657 "Smart-Working 0-3" Traineeship: The Outcomes In Terms Of Acquired Competence 247
Luciano, Elena (University of Parma, Department of Humanities, Social Sciences and Cultural Industries, Italy) · Antonietti, Maja (University of Parma, Department of Humanities, Social Sciences and Cultural Industries, Italy) 247
428 The Trans-Formative Power Of Traineeship Post Covid-19 248
Madriz, Elisabetta (Università degli Studi di Trieste, Italia) 248
198 The Curricular Traineeship In A Work Setting During The Pandemic. The Experience Of Pedagogical Courses Of The University Of Bergamo 249

Magni, Francesco (University of Bergamo, Department of Human and Social Sciences, Italy) · Potestio, Andrea (University of Bergamo, Department of Human and Social Sciences, Italy) 249

541 Raising Awareness Of Students' Professional Identity. An Online Internship Path For Future Educators At The University Of Catania 250

Piazza, Roberta (University of Catania, Italia) · Di Martino, Valeria (University of Catania, Italia) 250

682 Learning By Doing In The Experience Of The Online University Internship. Integrated Paths To Support Future Pedagogues 250

Pinna, Laura (Università degli Studi di Cagliari, Italia) 250

143 The Internship Of The Bachelor'S Degree Course In Education Of The University Of Milano-Bicocca In Time Of Pandemic 251

Rizzo, Marialisa (Università degli Studi di Milano-Bicocca, Italy) · Marazzi, Elisabetta (Università degli Studi di Milano-Bicocca, Italy) · Pozzoli, Benedetta (Università degli Studi di Milano-Bicocca, Italy) · Tognetti, Silvia (Università degli Studi di Milano-Bicocca, Italy) 251

569 Distance Internship Modalities In Advanced Educational Sciences In Bicocca University Of Milan During Covid Global Pandemic 252

ROSSINI, GISELLA (UNIVERSITA' BICOCCA DI MILANO, Italia) · LAMPUGNANI, GIULIA (UNIVERSITA' BICOCCA DI MILANO, Italia) 252

459 Inspiring And Preparing A Comprehensive View Of The Professional Role Of Educator: A Simulated Traineeship Experience 253

Secci, Claudia (University of Cagliari, Italy) · Spano, Andrea (University of Cagliari, Italy) 253

E.6. Challenges and Weaknesses. Differentiation, Digital Transformation, Professionalism, Autonomy 255

369 The Remote Learning Transition At The University Of Bologna: Student Experiences And Expectations For A Post-Pandemic Future 255

Bozzetti, Alessandro (University of Bologna, Italy) · De Luigi, Nicola (University of Bologna, Italy) 255

777 Past And Future Of Italian State Funding For Universities 255

Ghizzoni 255

135 University In The Cage Of Bureaucracy 256

Ilardi, Emiliano (University of Cagliari, Italy) · Gola, Elisabetta (University of Cagliari, Italy) · Tarzia, Fabio (University of Rome "La Sapienza", Italy) 256

153 University 2030: Thinking About A Structural Change 257

Ragone, Giovanni (Università di Roma La Sapienza, Italy) 257

874 The Hurd Path Of Academic Stabilisation Into A Neoliberal European Academic Framework 258

Villani, Marialuisa (Università Federico II di Napoli, Italy) · Giancola, Orazio (Sapienza Università di Roma, Italy) · Djerasimovic, Sanja (University of Exeter, United Kingdom) 258

E.7. University Third Mission and the Local Environment 259

860 Public Engagement And Gender Differences In Italy: Exploring The Gap By Activity And Discipline 259

Anzivino, Monia (Università degli Studi di Torino, Italia) 259

758 Quality Assurance And Higher Education: The Role Of Stakeholders In Addressing Researchers' Agenda 259

Carazzolo, Valentina (Sapienza University- National Research Council- IRCRES, Italy) 259

366 Third Mission And Territory Enhancement 260

Ceccherelli, Alessio (University of Rome Tor Vergata, Italy) · Capaldi, Donatella (University of Roma La Sapienza, Italy) 260

761 Rethinking Quality Assurance In Higher Education During The Covid-19 Times 261

Fonzo, Concetta (UOC - Universitat Oberta de Catalunya - Education and ICT, Spain) · Capogna, Stefania (DiTES – Research center Digital Technologies, Education and Society - Università degli studi Link Campus, Italy) 261

806 Raffle Tickets To Public Educational Institutions: The Case Of The Federal Institute Of Paraná, In Astorga, In The Interior Brazil 262

Limana, Amir (IFPR, BRAZIL) · Barbosa, Rosa (IFSP, BRAZIL) 262

E.8. Rethinking Higher Education at the time of Covid: Challenges, new perspectives, critical issues 263

237 The Impact Of The Pandemic On Higher Education Organizational Field: Layering New Dynamics, And Changing Rules 263

Balbachevsky, Elizabeth (Universidade de São Paulo, Brazil) 263

465 University Teachers' Professional Development And Growth During The Covid-19 Pandemic ... 263
Bralslauskienė, Rasa (Klaipėda University) · Jacynė, Reda (Klaipėda University) ... 263
511 A Competency Model For Obesity Prevention And Healthy Lifestyles Education Through The Interdisciplinary And Sustainable Paradigm Of Telemedicine ... 264
Massaro, Stefania (University of Bari, Italy) · Perla, Loredana (University of Bari, Italy) ... 264
461 Digital Transformation In Higher Education: The Challenge Of A New Governance ... 265
Proietti, Emanuela (UNIVERSITA DEGLI STUDI ROMA TRE, Italy) · Cecchini, Giulia (UNIVERSITA DEGLI STUDI ROMA TRE, Italy) ... 265
105 Hybridity And Educational Virtuality. What Did 2020 Leave Us? ... 266
Quiroga, Sergio Ricardo (ICAES, Argentine Republic) ... 266
156 The Transition To Online Teaching In Times Of Pandemic: An Experience Of Teachers' Training In European Higher Education ... 266
Romero, Marc (Universitat Oberta de Catalunya, Spain) · Romeu, Teresa (Universitat Oberta de Catalunya, Spain) · Guitert, Montse (Universitat Oberta de Catalunya, Spain) · Baztán, Pablo (Universitat Oberta de Catalunya, Spain) ... 266
107 Student Perceptions Of Distance Learning Strategies During Covid-19 In Italy And Russia ... 267
Rubat du Merac, Emiliane (Sapienza University of Rome) · Stashina, Oksana (Samara State Socio-Pedagogical University) · Khaperskaya, Anna (Moscow State University of Psychology and Education (MSUPE)) ... 267
230 Addressing Complex Real-World Challenges In Software Engineering Education Through The Integration Of Gamification And Crowdsourcing .. 268
Ruiz, Mercedes (University of Cádiz, Spain) · Trinidad, Manuel (University of Cádiz, Spain) · Calderon, Alejandro (University of Cádiz, Spain) ... 268
232 Surfing A Steep Learning Curve. Emergency Remote Teaching In Iceland ... 269
Solimene, Marco (University of Iceland) · Heijstra, Thamar (University of Iceland) · Kemp Haraldsdottír, Ragna (University of Iceland) · Geirsdottír, Guðrún (University of Iceland) ... 269
E.9. University and Active Citizenship. Didactic Practices and Methodological Trajectories for the Development of Creative and Critical Thinking ... 270
479 Transformative Learning And Practical Creativity. An Exploratory Study ... 270
BRACCI, FRANCESCA (University of Florence, Italy) · ROMANO, ALESSANDRA (University of Siena, Italy) ... 270
695 Bring It On! Debate Into University. A Methodological Proposal To Foster Creative And Critical Thinking ... 271
Daldoss, Ivan (University of Padua, Italy) ... 271
686 Can Community Mapping Strengthen The Relationship Between University And Civil Society? A Case Study In Bari ... 272
Di Palma, Gabriele (Università degli Studi di Bari "Aldo Moro", Italy) ... 272
710 Design Professional Prefigurations In School And University Through Creativity ... 272
Giampaolo, Mario (University of Siena, Italy) · Bosco, Nicolina (University of Siena, Italy) · Romano, Alessandra (University of Siena, Italy) ... 272
632 Active Citizenship In A Transformative Perspective ... 273
Melacarne, Claudio (Università di Siena, Italia) ... 273
334 Reinventing University Teaching During The Pandemic: Strategies And Methods Proposed During The Reading Education Laboratory ... 273
Morante, Susanna (Università degli Studi di Perugia, Italy) · Toti, Giulia (Università degli Studi di Perugia, Italy) ... 274
389 How Service Learning Can Be A Way To Promote Civic Responsibility ... 274
Mortari, Luigina (University of Verona, Italy) · Silva, Roberta (University of Verona, Italy) · Bevilacqua, Alessia (University of Verona, Italy) ... 274
701 Promoting Creativity And Narrative Identity Through Digital Storytelling. An Exploratory Study ... 275
Occhini, Laura (University of Siena, Italy) · BOSCO, NICOLINA (University of Siena, Italy) · ROMANO, ALESSANDRA (University of Siena, Italy) ... 275
798 The Training Of University Professors As Axis For Achie-Ving Participatory Citizenship Work On Relevant Social Problems As A Starting Point .275
Pérez-Rodríguez, Noelia (University of Seville, Spain) · de-Alba-Fernández, Nicolás (University of Seville, Spain) · Navarro-Medina, Elisa (University of Seville, Spain) ... 275

413 Research And Training Itineraries For Creativity In Higher Education 276
Priore, Alessandra (Università degli Studi di Reggio Calabria "Mediterranea", Italia) 276
852 The Methodology Of Debate For The Development Of Critical Thinking 276
Russo, Noemi (Università degli Studi del Molise, Italia) 276
407 For An Inclusive University: Participation Experiences And Practices 277
Taddei, Arianna (Università di Macerata, Italy) · Giaconi, Catia (Università di Macerata, Italy) 277
E.10. Reinventing University. Public Engagement as Participative and Collective University 279
598 Shaping Responsive And Inclusive University For Refugees: The Pavia Model 279
Dal Zotto, Emanuela (Università degli Studi di Pavia) · Fusari, Valentina (Università degli Studi di Pavia) 279
646 Ethnography Of A Relationship Between Social Street Workers And Homeless People: The Educational Function Of The Research And The Mediation Role Of The Researcher 279
Grassi, Maddalena Floriana (University of Bari Aldo Moro, Italy) 279
533 Which Is The Role Of Theory In Fostering The Urgency Of Doing? 'Teddy Per Il Quartiere': A Transformative Educational Experience 280
Kantiere Educativo per Azioni Trasformative, Keats (University of Milan-Bicocca, Italia) 280
157 Transformation Of University, Between Residues And Derivations 281
Lombardinilo, Andrea (Chieti-Pescara, Italy) 281
689 Faculty Development: European Indications And Italian Experiences 282
Lotti, Antonella (UNIVERSITA DI MODENA E REGGIO EMILIA, Italy) 282
535 Students Life In Italy. The Changing Scenario In The University During Covid-19 Outbreak 283
Monteduro, Giuseppe (University of Molise, Italy) · Bertani, Michele (University of Verona) · Nanetti, Sara (Catholic University of Milan) · Ruggieri, Davide (University of Bologna) · Moscatelli, Matteo (Catholic University of Milan) · Petti, Livia (University of Molise, Italy) 283
667 "Starting From Oneself": Biographical Methods And Social Riflexivity In University 284
Morteo, Chiara (University of Bologna \ Centro Interculturale Parma) · Pellegrino, Vincenza (University of Parma \ Centro Interculturale Parma) · Valota, Irene (Centro Interculturale Parma) 284
262 Technology For Social Development: A Digital Social Advocacy Lab 284
Sanfelici, Mara (University of Trieste, Italy) · Bilotti, Andrea (University of Siena, Italy) 284
687 Universe Of Knowledge When Professional And Academic Knowledge Meets 285
Sidoti, Antonino (Centro di Solidarietà F.A. R.O. Messina, Italia) 285
300 Professional Training And Methods Beyond The Classroom: The Theater Workshop 286
Tesauro, Tiziana (Irpps-Cnr, Italy) · Amendola, Alfonso (Università degli Studi di Salerno) 286
464 When University Meets The Needs Of The Territory: The Case Of The Edge Project Presentation 287
Vinci, Fiorella (eCampus University, Italia) 287
E.11. Tertiary Education in Italy: The Prism of Differences 288
456 Foreign Students In Italian Universities: A Statistical Analysis Of The Last Decade 288
Aiello, Fabio (Università di Enna "Kore", Italia) · Attanasio, Massimo (Università di Palermo) · Priulla, Andrea (Università di Palermo) 288
704 Gender Segregation In Higher Education: A Regional Analysis 288
Cascella, Clelia (INVALSI, Italia) 288
398 Does Income Matter? The Role Of Economic Conditions And Family Background On University Dropout 289
Contini, Dalit (Università di Torino, Italy) · Zotti, Roberto (Università di Torino, Italy) 289
454 Gender Effect At The Beginning Of Higher Education Career In Stem Studies. Do Females Recover Better Than Males? 290

D'Agostino, Antonella (Università di Napoli Parthenope, Italy) · Ghellini, Giulio (Università degli Studi di Siena, Italy) · Lombardi, Gabriele (Università degli Studi di Siena, Italy) 290

481 Student Mobility And Attractiveness: A Focus On Tuscany Universities 290

Dorgali, Maria Veronica (Università degli Studi di Firenze, Italia) · Giambona, Francesca (Università degli Studi di Firenze, Italia) · Petrucci, Alessandra (Università degli Studi di Firenze, Italia) 290

158 Gender Differences In Stem Courses: Analysis Of Italian Students' Performance 291

Priulla, Andrea (Dipartimento di Scienze Economiche, Aziendali e Statistiche, Università degli Studi di Palermo, Italy) · D'Angelo, Nicoletta (Dipartimento di Scienze Economiche, Aziendali e Statistiche, Università degli Studi di Palermo, Italy) · Attanasio, Massimo (Dipartimento di Scienze Economiche, Aziendali e Statistiche, Università degli Studi di Palermo, Italy) 291

375 Detecting Gender Bias In Students Mobility Choices In Tertiary Education In Italy: A Comparative Analysis Among Geographical Macro-Areas ... 292

Sulis, Isabella (Department of Political and Social Sciences, University of Cagliari, Italy) · Barbieri, Barbara (Department of Political and Social Sciences, University of Cagliari, Italy) · Salaris, Luisa (Department of Political and Social Sciences, University of Cagliari, Italy) 292

281 Gender Differences In Introductory Physics Courses 293

Testa, Italo (University of Naples Federico II, Italy) 293

449 Short-Term And Long-Term International Scientific Mobility Of Italian Phds: An Analysis By Gender 293

Tocchioni, Valentina (University of Florence, Italy) · Petrucci, Alessandra (University of Florence, Italy) · Minello, Alessandra (University of Padua, Italy) 293

E.13. Faculty Development, Scholarship and Professionalism in Teaching: Challenges and Perspectives for Higher Education 295

561 Designing Technology To Support Online Faculty Development Through Teaching Observation, Peer Feedback, And Collaborative Reflection: A Brief Literature Review 295

Biddau, Fulvio (University of Padua, Italy) · Surian, Alessio (University of Padua, Italy) · Serbati, Anna (University of Padua, Italy) 295

764 Faculty Feedback On Active Learning During The Elene4Life Pilot Project 295

Cinque, Maria (LUMSA, Italy) 295

696 Faculty Development For Research Capacity Building In Higher Education 295

Lotti, Antonella (Universita di Modena e Reggio Emilia, Italy) · Torre, Dario (University of Central Florida, Usa.) 295

260 Teacher'S Practices And Attitudes During The Pandemic: Data From An Evaluation Research On Teaching And Learning At The University Of Bologna 296

Luppi, Elena (University of Bologna, Italy) · Ricci, Aurora (University of Bologna, Italy) 296

665 Qualiti Project: Didactic Quality Assessment For Innovation Of Teaching And Learning Improvement 297

Nuzzaci, Antonella (University of L'Aquila, Italia) · Marcozzi, Iole (University of L'Aquila, Italia) · Ercole, Liliana (University of L'Aquila, Italia) · Spetia, Lucilla (University of L'Aquila, Italia) 297

344 Faculty Development Design: A Curricular Training Model For Academic Professional Development 298

Perla, Loredana (Università degli Studi di Bari Aldo Moro, Italy) · Vinci, Viviana (Università Mediterranea, Reggio Calabria) · Scarinci, Alessia (Univerità degli Studi di Bari Aldo Moro, Italy) 298

556 Peer Feedback And Reflection On Teaching And Learning In Higher Education 299

Surian, Alessio (University of Padua, Italy) · Biddau, Fulvio (University of Padua, Italy) · Serbati, Anna (University of Padua, Italy) 299

E.14. The New Challenges of the Post-Pandemic University Formative Processes, Third Mission and Active Citizenship 300

757 The Challenge Of The University For The Development Of Society. Training For Health Professionals And The Case Of Curare Curantes 300

Brancato, Giovanni (Sapienza University of Rome, Italy) · Guerra, Fabrizio (Sapienza University of Rome, Italy) 300

730 The Role Of Educational Institutions In Creative Freelance Networking Practices 300

Brandner, Lou Therese (Sapienza University of Rome, Italy) 300

444 Helices Overlapping In The Italian Mega-Universities. The Influence Of Innovative Didactics In Promoting The Third Mission 301

Mazza, Barbara (Sapienza, Italy) · Valentini, Elena (Sapienza, Italy) 301

774 Rethinking Internship Experiences Following The Covid-19 Pandemic ... 302
Sofia, Cristina (Università La Sapienza, Italia) ... 302
E.15. Understanding Society Using Digital Spaces and Resources: Teaching And Learning Paths In Higher Education ... 304
688 Training For Training: Moodle As A Teaching Tool By And For Teachers ... 304
Camargo Molano, Jessica (Università Telematica Internazionale "UniNettuno", Italia) · Grillo, Michelle (Università di Salerno) · Battista, Daniele (Università di Salerno) ... 304
517 Learning Social Research Techniques Through Digital Resources And Collaborative Approaches: The Point Of View Of Sociology Students ... 305
Catone, Maria Carmela (University of Barcelona, Spain) · Domínguez Amorós, Màrius (University of Barcelona, Spain) · Freude, Leon (University of Barcelona, Spain) ... 305
711 Teaching And Learning In The Era Of Platformization. The Effects Of Google Classroom On A University Course ... 305
Diana, Paolo (Università di Salerno, Italy) · Alvino, Claudia (Virvelle, Italy) ... 305
772 The Impact Of Covid-19 On English Language Teaching In Higher Education Chinese System. Emergency Remote Teaching In China ... 306
Ferrari, Giovannipaolo (Università di Salerno, DSPS, Italy) · Duthoit, Eugénie (University of Nottingham, Head of Teaching & Learning, Language Centre, Ningbo, China) ... 306
401 Students' Perception Of Academic E-Learning Activities During The First Lockdown In Italy ... 306
Giordano, Giuseppe (University of Salerno, Italy) · Primerano, Ilaria (University of Salerno, Italy) · Vitale, Maria Prosperina (University of Salerno, Italy) ... 306
222 Help Teaching And Digital Resources: A Comparison Of Classroom And Distance-Learning Experience In A Course Of Methodology Of Social Research ... 307
Taddei, Luciana (University of Salerno, Italy) ... 307
318 Distance Learning: Giving Value To The Covid-19 Emergency ... 308
Zizzari, Sara (Università degli studi di Milano -Bicocca, Italy) · Decataldo, Alessandra (Università degli studi di Milano -Bicocca, Italy) · Fiore, Brunella (Università degli studi di Milano -Bicocca, Italy) ... 308
Stream F.Reinventing Schooling in the Pandemic and Beyond ... 310
F.1. Reinventing Experiential Learning Activities in Primary School ... 310
342 Reinventing Experiential Learning: "La Gazzetta Olimpica , Newspaper Of The School And The Neighbourhood" ... 310
Celardi, Elvira (Sapienza, Università di Roma, Italia) ... 310
410 A Village In A Metropolis: Sociological Issues Around A Children'S Editorial Initiative In A Suburban Area ... 311
Cisilin, Alessandro (Ecole des Hautes Etudes en Sciences Sociales (PhD), Paris, France) ... 311
429 Who Gets The Right To Go To School? The Italian Critical Workers' Affair ... 311
Gius, Chiara (University of Bologna, Italy) ... 311
245 School, Family And Distance Learning At The Time Of Covid-19: The Case Of The "Gazzetta Olimpica" ... 312
Lo Presti, Veronica (Sapienza Università di Roma, Italia) · Gattinara, Maddalena (Istituto Comprensivo Via "P.A. Micheli" Roma) ... 312
374 Borders, Involvements, Alliances. The Pandemic Effect On Learning Spaces ... 313
Mattioli, Cristiana (DAStU - Politecnico di Milano, Italy) · Renzoni, Cristina (DAStU - Politecnico di Milano, Italy) · Savoldi, Paola (DAStU - Politecnico di Milano, Italy) ... 313
319 The Role Of Journalism In An Experimental Learning Session In Primary School ... 314
Ruggiero, Christian (Università degli Studi di Roma La Sapienza, Italy) · Bomba, Mauro (Università degli Studi di Roma La Sapienza, Italy) ... 314
F.3. "You Can Get It, If You Really Want!": Using (Formative) Assessment to Improve Student Learning ... 315
140 Formative Peer Assessment In Support Of Remote Learning ... 315
Andrade, Heidi (University at Albany, SUNY, United States of America) · Haggerty, James (Brooklyn NY Public Schools, USA) ... 315
110 Using Learning Targets And Success Criteria In Remote Learning ... 315
Brookhart, Susan M (Duquesne University, United States of America) ... 315

800 Collecting Evidence Of Learning: Increasing Student Engagement In These Times 316
DAVIES, Anne (connect2learning.com, Canada) 316
868 Covid-19 And The School Assessment Reform? The Missed Effects On Formative Assessment Practice 317
Pastore, Serafina (University of Bari A. Moro, Italy) 317
346 Secondary Education Students' Self-Assessment: What Actions Do Students Follow When They Self-Assess In Secondary Education? 317
Pinedo, Leire (Universidad de Deusto) · Fernández, Javier (Universidad Autónoma de Madrid) · Panadero, Ernesto (Universidad de Deusto) · Sánchez-Iglesias, Iván (Universidad Complutense de Madrid) 317
681 Formative Assessment In Remote And Hybrid Learning Environments 318
Wiliam, Dylan (UCL Institute of Education, United States of America) 318
128 Effects Of Online Self-Assessment On Planning In The Self-Regulated Learning Process 319
Yan, Zi (The Education University of Hong Kong, Hong Kong S.A.R. (China)) · Chiu, Ming Ming (The Education University of Hong Kong, Hong Kong S.A.R. (China)) · Ko, Po Yuk (The Education University of Hong Kong, Hong Kong S.A.R. (China)) 319
F.4. Reinventing Decision-Making in Schools: Self-Evaluation & Data Literacy 320
867 Are Italian School-Principals And Teachers Data Literate? An Analysis Of Data Literacy By Invalsi School Questionnaire And Teacher Questionnaire 320
Barabanti, Paolo (Università Cattolica del Sacro Cuore, Italy) 320
629 Teacher Training On Data From The Invalsi Large-Scale Study On Student Assessment: The Ligurian Case 320
Freddano, Michela (INVALSI, Italy) · Pandolfini, Valeria (University of Genoa) 320
850 Parents As Decision-Makers. Financial-Organizational Involvement Of Families In The School Of Autonomy 321
Granata, Anna (University of Turin, Italy) · Ferrero, Valerio (University of Turin, Italy) 321
866 The Use Of Data To Support Strategic Planning And School Improvement And Innovation 322
Greco, Serena (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa-INDIRE), Italia) · Morini, Elettra (Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa-INDIRE), Italia) 322
735 Assessment Literacy, Data Use, And Teacher Decision-Making. A Professional Development Attempt 323
Pastore, Serafina (University of Bari A. Moro, Italy) 323
812 Useful Self-Assessment 323
Robasto, Daniela (Università degli Studi di Torino, Italia) 323
F.5. How Schools Address the Covid Emergency: Voices from Principals, Teachers, and Students 325
399 The Ecec Professionals Within The Covid Emergency: From Remote Contacts To Learning Communities 325
Bertozzi, Rita (University of Modena & Reggio Emilia, Italy) · Saruis, Tatiana (University of Modena & Reggio Emilia, Italy) 325
672 Reimagining Teaching And Learning In The Covid Era. Metaphorical Constructions In Teachers' Narratives 325
Bufalino, Giambattista (University of Catania, Italy) · D'Aprile, Gabriella (University of Catania, Italy) 325
719 Grassroots Movements In The Post-Pandemic School. The Roman Network Apriti Scuola! A Case Study 326
Castagno, Giovanni (Roma Tre, Italia) 326
169 Distance Learning At Emilia-Romagna'S Schools. A First In-Depth Quantitative And Qualitative Analysis From The Teachers' Perspective 327
Ciani, Andrea (Alma Mater-Università di Bologna, Italia) · DalleDonne Vandini, Chiara (Alma Mater-Università di Bologna, Italia) · Ricci, Aurora (Alma Mater-Università di Bologna, Italia) · Scipione, Lucia (Università di Modena e Reggio Emilia) 327
257 The Teaching Experience During The Covid Emergency: The Results Of A Field Research 328
De Angelis, Maria Chiara (Link Campus University, Italy) 328
638 Pandemic And School Management. Challenges For Future Education 328
Dello Preite, Francesca (University of Florence, Italy) 328

472 Title: From Distance Learning To Innovative Educational Practice For Full Inclusion 329
Dettori, Giuseppe Filippo (Università di Sassari, Italia) · Letteri, Barbara (Università di Sassari, Italia) 329
306 Educating During Covid-19: An Overview Of Perceptions, Experiences, Feelings And Strategies In Facing Distance Learning Of The Actors Involved 330
Izzo, Diego (Dipartimento di Filosofia, Scienze Sociali, Umane e della Formazione, Università di Perugia, Italia) · Mattiacci, Giulia (Dipartimento di Filosofia, Scienze Sociali, Umane e della Formazione, Università di Perugia, Italia) · Periccioli, Damiano (Dipartimento di Filosofia, Scienze Sociali, Umane e della Formazione, Università di Perugia, Italia) 330
372 School Future(S). Imaginining A 'New School Normality' In The Twilight Of The Frontal Lesson. 330
Landri, Paolo (IRPPS CNR) · Mangione, Giuseppina Rita Jose (INDIRE) · Bartolini, Rudi (INDIRE) · Cannella, Giuseppina (INDIRE) · Grimaldi, Emiliano (Università degli Studi di Napoli - Federico II, Italy) · Milione, Anna (IRPPS CNR) · Parigi, Laura (INDIRE 330
132 Organising Professionalism In Times Of Crisis: The Shifting Boundaries Of Teacher Accountability During The Covid-19 Pandemic 331
Milner, Alison (University of Aalborg, Denmark) · Mattei, Paola (Università di MilanoMTT, Italy) · Ydesen, Christian (University of Aalborg, Denmark) 331
789 Extracurricular School Activities During The First Covid-19 Lockdown In Italy 332
Pillera, Giuseppe Carmelo (Università degli studi di Messina, Italia) 332
255 Covid-19 And Inclusive Process: Head Teachers And School Leadership At The Crossroad 332
Sacchi, Fabio (University of Bergamo, Italy) · Giraldo, Mabel (University of Bergamo, Italy) · Bianquin, Nicole (University of Bergamo, Italy) 332
470 The Impact Of The Covid-19 Pandemic On The Participants In The Educational Process In The Republic Of Moldova 333
Secrieru, Angela (Academy of Economic Studies of Moldova, Moldova) 333
453 A Picture, A Lighthouse, A Kite: Metaphors Of Emergency Teaching 334
Troina, Elettra (Università degli Studi di Milano Bicocca, Italia) · Mangiatordi, Andrea (Università degli Studi di Milano Bicocca, Italia) · Zecca, Luisa (Università degli Studi di Milano Bicocca, Italia) 334
Stream G. Reinventing Technology of/in Education 336
G.1. The Times They Are A-Changin': What Is Meant by Reinventing Education in the Digital Era? 336
692 Hybrids: Beyond The In Presence And Distance Learn-Ing Categories For A New School In Italy 336
Barca, Daniele (Istituto Scolastico Comprensorio 3 - Modena, Italy) · Lovergine, Saverio (National Institute for Public Policy Analysis (INAPP), Tor Vergata University - Roma, Italy) 336
202 Teachers As Drivers Of Ict-Enabled Bottom-Up Education Reform: Lessons Learned From Covid-19 School Closures And The Role Of Innovative Continuous Professional Development 336
Benussi, Lorenzo (Fondazione per la Scuola, Italy) · Newman, Marcello Enea (Fondazione per la Scuola, Italy) 336
565 Toward Innovative And Creative Use Of Participatory Platforms. Research Experiences Promoted By Fondazione Reggio Children 337
Donnici, Maria Barbara (Università di Modena e Reggio Emilia, Italy· · Fondazione Reggio Children-Centro Loris Malaguzzi) · Manera, Lorenzo (Università di Modena e Reggio Emilia, Italy) · Paoli, Elena Sofia (Fondazione Reggio Children-Centro Loris Malaguz 337
385 The Contribution Of Student Different Ict Expertise To Their Mathematics Results In 8Th-Grade 338
Palmerio, Laura (INVALSI, Italy) · Annunziata, Francesco (INVALSI, Italy) · Caponera, Elisa (INVALSI, Italy) 338
288 Digital Transformation Of University Education In Finland – Ten Years Of Denial Or Learning From The Pandemic? 339
Saarikoski, Ville (Laurea University of Applied Sciences, Finland) 339
G.2. Educating Digitally Competent Teachers: Theory, Models, and Practices 340
214 How Do Teachers' Digital Competence And Attitude Towards Technology Affect Technology Use In Education? 340
440 Reinventing Teacher Education Through Intercultural Etwinning Projects - An Example From Practice 340
De Meo, Mariagrazia (University of Salerno, Italy) · Milković, Ivana (Faculty of Teacher Education, University of Zagreb) · López Cirugeda, Isabel (Università di Castilla-La Mancha (Albacete)) 341
299 The Finnish Educational Community At The Time Of Covid-19, Perceptions And Experiences 341

Mattarelli, Eleonora (La Sapienza, Roma, Italia) 341
217 How To Improve Visual-Spatial Skills Through A Digital Enhancement Program 342
Miranda, Sergio (University of Salerno, Italy) · Vegliante, Rosa (University of Salerno, Italy) 342
159 Digital Citizenship And Professional Digital Competence In A Postdigital Age: Teacher Educators' Views And Potentialities 342
Örtegren, Alex (Umeå University, Sweden) · Olofsson, Anders D. (Umeå University, Sweden) 343
251 Not A "Single Story": How A German-Israeli Coil Project Fosters Educator-Specific Digital, Intercultural, And Language Competencies 343
Prickett, David James (University of Potsdam / Center for Languages and Key Competences (Zessko), Germany) · Abel, Karen (Beit Berl College, Israel) 343
409 Training Digital Competence Of Future Teachers: The Etwinning Teacher Training Institutes Project 344
Sammarro, Maria (Università Mediterranea di Reggio Calabria, Italia) 344
501 "Through The Screen": Reflections On Online Training Experience About Didactic And Assessment Use Of Board Games 345
Silva, Liliana (University of Messina, Italy) 345
462 Digital Competence Self-Assessment In Future Primary Education Teachers 345
Tammaro, Rosanna (University of Salerno, Italy) · Ferrantino, Concetta (University of Salerno, Italy) · Iannotta, Iolanda Sara (University of Salerno, Italy) 345
136 "Emergency Remote Teaching" In Italy And Norway: Empirical Research Findings And Implications For Teacher Training 346
Zanazzi, Silvia (Università degli Studi di Salerno, Italy) · Tømte, Catherine Edelhard (University of Agder, Norway) 346
G.3. Reinventing Inclusive Education Through Technologies: International Good Practices and Experiences 348
125 The Absent Body: Reflection On The Rematerialized School 348
Marco, Pitzalis (University of Cagliari, Italy) · Emanuela, Spanò (University of Cagliari, Italy) 348
208 Why Do You Need To See Me? A Chronicle Of Learning In The Zoomroom 348
Molinari, Julia (University of Nottingham, UK, United Kingdom) 348
349 Leadership And Change Management In The Face Of Digitization Challenges 349
Mottareale Calvanese, Daria (Universidad Internacional de la Rioja (UNIR), Spain) 349
120 Whatsapp Parents Groups At School: Possibilities Of Digital Emotional Discussions In Order To Face Conflicts 350
Moyano Dávila, Camila (Pontificia Universidad Católica de Chile. Centro Justicia Educacional. Facultad de Educación) · Oyarzún, Juan De Dios (Pontificia Universidad Católica de Valparaiso. Escuela de Pedagogía. Facultad de Educación y Filosofía) 350
297 Diversifying Inclusion And Growth: Inspiring Technologies For Accessible Learning (Digital) In Times Of Covid-19 350
Peruzzo, Francesca (University of Birmingham, United Kingdom) · Allan, Julie (University of Birmingham, United Kingdom) 350
G.4. Digital Education Design. Evaluation Approaches, Tools and Techniques 352
266 Video-Lesson: Audiovisual Tools And Methods For A Valid Teaching 352
D'Agostini, Marco (Università degli Studi di Udine, Italia) 352
755 Teaching Through Motion Design And Transmedia Storytelling. An Integrated Approach To A Critical Evaluation 352
Faloni, Valentina ("Sapienza" University of Rome, Italy) · Maselli, Vincenzo ("Sapienza" University of Rome, Italy) · Panadisi, Giulia (University G. D'Annunzio of Chieti-Pescara, Italy) 352
666 The Danish Trial Of A 'Technology Comprehension' Subject As Experiment 353
Gahoonia, Simy Kaur (IT University of Copenhagen, Denmark) 353
878 Migrant Liter@Cy: An European Project On Digital Citizenship And New Media Literacy For The Empowerment Of Migrants 353
Nardone, Rosy (Università di Bologna - Dip. di Scienze dell'Educazione, Italia) 353
832 Creating Meaningful Learning Paths With The Use Of Technology 354
Niewint Gori, Jessica (Indire, Italy) · Rosa, Alessia (Indire, Italy) · Bagattini, Daniela (Indire, Italy) · Mori, Sara (Indire, Italy) 354
570 The Whatsapp Cares You 355

586 Students' Computer-Based Assessment: Teachers' Experience ... 356
Torti, Daniela (Università degli studi di Genova, Italia) ... 356
G.5. Learning AI and AI for Learning ... 358
350 Machine Learning Based System For Preventing School Dropout ... 358
Angiani, Giulio (Università di Parma, Italy· · IIS "Blaise Pascal" - Reggio Emilia) · Ferrari, Alberto (Università di Parma, Italy) · Tomaiuolo, Michele (Università di Parma, Italy) · Mordonini, Monica (Università di Parma, Italy) ... 358
148 Beyond The Click. The (Potential) Contribution Of Plug-Ins In The Educational Design Of Online Courses ... 358
D'Ambrosio, Stefano (Università degli Studi di Bologna, Italy) · Ferrari, Luca (Università degli Studi di Bologna, Italy) ... 358
697 Reinventing Education. For An Epistemology Of Error ... 359
Dominici, Piero (World Academy of Art and Science and University of Perugia, Italy) ... 359
652 Smart Education Through Artificial Intelligence ... 359
Montebello, Matthew (University of Malta, Malta) ... 359
443 Learning Artificial Intelligence And Machine Learning Fundamentals With Learningml ... 360
Rodríguez-García, Juan-David (Instituto Nacional de Tecnologías Educativas y Formación del Profesorado, Spain) · Moreno-León, Jesús (Programamos) · Román-González, Marcos (Universidad Nacional de Educación a Distancia) · Robles, Gregorio (Universidad Rey Juan Carlos) ... 360
151 Thinking Philosophically About Algorithmic Culture And The Concept Of Education ... 361
Tiffany, Graeme (Indepedent, United Kingdom) ... 361
G.6. The Digital Literacy we need in classrooms: Teachers' online cooperation as a source of professional culture ... 362
725 Didactics Of The Voice. An Experience In Primary School ... 362
Alexandrescu, Oana Rodica (IC San Polo d'Enza, Italy) ... 362
425 A Training Project For Teachers Through The Creation Of Practices' Community. The Case Study Of A School In Rome ... 362
Amato, Elisa (Istituto Comprensivo Simonetta Salacone, Italia) · Labalestra, Rosanna (Istituto Comprensivo Simonetta Salacone, Italia) · Zucchetta, Patrizia (Istituto Comprensivo Simonetta Salacone, Italia) · Larocca, Antonietta (Istituto Comprensivo Simonetta Salacone, Italia) ... 362
844 What The Hell Do I Do With The Moon? ... 363
Inesi, Caterina (Liceo Artistico Ripetta, Italy) ... 363
738 Digital Educational Contents For The Future School ... 364
Raimo, Christian (La Sapienza, Italy) ... 364
558 Research As A Didactic Method: Birth Of The Schedario And Its Actuality ... 365
Roghi, Vanessa (Independent Scholar, Italy) ... 365
415 Writers In The Virtual Classroom ... 365
Susani, Carola (Lumsa, Italy) ... 365
531 Distance Collaborative Writing By Folding Origami ... 366
Taverniti, Filomena (Istituto comprensivo Manziana (RM), Italia) ... 366
G.7. Enacting digital educational platforms. A critical take ... 368
622 The Datafication And Commodification Of Italian Schools During The Covid-19 Crisis. Implications For Future Research And Policy ... 368
Cappello, Gianna (University of Palermo, Italy) ... 368
522 School Management Platforms And The Transformation Of Teachers' Work In The Context Of Self-Directed Learning Arrangements ... 368
Hangartner, Judith (PHBern, Switzerland) ... 368
397 To Say, To Do, To Learn! Digital Education At The Museum: A Theoretical Reflection For A Review Of Studies On The Application Of Digital In Museum Education ... 369

Pastore, Patrizio (Università degli studi di Roma "La Sapienza", Italia) 369

818 Enacting Educational Digital Platforms. The Google Suite For Education And The Re-Making Of Teaching In Ordinary Schools 370

Taglietti, Danilo (University of Naples Federico II - Italy, Italy) · Grimaldi, Emiliano (University of Naples Federico II - Italy, Italy) · Landri, Paolo (IRPPS-CNR - Italy) · Esposito, Fabio Maria (University of Naples Federico II - Italy, Italy) 370

G.8. Reinventing the Digital Literacy of Teachers After Covid-19 Pandemic 372

553 Effect Of Online Training On Teachers 'Technological Knowledge. The Concept Of E-Learning 372

Ganino, Giovanni (University of Ferrara, Italy) · Agrati, Laura Sara (University of Bergamo, Italy) · Tedesco, Ines (eCampus University) 372

476 Redefining And Reconstructing Teacher Education In The Digital Era: Indian Perspective 373

Kaur, Manpreet (Partap College of Education,Ludhiana) · Singh, Balwant (Partap College of Education,Ludhiana) 373

614 Producing Inclusive Digital Learning Materials: A Study On Prospective Teachers 373

Mangiatordi, Andrea (Università degli Studi di Milano-Bicocca, Italy) · Menegola, Leonardo (Università degli Studi di Milano-Bicocca, Italy) 373

282 Rethinking School-Family Communication After Pandemic: New Protocols, Competences, And Alliances? 374

Pacetti, Elena (Università di Bologna, Dipartimento di Scienze dell'Educazione "Giovanni Maria Bertin", Italia) · Soriani, Alessandro (Università di Bologna, Dipartimento di Scienze dell'Educazione "Giovanni Maria Bertin", Italia) · Fabbri, Manuela (Università di Bologna, Dipartimento di Scienze dell'Educazione "Giovanni Maria Bertin", Italia) 374

548 School And Pandemic. For A Digital Literacy Of Teachers In The Incoming Training Phase 375

Simone, Maria Grazia (eCampus University, Italy) 375

527 A Study Of "Mission Hundred Per Cent" Success For Secondary School Students Through Self-Developed Standardised Digital Modules In India 376

Singh, Balwant (Partap College of Education, India) · Kaur, Balwinder (Partap College of Education, India) · Singh, Jaspal (District Institute of Education and Training, India) 376

G.9. Active learning in classes. Analysis of experiences on technology-enhanced feedback in school and university contexts 378

835 The Use Of Data For The Educational Success Of Students In Online Universities 378

Cecchi, Giorgio (Italian University Line, Italy) · Nencioni, Paola (Italian University Line, Italy) · Giunti, Chiara (Italian University Line, Italy) · Mori, Sara (Italian University Line, Italy) 378

810 Analysis Of University Didactic Transformation During Covid-19: Which Opportunities For Innovation? 379

Di Palma, Davide (University of Naples "Parthenope", Italy) 379

858 Creative Processes In Minecraft: The Experience Of Failure And The Emergence Of Agency In The Primary School. 380

Lorusso, Ivana Pia (University of Foggia, Italy) · Ritella, Giuseppe (University of Helsinki, Finland) · Limone, Pierpaolo (University of Foggia, Italy) 380

762 Visual Feedback In Digital Environments For An Active Learning 380

Macauda, Anita (Department of Education Studies "G. M. Bertin", University of Bologna, Italy) · Corazza, Laura (Department of Education Studies "G. M. Bertin", University of Bologna, Italy) · Russo, Veronica (Department of Education Studies "G. M. Bertin", University of Bologna, Italy) 380

847 "Classi In Rete". Rethinking Education In Small Schools. An Experimental Research In Abruzzo 381

Mangione, Giuseppina Rita Jose (INDIRE, Italy) · Pieri, Michelle (INDIRE, Italy) · Cacciamani, Stefano (Università della Valle d'Aosta) · Tancredi, Anna (INDIRE, Italy) 381

176 Students' Perception On Feedback Strategies Activated By The Digital Learning Ecosystem In The Pandemics 382

Pentucci, Maila (University "d'Annunzio" Chieti - Pescara, Italy) · Laici, Chiara (University of Macerata, Italy) · Giannandrea, Lorella (University of Macerata, Italy) 382

828 Ict And Teachers: A Pilot Project 383

Scamardella, Fabio (Parthenope University, Naples, Italy, Italy) 383

G.10. Learning Ecologies. Educational methodologies in the relationship with the space-time of learning 384

528 Digital Platforms For Learning: A Plug-In For Teaching 384

Aprile, Domenico (Liceo Scientifico "Fermi-Monticelli" - European High School Brindisi, Italia) 384

608 Rethinking The Space-Time Of Learning: A Transformative And Democratic Opportunity For Education Systems In A Time Of Pandemic 384
Bearzi, Francesco (Espéro - University of Salento, Italy) · Rodolico, Daniele (Facoltà di Medicina e Chirurgia "A. Gemelli", Università Cattolica del Sacro Cuore) 384
304 Living In A Smart City 385
Brogna, Daniela (IC Eleonora Pimentel Fonseca, Pontecagnano (SA) Italia) 385
840 "Opening The Boxes" Of Digital Culture: An Ecological Approach For Promoting Media And Data Literacy Skills In Italian Educational Ecosystem 386
Bruno, Nicola (Dataninja, Italy· · Università degli Studi di Modena e Reggio Emilia, Italy) 386
163 Digital Citizenship: Reflections On Space And Time 386
Cavarra, Chiara (RomaTre, Italy) 386
717 Difficulty And Concerns Of Teachers During The Pandemic. Managing The Relationships, Space And Time Of The Dad 387
Di Donato, Daniela (Sapienza Università di Roma, Italia) 387
287 Space-Time Variable In The Teaching-Learning Process: Technology Affordances For The Educational/Didactical Relation 388
Fedeli, Laura (University of Macerata, Italy) 388
119 University Students' In Education Competence To Use Potential Learning Environmens 389
Kubova-Semaka, Julija (Kaunas University of Technology) · Jucevičienė, Palmira (Kaunas University of Technology) 389
525 Classroom Management In Space-Time Augmented By Technology: Teaching/Learning, Blended Learning, E-Learning 390
Lisimberti, Paola (Università di Bari, Italia) 390
896 Teaching Philosophy In A Digital Environment 390
Pesce, Barbara (I.I.S. "Piero Gobetti" Omegna (VB), Italy) 390
Stream H. Reinventing Practice in Teaching/Learning/Space/Time 392
H.1. Reinventing education in and through artistic languages 392
539 Art As A Didactic Tool: "The Bauhaus 2.0" Digital Workshop 392
Amendola, Alfonso (Università di Salerno, Italia) · Camargo Molano, Jessica (Università Telematica Internazionale "UniNettuno" – Roma, Italia) 392
715 Reading Performing Arts In Education From A New Materialism Perspective: The Prison Theatre Example 393
Barbanti, Camilla Virginia (Università degli Studi di Milano Bicocca) · Berni, Veronica (Università degli Studi di Milano Bicocca) 393
276 Improvisation In Teaching Profession: An Embodied Approach For Inquiry 393
Corbella, Laura (Università degli studi di Milano - Bicocca, Italy) 393
386 Musical Language In Montessori Education: An Ethnographic Research From The Sociology Of Music Education 394
De Feo, Antonietta (Università Roma Tre, Italy) 394
647 Preliminary Data From A Dancing Practice In Distanced Learning 395
Ferraro, Francesco Vincenzo (Bournemouth Universityq, United Kingdom) · Aruta, Luigi (Dipartimento di Scienze Motorie e del Benessere, Università degli studi di Napoli Parthenope) · Ivano Ambra, Ferdinando (Dipartimento di Scienze Motorie e del Benessere, Università degli studi di Napoli Parthenope) 395
486 Epistemologies Of The South For Re-Imagining Education. The Artist Perspective 396
Frascarelli, Raffaella (Sapienza University of Rome, Italy) 396
773 Commemorating Piazza Fontana Through The Arts: Learning Practices, Artistic Productions And Public Memory 397
Luchetti, Lia (Università degli Studi Roma Tre, Italy) 397
478 The Aesthetic Thinking. Reconnecting The Subject With The Reality, The Society And The Cosmos. 397
Polenta, Stefano (Università degli studi di Macerata, Italy) 397
803 "Becoming A Musician" And/Or "Becoming An Adult": Music Education In Waldorf School 398
Tota, Anna Lisa (University Rome III, Italy) 398

559 The Process Of Crossbreeding In Contemporary Artistic Production. New Routes In Aesthetic Education ... 399
Tumino, Raffaele (Università di Macerata, Italy) ... 399
778 A Universities Programme Of Art-Based And Art Informed Research ... 400
Zuccoli, Franca (Università Milano Bicocca, Italy) · Biffi, Elisabetta (Università Milano Bicocca, Italy) ... 400
H.2. Scaling Up Innovation: From Educational Practices to Systemic Change ... 401
480 The Art Ecosystem: An Integrated Model For Sustainable And Inclusive Learning And To Promote Innovation ... 401
Gadotti, Erik (Istituto Pavoniano Artigianelli per le Arti Grafiche, Italy) · Faitini, Tiziana (Dipartimento di Lettere e Filosofia, Trento) ... 401
793 Selfie: An Instrument Based Approach To Systemic Change For The Digital Empowerment Of Schools ... 401
Giannoutsou, Nikoleta (Joint Research Centre - European Commission, Spain) ... 401
706 Educational Policy And Schooling For Adivasis In A South Indian State ... 402
Kannamma, Emaya (Tata Institute of Social Sciences, India) ... 402
702 "The Innovation Selfie": Analyzing And Evaluating Educational Innovation Processes At School ... 403
Mosa, Elena (Indire, Italy) · Rossi, Francesca (Indire, Italy) · Panzavolta, Silvia (Indire, Italy) · Morini, Elettra (Indire, Italy) ... 403
718 How Can Dialogue Labs Develop And Sustain Large Scale Education System Innovation ... 404
Wastiau, Patricia (European Schoolnet, Belgium) ... 404
H.3. 'Boundary' practices: Reinventing education across and beyond the 'forme scolaire' ... 405
829 Building Windmills: The Educating Neighborhood Of Fonti San Lorenzo In Recanati ... 405
Casulli, Stefano (Università di Macerata, Italy) ... 405
709 Forest Pedagogy And Neoliberal Challenges: Exploring The Construction Of Forest Children'S Subjectivities In Italy ... 405
Donzelli, Stefania (Pedagogia del bosco | Ricerca e formazione, Italy) ... 405
639 Homeschooling And Unschooling ... 406
Vezzola, Nunzia (L'Associazione Istruzione Famigliare, Italia) ... 406
512 Piccola Polis, A Parental School In Rome. A Case Study ... 407
Vianello, Luisa (Associazione L'Asilo nel Bosco, Italia) · Castagna, Catia (Associazione L'Asilo nel Bosco, Italia) ... 407
H.4. Training A Democratic Teacher: Between Individualized Teaching and Formative Evaluation ... 409
538 Between Well-Being And Poverty In Educational Contexts. What Is The Role Of Teachers? A Narrative Literature Review ... 409
Baroni, Sara (Free University of Bolzano) · Di Genova, Nicoletta (Sapienza University of Rome) ... 409
786 Large-Scale Assesmment And Inclusion: Not Necessarily An Oxymoron ... 410
Bolondi, Giorgio (Free University of Bozen-Bolzano, Italy) · Ferretti, Federica (Università di Ferrara, Ferrara, Italy) · Santi, George (Free University of Bozen-Bolzano, Italy) ... 410
827 The Pre-Service Teachers' Democratic Teaching Beliefs ... 410
Ciani, Andrea (Alma Mater-Università di Bologna, Italy) ... 410
579 Teaching Practices And Use Of Digital In The Dada Model (Didactics For Learning Environments) ... 411
De Santis, Cristiana (Sapienza University of Rome, Italia) · Germani, Sara (Sapienza University of Rome, Italia) · Di Donato, Daniela (Sapienza University of Rome, Italia) ... 411
611 The Epistemological Question Of Digital Citizenship At The Time Of The Pandemic ... 412
Fabiano, Alessio (Università degli Studi della Basilicata, Italy) ... 412
296 The Influence Of Training On Teachers' Teaching Strategies: Study Of A Sample Of Lower Secondary And High School Teachers ... 413
Mattarelli, Eleonora (La Sapienza, Roma, Italia) · Cecalupo, Marta (La Sapienza, Roma, Italia) ... 413
437 The Schoolyard As A Teachable Space: A Research-Training Project With Teachers And Parents ... 413

Pintus, Andrea (University of Parma) · Landi, Laura (University of Parma) 413

H.5. Reinventing Professional Learning and Development 415

267 Toward A Phenomenology-Oriented Transformative Education In Adult Life 415

D'Addelfio, Giuseppina (Università degli Studi di Palermo, Italy) 415

357 Citizenship Education In Secondary School: Teacher Representations And Student Voices 415

Fredella, Claudia (Università degli Studi di Milano-Bicocca, Italy) · Zecca, Luisa (Università degli Studi di Milano-Bicocca, Italy) 415

507 A Digital Work-Integrated Learning Model To Encourage A Positive Attitude Toward Professional Learning & Development In Future Lifelong Learning Professionals 416

Frison, Daniela (University of Florence, Italia) 416

500 Explicating 'How' 'Participatory Action Learning Action Research Community Of Practice' Processes Transform Teachers 'As' Teachers, Leaders, Researchers And People 417

Holland, Eimear (Dublin City University, Ireland) · Klng, Fiona (Dublin City University, Ireland) 417

589 Supporting Critical Professional Learning And Development At Primary Education Degree: The Voice Of Pre-Service Teacher 418

Passalacqua, Franco (University of Milan-Bicocca, Italy) · Balconi, Barbara (University of Milan-Bicocca, Italy) 418

273 Transformative Learning Of Teachers And School Leaders For The Development Of A Learning Community And Their Professional Agency 419

Pranckūnienė, Eglė (Centre for School Improvement, Lithuania) · Valuckienė, Jūratė (Vilnius university, Lithuania) · Balčiūnas, Sigitas (Vilnius university, Lithuania) · Damkuvienė, Milda (Vilnius university, Lithuania) · Petuvienė, Evanželina (Vilnius university, Lithuania) 419

388 Teacher Merit Restyling Through Inclusive Teacher Leadership 420

Salvadori, Ilaria (University of Florence, Italia) 420

H.7. Reinventing school between pedagogy, architecture and design: A dynamic laboratory 421

592 Educational Experiences In Nature:The Characteristics And Potential Of Outdoor Settings 421

Antonietti, Maja (University of Parma, Italy) · Bertolino, Fabrizio (University of Aosta Valley, Italy) · Guerra, Monica (University of Milan-Bicocca, Italy) · Schenetti, Michela (University of Bologna, Italy) 421

661 Green Set 4 Unibz 421

Brun, Federica (Libera Università di Bolzano, Italy) · Francescon, Giovanni (Libera Università di Bolzano, Italy) · Ochner, Francesco (Libera Università di Bolzano, Italy) · Tataru, Irina (Libera Università di Bolzano, Italy) · Valentin, Samuel (Libera Università di Bolzano, Italy) 421

400 Modern Architectures For Contemporary Communities: Learning And Inclusion In The Open Work 422

Cabras, Lino (Università degli studi di Sassari, Italy) 422

814 How Do We Negotiate Innovative School Design Among Different Expert Profiles? 423

Cannella, Giuseppina (Indire, Italy) · Borri, Samuele (Indire, Italy) 423

416 School Buildings As A Pretext For An Architectural Manifesto 424

De Savi, Alessandro (Università Iuav di Venezia, Italy) 424

894 Re-Reading History. Contemporary Innovative Spaces From The Past 424

Ferrari, Massimo (Politecnico di Milano, Italy) · Tinazzi, Claudia (Politecnico di Milano, Italy) · D'Erchia, Annalucia (Politecnico di Milano, Italy) 424

744 School Atlas South Tyrol. A Case Study 425

Galateo, Simona (Fondazione Architettura Alto Adige, Italy) 425

513 The Inclusive Design Of School Spaces Framework Based On Icf, And Its Applications. 426

Galletti, Alessandra (Padlab, Italia) 426

621 Participatory Actions For Fostering An Open Idea Of Education 427

Guerra, Monica (Università di Milano-Bicocca, Italy) 427

488 All Out Of Class: Educating Between Inside And Outside 427

Leone 427
505 Pianta Dei Luoghi 428
Marani, Camilla (Free University of Bozen/Bolzano, Italy) 428
321 Transforming Teaching And Learning: Collaborative Design Of Educational Environments By Students "Drop Out" To Improve Soft Skills, Creativity And Steam 429
Marcarini, Mariagrazia Francesca (CIA (Centro d'Istruzione per l'Adulto e l'Adolescente A. Manzoni-Comune di Milano, Italy) 429
585 "Lo Spazio Flessibile" And The Pedagogical Role Of Architecture 430
MONTI, DANIELA (Lo Spazio Flessibile, Italia) 430
580 Learning Space Development – Learning And Spatial Design Linking By Participation 431
Moog, Petra Regina (Sophia::Academy, Germany) 431
377 Space And Education In Dialogue. A Meta-Analysis Of Current Specialist Literature 432
Oberhauser, Gabriel (Freie Universität Bozen, Italy) 432
463 Eden Educational Environments With Nature: A Project For Building Ecological Consciousness 432
Parricchi, Monica Adriana (Università Bolzano, Italia) · Satta, Monia (Università Bolzano, Italia) 432
776 Design As An Educational Project 433
prey, kuno (libera università di bolzano, Italy) 433
458 Modern School Heritage: Architectural And Pedagogical Models In Sardinia 433
Pujia, Laura (University of Sassari, Italy) 433
426 Urban Play As A Tool For Educating To Democracy 434
Shmitko, Daria (xxxxxxxxxx) 434
536 New Scenarios For Learning Spaces. An Experimental Laboratory At The Department Of Architecture 435
Sigillo, Bruna (Università degli Studi di Napoli Federico II, Italy) 435
469 Analysis Of The Impact Of Pedagogy On The Design Process In School Building Construction 436
Weyland, Beate Christine (Free University of Bolzano, Italy) 436
779 Rethinking Schools And Redesigning Them Together 437
Zuccoli, Franca (Università Milano Bicocca, Italy) · Fianchini, Maria (DAStU - Politecnico di Milano) · Bellomo, Antonella (Istituto Comprensivo A. B. Sabin, Segrate) 437
H.8. Peer feedback and peer assessment as new perspectives for teaching and learning 438
441 Assessment As Learning: A Reflective Approach To Making Feedback Literacy Sustainable For Pre-Service Teachers 438
Bevilacqua 438
430 Mutual Feedback Exchange And Peer Assessment During Text Revision In Primary School 438
Farina, Elisa (University of Milan-Bicocca, Italy) 439
424 Peer Feedback Practices In Student Teachers Laboratory Course: A Case Study In Primary Education Program 439
Iannotta, Iolanda Sara (University of Salerno) · Tammaro, Rosanna (University of Salerno) · Ferrantino, Concetta (University of Salerno) 439
530 Peer Assessment And Peer Feedback To Foster Collaborative Learning And To Consolidate University Students' Writing Skills 440
Moretti, Giovanni (Department of Education Science, Roma Tre University, Italia) · Morini, Arianna Lodovica (Department of Education Science, Roma Tre University, Italia) · Briceag, Bianca (Department of Education Science, Roma Tre University, Italia) 440
H.9. School system and daily school. Learn about practices and make sense of evaluation to promote innovation 442
563 Measuring The Mathematics Abilities Of Students With Special Education Needs Through A Computer-Based Multilevel Adaptive Test 442
Botta, Emanuela (University of Rome "La Sapienza", Italy) 442
175 Educational Ecosystem: The Value Of New Evaluation System 442

Ellerani, Piergiuseppe (University of Salento, Italy) 442

421 Assessment, Power, Subjectivation Processes. Biopolitical-Transdisciplinary Hypotheses 443

Giacomantonio, Andrea (Università telematica Pegaso, Italia) 443

588 Educational Innovation: Making Sense Of Practices, Changing Meaning Perspectives 444

Grange, Teresa (Università della Valle d'Aosta, Italia) 444

446 Supporting Innovation In Daily School Life: Lessons Learned From The Field 444

Lisimberti, Cristina (Catholic University "Sacred Heart", Italy) · Montalbetti, Katia (Catholic University "Sacred Heart", Italy) 444

656 Innovating The School: Comparing The Point Of Views Of Students, Teachers And Head Teachers 445

Mori, Sara (INDIRE) · Rossi, Francesca (INDIRE) · Storai, Francesca (INDIRE) · Toci, Valentina (INDIRE) 445

231 Assessment And Inclusion. Teachers' Experience Of Emergency Remote Teaching During The Lockdown Period 446

Morini, Arianna Lodovica (Roma Tre University, Italy) · Stanzione, Irene (Sapienza University of Rome, Italy) 446

195 Construction Of A Pedagogical Open Badge Model 447

Rubat du Mérac, Emiliane (Sapienza University, Italy) · Lucisano, Pietro (Sapienza University, Italy) 447

365 Didactic Strategies And Methods During The Covid-19 Emergency: A Comparison Between Data Obtained From The Qualitative Analyses Of Sird Survey 448

Toti, Giulia (Università di Perugia, Italy) · Barbisoni, Giulia (Università di Perugia, Italy) · Pera, Eleonora (Università di Perugia, Italy) · Scierri, Irene Dora Maria (Università di Firenze, Italy) 448

225 Empowering The School. A Research-Intervention Approach To Value School Practices For Innovation 449

Viganò, Renata Maria (Catholic University of the Sacred Heart, Italy) · Giganti, Marco (Catholic University of the Sacred Heart, Italy) 449

H.10. Quality Ecec In Italy: Teaching and Learning In The New 0-6 System 451

380 Educating In The Cooperative Model Through A Structural Dialogue Between Face-To-Face And Digital Environments 451

Alfano, Isabel (University of Rome Tor Vergata, Italy) · Ceccherelli, Alessio (University of Rome Tor Vergata, Italy) · Fratepietro, Luca (Arci Campania) · Serra, Marco (Mycro Working) · Volterrani, Andrea (University of Rome Tor Vergata, Italy) 451

590 Learning To Learn In Preschools: An Exploratory Qualitative Study In Italy And Mexico 452

Cardenas, Victor Gerardo (Universidad Autónoma Metropolitana, Mexico) · Stringher, Cristina (ISTITUTO NAZIONALE PER LA VALUTAZIONE DEL SISTEMA EDUCATIVO DI ISTRUZIONE E DI FORMAZIONE) · Brito, Hugo Armando (ISTITUTO NAZIONALE PER LA VALUTAZIONE DEL SISTEMA EDUCATIVO DI ISTRUZIONE E DI FORMAZIONE) 452

813 Who Is The Preschool Coordinator? Profile And Tasks Of This Key Role In The Italian Preschool System 452

Huerta, Maria Carmen (INVALSI· · Imperial College, United Kingdom) · Stringher, Cristina (INVALSI) 452

445 Sustaining Ecec Quality In The New 0-6 System In Italy. Preliminary Findings From The Intrans Project 453

Lazzari, Arianna (Bologna University, Italy) · Balduzzi, Lucia (Bologna University, Italy) · Serapioni, Martino (Bologna University, Italy) 453

213 Game Media Literacy As An Approach To Complexity In Education 454

Pensavalle, Carlo Andrea (Università degli Studi di Sassari, Italy) · Dell'Utri, Massimo (Università degli Studi di Sassari, Italy) · Ligabue, Andrea (Università degli Studi di Modena e Reggio Emilia, Italy) · Ventura, Antonella (Liceo delle Scienze Umane, M. Castelvì – Sassari, Italy) · Furfaro, Roberto (Istituto Tecnico Industriale G.M. Angioj – Sassari, Italy) 454

746 The Impact Of Childcare And Home Quality On Children'S Skills Development: A Case Study For Ireland 455

Pietropoli, Ilaria (Università di Trento, Italy) 455

742 Preschool Teachers' Perceptions On Children'S Outcomes. An Italian Study 455

Stringher, Cristina (INVALSI, Italy) 455

H.11. Reinventing the curriculum and its practices 457

370 Expected Learning And Observed Learning. Monitoring Their Congruence In The Curriculum Of Moral Education 457

D'Ugo, Rossella (Università degli Studi di Urbino Carlo Bo, Dipartimento di Studi Umanistici, Italy) 457

499 A Curriculum For Sustainable Education ... 457
Fioretti, Silvia (Università di Urbino, Italia) ... 457
451 Active Learning And Curriculum Across Disciplines: A Field Research Study In Secondary School ... 458
Goracci, Serena (Indire, Italia) · Camizzi, Loredana (Indire, Italia) · Borgi, Rachele (Indire, Italia) · De Santis, Francesca (Indire, Italia) · Messini, Laura (Indire, Italia) · Perrone, Francesco (Indire, Italia) ... 458
787 Emotional Containment And Coping With Emergencies Contents In The Curricula Of Initial Pre School Teacher Training In Chile ... 459
Leigh González, Camila Alejandra (Universidad de Playa Ancha, Chile) · Gómez Zuloaga, Susana Fabiola (Universidad de Playa Ancha, Chile) ... 459
728 Reinventing School Through Curriculum Integration ... 460
Martini, Berta (Università di Urbino Carlo Bo, Italy) ... 460
355 Integrated Curriculum And Technological Change ... 460
Palazzi, Maruska (Università di Urbino "Carlo Bo", Italia) ... 460
404 Graphic Tools For A Visual Representation Of The Curriculum ... 461
Perondi, Luciano (Università Iuav di Venezia, Italy) ... 461
335 Integrating Knowledge Through A Historical-Educational Laboratory On Physical Sciences At The University Of Urbino ... 462
Tombolato, Monica (Università di Urbino Carlo Bo, Italia) ... 462
155 Integrated Curriculum And Educational Poverty ... 463
Travaglini, Roberto (DISTUM University of Urbino, Italy) ... 463
172 Body, Learning Facilitator ... 463
H.12. Pedagogy meets Architecture and Digitalisation ... 465
723 Space Matters - A Transdiciniplary And Co-Creative Setting To "Update" Spatial Learning Environments ... 465
Hammon, Andreas (Architektur & Entwicklungsräume, Switzerland) ... 465
577 Learning Environments Applications ... 466
Machat, Karl-Heinz (University of Innsbruck, Dept. Spatial Design/studio2, Austria) · Bablick, Heike (University of Innsbruck, Dept. Experimental Architecture, Austria) ... 466
568 Rethinking Learning Spaces And Teaching Methodologies By Connecting Communities During The Covid19-Period: Inclusive Vision And Research-Training In On-Line Workshop ... 467
Marcarini, Mariagrazia Francesca (ADi (Associazione Docenti e Dirigenti Scolastici italiani)) ... 467
712 Mobile - Mobilising Innovative Learning Environments ... 468
Moog, Petra Regina (Sophia::Academy, Germany) · van Wijk, Teun (ICSadviseurs, The Netherlands) · Stavem, Siv Marit (Norconsult, Norway) ... 468
576 Active Learning And Hybrid Environments ... 469
Sidoroff, Eric (University of Innsbruck, Austria) ... 469
Stream I. Reinventing Gender Issues in/of Education ... 471
I.2. Preventing and Tackling Forms of Gender-Based and Intersectional Hate Speech Through Formal And Non-Formal Education ... 471
607 Emerging Forms Of Online Hate Speech In Italy: Why Is "Gender" So Hateful? ... 471
bello, barbara (Università degli Studi di Milano, Italy) ... 471
197 Restorative Approaches In Schools: Meeting On The Common Ground Of Fundamental Rights To Create An Inclusive Education System ... 471
Bertelli, Francesca (Università di Brescia, Italy) · Viggiani, Giacomo (Università di Brescia, Italy) ... 471
170 "We Need To Debunk Feminism". The Anti-Feminist Revendications In The Manosphere ... 472
Botto, Matteo (University of Genoa, Italy) ... 472
363 An Approach To Evasive Attitudes To Recognize Lgbqphobia ... 473

López-Sáez, Miguel Ángel (Rey Juan Carlos University, Spain) 473
274 Preventing Gender-Based Violence Through Awareness-Raising And Education: Some Notes On The Istanbul Convention 473
Parolari, Paola (Università di Brescia, Italy) 473
291 Deal With It: When Irony Becomes Hateful 474
Scudieri, Laura (University of Genova, Italy) 474
352 Virgin & Martyr: Resisting Gendered Cyberviolence Through Formal And Non-Formal Sexual, Affective And Digital Education 474
Semenzin, Silvia (Complutense University of Madrid, Spain) 474
142 Gender-Based Hate Speech And Didactics Of Law 475
Verza, Annalisa (Università di Bologna, Italy) 475
I.3. The Impact of The Anti-Gender Movement On Educational Contexts: Resistance, Resilience and Redefinition 476
703 Doing Gender In A Multicultural Suburb 476
Farina, Filomena Gaia (Università di Padova, Italy) 476
823 When Militia Christi Mothers Occupy Schools. The Implications Of The Anti-Gender Crusade In The Experience Of Educare Alle Differenze Network 476
Marini, Sara (Educare alle Differenze, Italy· · Sapienza, Università di Roma) · Santambrogio, Alessia (Educare alle Differenze, Italy· · Università degli Studi di Bergamo) 476
574 Sexting: Miniskirt In Cyberbullism? A Different Way To Prevent And Combat Gender-Based Violence At School 477
Maurizi, Elisa (Antiviolence centre La Nara, Italy) · Bagattini, Daniela (INDIRE – the National Institute for Documentation, Innovation and Educational Research) 477
396 Anti-Gender Ideology In Education Policy-Making, And Activist Responses To The Demonizing Of The Concept Of Gender In Hungary 478
Rédai, Dorottya (CEU-Democracy Institute / Labrisz Lesbian Association, Hungary) 478
855 Gender Training In Pre-Primary Education: Hindering & Resistance Factors. A Logbook Of An Experience 479
Veneri, Camilla (Università degli Studi di Milano, Italia) 479
I.4. Gender imaginaries in textbooks and children's publishing: Between sexist representations and new narratives 481
699 Gender Language In Illustrated Books: The Relevance Of Words 481
Arzani, Luisella (Giralangolo-EDT Edizioni di Torino, Italia) · Roveda, Anselmo (ISIA, Urbino) 481
123 Gender And Roles In Italian Grammar Textbooks Today 481
Bachis, Dalila (Università di Siena, Italy) 481
683 "Girls Are Tidier Than Boys, Boys Are More Critical Than Girls": How An English Grammar Lesson Become Sexist Education 482
Chiappelli, Tiziana (University of Florence, Italy) 482
882 Rethink The Categories Related To Construction Of Masculinity To Promote New Pedagogical Strategies Encouraging Engagement Of Young Males In Social Change. 483
Ciccone, Stefano (Università di Roma Tor Vergata, Italy) 483
171 Poetry For Boys And Girls Of Women Poets And Writers 484
Comes, Annalisa (Université de Lorraine, Italy) 484
820 An Interdisciplinary Approach To Gender Pedagogy At School: Promoting New Narratives And Tools 485
Danieli, Patrizia (Indipendent Researcher, primary school Teacher, and Theatre Educator, Italia) 485
152 Girlhood And Boyhood In Bao Publishing'S Books Building Multidimensional Characters In Comics And Graphic Novels For Children 485
Forni, Dalila (Università di Firenze, Italy) 485
674 Stereotypes And Anti-Stereotypes In The L2/Ls Textbook Of Italian As A Foreign Language 486
Frabotta, Simona (Università di Málaga, Spagna) 486

804 The Ongoing Discussion On Non-Sexist Uses Of Italian Language 487
Gheno, Vera (Università di Firenze, Italy) 487
839 Indici Paritari: New Languages, New Narratives 488
Lenzi, Diana (Indici paritari, Italia) · Di Bernardo, Monica (Indici paritari, Italia) · Taverniti, Filomena (Indici paritari, Italia) · Del Vecchio, Fabiola (Indici paritari, Italia) 488
341 History And Stories To Dismantle Gender Stereotypes 488
Martinelli, Monica (Settenove edizioni, Italia) · Serafini, Elisabetta (Società Italiana delle Storiche) 488
526 Stereotypes In Textbooks, Again. A Study On Primary School Textbooks After The Polite Agreement 489
Scierri, Irene Dora Maria (Università degli Studi di Firenze, Italia) · Corsini, Cristiano (Università degli Studi di Roma Tre, Italia) 489
811 Gender Stereotypes: The Care And Commitment Of Educational Publishers 490
Tartaglino, Paolo (Associazione Italiana Editori, Italia) · Gulli, Roberto (Associazione Italiana Editori, Italia) 490
405 "Obiettivo Parità!" (Gender Equality Goal): The Role Played By Publishers In The Development Of A Gender Equality Culture 490
Zambotti, Francesco (Edizioni Erickson, Italy) · Traversa, Mauro (Rizzoli Education, Italy) 491
I.5. Masculinities in The Classroom: Gender Imbalances And New Models 492
503 Dissolving The Invisible Man. The Sharing Of A Gendereded Self-Perspective As Part Of Boys' Education 492
Bellassai, Sandro (Università di Bologna, Italy) 492
584 "Boys In Care": Promoting Caring Masculinities In Education And Care Professions 492
Bernacchi, Erika (Istituto degli Innocenti, Italy) 492
358 Bullying: A Mechanism Of Reputational Management Of The Male Peer Group 493
Burgio, Giuseppe (Kore University of Enna, Italy) 493
477 From Feminized School To Feminist Education: Female And Male Teachers Can Redefine Caring 493
Caporaso, Pina (European School Brussels II, Belgio) 493
359 Masculinities At School. Reflections On The Social Constructions Of Gender In The Educational Contexts 494
Fidolini, Vulca (Université de Lorraine, France) 494
112 Can Discussing Gender Violence Be "A Boy Thing"? Role-Distance Strategies And Masculine Performances In A School Setting 495
Gusmeroli, Paolo (Università di Padova, Italy) 495
205 Being 'Breakers'. Males Overcoming Gender Segregation In Early Childhood Education 495
Ottaviano, Cristiana (Università di Bergamo, Italia) · Persico, Greta (Università di Bergamo, Italia) 495
I.8. The academic work in neoliberal times: Exploring gender, precarity and emerging forms of solidarity 497
289 Precariousness And Gender Asymmetries Among Stem Early Career Researchers In Italy 497
Bozzon, Rossella (University of Milan, Italy) 497
819 The Gendered Construction Of Excellence In Academia: An Explorative Analysis Between Different Disciplines And Career Stages 497
Cannito, Maddalena (University of Trento, Italy) · Anzivino, Monia (University of Torino, Italy) · Poggio, Barbara (University of Trento, Italy) 497
853 Academic Work During The Covid-19 Pandemic In Italy. Structural Factors And The Redefinition Of Spatial, Time And Relational Boundaries 498
Dordoni, Annalisa (University of Milan-Bicocca, Italy) 498
252 Towards A Good University. Challenges, Tensions And Opportunities Within The Neoliberal University From A Solidaric Feminist Perspective 499
Guenther, Elisabeth Anna (University of Vienna, Austria) · Fink, Dagmar (University of Vienna, Austria) · Ratković, Viktorija (University of Klagenfurt, Austria) 499
238 Playing Strategic Offense-Defense In Pursue Of Academic And Societal Change 499
Heijstra, Thamar (University of Iceland, Iceland) · Pétursdóttir, Gyða Margrét (University of Iceland, Iceland) 499

508 Academic Mothers Being Left Behind During Covid-19: Challenges And Opportunities Toward A New Culture Of Care And Citizenship 500
Manzo, Lidia Katia C. (University of Milan (Italy)) · Martucci, Sara (Mercy College (USA)) 500
510 Unlocking The Glass Door In The Neoliberal Turn: A Qualitative Study On Stem And Ssh Academics In Italy 501
Musumeci, Rosy (Università di Torino, Italy) · Carreri, Anna (Università di Trento, Italy) · Naldini, Manuela (Università di Torino, Italy) 501
843 Becoming Slow In Academic Life. Why Going Down This Road? 502
Perini, Lorenza (University of Padua, Italy) · Visentin, Martina (University of Padua, Italy) · Bosanquant, Agnes (Macquarie University, Australia) 502
886 We As Phd Researchers: A Co-Autoethnographic Reflection 502
Piromalli, Leonardo ("Sapienza" University of Rome, Italy) · Ficcadenti, Cecilia ("Sapienza" University of Rome, Italy) 502
116 When Discourse Is Hijacked: An Implicit Performative Resistance Strategy To Gender Equality In Higher Education 503
Smidt, Thomas Brorsen (University of Iceland, Iceland) · Pétursdóttir, Gyða Margrét (University of Iceland, Iceland) · Einarsdóttir, Þorgerður (University of Iceland, Iceland) 503
739 Between And Betwixt: Experiences Of Academic Precarity And Resistance During Covid-19 Pandemic 503
Tsitsou, Lito (University of Glasgow, United Kingdom) · Sedgwick, Claire (University of Nottingham, United Kingdom) 503
I.9. Educating for Gender Equality 10 Years after the Instanbul Convention: Towards an Overcoming of Stereotypes and Prejudices in the Social Representation of Gender Relations 505
601 Beyond The Emergency: Towards A Thematic Representation Of Gender-Based Violence In The Italian Press? A Comparison Between Two Italian Newspapers 505
Belmonte, Rosalba (Università degli Studi della Tuscia, Italy) 505
254 Media Representation Of Verbal, Emotional And Psychological Violence In Intimate Communication. Analysis Of Cultural Roots And Interactions In Some Films 505
Capalbi, Antonella (Università di Modena e Reggio Emilia, Italy) · Rossi, Elisa (Università di Modena e Reggio Emilia, Italy) 506
515 Watching Pornhub: Gender Stereotypes In The Representation Of Pornography Consumption 506
Cava, Antonia (University of Messina, Italy) 506
190 Gender Stereotypes In Social Advertising Campaigns Against Gender-Based Violence 507
Cervia, Silvia (University of Pisa, Italy) 507
497 Gender Bias In The Legal Representation Of Violence Against Women. A Socio-Cultural Analysis Of The Sentences In The Italian Courts (Abstract) 508
Massidda, Luca (Università della Tuscia, Italy) 508
414 Gender Issues As A Political Resource: Reflections About The Representation Of Women, Stereotypes And Gender-Based Violence 508
Mostaccio, Fabio (Università di Messina, Italia) · Meo, Milena (Università di Messina, Italia) 508
554 Towards A Non-Discriminatory And Stereotyped Methodology: Innovating Quantitative Sociological Research For A New School Socialization In The Field Of Gender 509
Negri, Michele (Tuscia University - Viterbo, Italy) 509
606 "Una Super Madre Al Poder". Representation And Positioning Of A Woman Political Leader In The Bolivian Case Of The Ex-President Jeanine Anez 510
Raffa, Valentina (University of Messina, Italy) · Cammarota, Antonella (University of Messina, Italy) 510
490 Educating To The Contrast Of Stereotypes And Prejudices In The Social Representation Of Gender Violence: The Step Project Case Study 510
Saccà, Flaminia (Tuscia University, Italy) 510
495 Challenging Stereotypes About Women Leaders: An Analysis Of Jacinda Ardern'S Discourse During The Pandemic 511
Selva, Donatella (Università della Tuscia, Italy) 511

I.10. Researching the relationship between gender and education: innovative methodologies and open questions in times of the COVID-19 pandemic 512

785 From Face To Face To Online Interviews: An Experience Description On University Male And Female Students. 512

Brambilla, Lisa (Università degli studi di Milano-Bicocca, Italia) · Fiore, Brunella (Università degli studi di Milano-Bicocca, Italia) · Luraschi, Silvia (Università degli studi di Milano-Bicocca, Italia) · Zampini, Laura (Università degli studi di Milano-Bicocca, Italia) 512

199 Female Bullying At School Through An Intersectional Perspective 512

De Vita, Antonietta (University of Verona, Italy) · Vittori, Francesco (University of Verona, Italy) 512

487 Southern Italian Graduates: Gender Pay Gap In Early Career 513

Ferri, Valentina (INAPP - National Institute for Public Policy Analysis, Italy) 513

605 Being Mothers Of Minor Children At The Time Of The Pandemic From Covid 19. Reflections And Pedagocial Implications 514

Guerrini, Valentina (University of Florence, Italia) 514

698 Why Are Females Overgraded By Their Teachers? The Role Of Students' Personality Traits And School-Related Behaviours 515

Lievore, Ilaria (Università degli Studi di Trento, Italia) · Triventi, Moris (Università degli Studi di Trento, Italia) · Dian, Mona (University of Applied Sciences Worms, Worms, Rhineland-Palatinate, Germany,) 515

361 Is Digital Transition Fair For Female Employees Of The Retail Sector? The Analysis Of The Italian Case Study 515

Marcolin, Arianna (Scuola Superiore Sant'Anna, Italy) · Bianconi, Beatrice (Università Milano-Bicocca) 515

750 Gender Segregation In High Schools' Track Choices: A Crucial Step In The Reproduction Of Gender Inequalities 516

Zanga, Giulietta (Università degli Studi di Brescia, Italy) 516

I.13. Feminist Knowledge and Methodologies in Education. Opportunities and Challenges 518

109 Breaking Barriers: Understanding The Obstacles Faced By African Women In Stem In Trinidad & Tobago 518

Doon, Roshnie Anita (Columbia University, New York.) 518

780 Between Theory And Practice. Feminist Pedagogy As Empathetic Intersectional Activism 518

Dynda, Barbara (University of Warsaw, Poland) 518

392 What Matters Most To Math Gender Gap? Evidence From Pisa Data In Italy 519

Ferri, Valentina (INAPP - National Institute for Public Policy Analysis, Italy) · Di Castro, Giovanna (INAPP - National Institute for Public Policy Analysis, Italy) 519

892 Femicide In Art. An Educational Proposal 520

Hassan, Claudia Gina (Università degli Studi di Roma Tor Vergata, Italia) 520

292 Complicating Resistance In Feminist Pedagogical Thinking And Practice 521

Kier-Byfield, Sophia (Loughborough University, UK, United Kingdom) 521

826 Reflect – A Teacher Training Program To Promote Gender Equality In Schools 521

Kollmayer, Marlene (University of Vienna, Austria) · Schober, Barbara (University of Vienna, Austria) 521

610 Cognitive And Non-Cognitive Factors Influencing The Numeracy Gender Gap In Higher Education 522

Lunardon, Maristella (Scuola Internazionale Superiore di Studi Avanzati (SISSA), Italia) · Cerni, Tania (Università di Trento) · Rumiati, Raffaella I. (Scuola Internazionale Superiore di Studi Avanzati (SISSA), Italia) 522

752 The Study Of Temporal Structure In Stem Mentoring Programs To Support Gender Equality In Science: A Proposal Of A Methodological Tool 523

Madonia, Emanuele (University of Naplese Federico II, Italy) · Picardi, Ilenia (University of Naplese Federico II, Italy) 523

518 Spanish Lgbt Youth In Times Of Covid-19: Social Support And The Use Of Social Networks. 523

PLATERO, R. LUCAS (King Juan Carlos University, Spain) · LÓPEZ SÁEZ, MIGUEL ÁNGEL (King Juan Carlos University, Spain) 523

I.14. Gender Asymmetries in Academia 525

797 Starting An Academic Career In Pandemic Times: Refocusing Gender Asymmetries Across Disciplinary Fields 525

Carreri, Anna (University of Trento, Italy) · Musumeci, Rosy (University of Turin, Italy) · Poggio, Barbara (University of Trento, Italy) 525

192 Gender Disparity In Access To Academia: The Role Of The Supervisor. An Analysis On Doctoral Cohorts From 1986 To 2006 525

Carriero, Renzo (Department of Cultures, Politics and Society - University of Turin) · Coda Zabetta, Massimiliano (Spatial Dynamics Lab - University College Dublin and GREThA UMR CNRS 5113 - Université de Bordeaux) · Tomatis, Francesca (Department of Cultures, Politics and Society - University of Turin) 526

707 A Systematic Literature Review And A Meta-Analysis Of Studies About Gender Asymmetries In Stem And Ssh Academic Career Trajectories 526

Cascella, Clelia (University of Manchester) 526

636 Who Is "Good Enough" For Science? Gender And Field Differences In Academic Identity Development And Reasons For Academic Career Exit 527

Cidlinská, Kateřina (Institute of Psychology, Czech Academy of Sciences, Czech Republic) · Machovcová, Kateřina (Institute of Psychology, Czech Academy of Sciences, Czech Republic) · Zábrodská, Kateřina (Institute of Psychology, Czech Academy of Sciences, Czech Republic) 527

457 Gender Bias In Academic Promotions In Italy 528

Coda Zabetta, Massimiliano (University College Dublin, Ireland· · University of Bordeaux, France) · Geuna, Aldo (Universiy of Turin, Italy· · Collegio Carlo Alberto, Italy) · Tomatis, Francesca (Universiy of Turin, Italy) 528

637 The Use Of Gender In Academic Administrative Language For Equal Opportunity Education 528

Fornasari, Alberto (Università degli studi di Bari "Aldo Moro") · Conte, Matteo (Università degli studi di Bari "Aldo Moro") 528

837 Gender And Agency In Academic Career Advancement Paths 529

Santero, Arianna (University of Turin, Italy) · Cannito, Maddalena (Univertisy of Trento, Italy) · Naldini, Manuela (University of Turin, Italy) 529

I.15. Gendering, learning, and scientific practices: reinventing education from the margins 531

795 Gender Differences In Work And Life Paths Among Phds Holders In Italy 531

De Vita, Luisa (Università di Roma "Sapienza, Italy) · Giancola, Orazio (Università di Roma "Sapienza, Italy) 531

147 Gendered Learning Experiences In Collaborative Design Projects With Vehicle Industry 531

Kaygan, Pınar (Middle East Technical University, Turkey) 531

727 Feminist And Ecological Practices In Science And Technology: Towars New Perspectives In The Epistemology Of Innovation 532

Picardi, Ilenia (University of Naplese Federico II, Italy) 532

395 Gender & Social Barriers To Stem Education And Training Among Children In Situations Of Educational Poverty In Italy 533

Rapetti, Elisa (Independent researcher, Italy) · Bello, Barbara (Università degli Studi di Milano) · Delmonte, Matteo (Save the Children Italy) · Merlino, Massimo (Save the Children Italy) · Palumbo, Maria (Save the Children Italy) · Pivetta, Valeria (Save the Children Italy) 533

830 Rethinking Digital Spaces Through Feminism: Instagram As An Educational Environment 534

Rubini, Ludovica (Sapienza University of Rome, Italia) · Zampino, Letizia (Sapienza University of Rome, Italia) 534

760 Aiming For Gender Equality In Mathematics: Brazilian Experiences 534

Silva, Gabriela Marino (University of Campinas, Brazil) · Costa, Maria Conceição da (University of Campinas, Brazil) 534

799 Gender Biases In Medical Knowledge. From Education To Daily Medical Practices 535

Veneri, Camilla (Università degli Studi di Milano, Italia) · Gaiaschi, Camilla (Università degli Studi di Milano, Italia) 535

865 Make The Difference: Living The Experience Of Margins In Technoscientific Fields 536

Viteritti, Assunta (Sapienza University, Italy) · Sciannamblo, Mariacristina (Sapienza University, Italy) 536

Stream L. Reinventing Youth in the Future and the Future of Education 537

L.1. Youth (Not) On The Move 537

345 International Students' Narrative Imaginaries: Italy, Finland And The Cosmopolitan Elsewhere 537

Birindelli, Pierluca (International Studies Institute) 537

670 Leaving The Comfort Zone Behind, Yet? Narratives Of The Mobile 'Persona' During The Pandemic 537

Cuzzocrea, Valentina (Università di Cagliari, Italy) · Satta, Caterina (Università di Cagliari, Italy) · Mandich, Giuliana (Università di Cagliari, Italy) 537

720 (Im)Mobility: The Calabrian Young People Experience In The "Waiting Room" During The Pandemic Covid-19 538
Giardiello, Mauro (Università degli Studi Roma Tre, Italy) · Capobianco, Rosa (Università degli Studi Roma Tre, Italy) 538
332 Disentangling The Nexus Among Imagined Futures, Forced Immobility And Plans 'B' In Covid Pandemic. Narratives From Italian Students 539
Grüning, Barbara (University of Milan Bicocca, Italy) · Camozzi, Ilenya (University of Milan Bicocca, Italy) 539
280 Mobility Or Temporary Migration: Cultural Embeddedness For Highly Skilled Italians Abroad 539
Samuk Carignani, Sahizer (University of Pisa, Italy) · Burchi, Sandra (University of Pisa, Italy) 539
L.2. Rethinking Youth After Pandemics? Reintroducing Agency and Generations 541
617 New Forms Of Youth Agencies Via Social Media Participation 541
Allaste, Airi-Alina (University of Helsinki, Collegium of Advanced Studies, Finland) 541
648 Juxtaposing Adolescent Subjectivity And Agency To Support The New Mental Health Act In The Uk 541
di Emidio, Danilo (University of East London - UBEL/DTP, United Kingdom) 541
694 Visions Of Politics, Relationship With The Future And Transition To Adulthood 542
Gambardella, Maria Grazia (University of Milano-Bicocca, Italy) · Leccardi, Carmen (University of Milano-Bicocca, Italy) 542
524 Discussing The Value Of A Life Course Agency-Structure Lens For Analysing Young People'S Lives Under The Pandemic Crisis 543
Nico, Magda (ISCTE-IUL/ CIES-IUL, Portugal) 543
265 Practices And Cultures Of Boredom: Young People'S Experiences Of Doing Nothing In Covid Time 543
Pitti, Ilaria (University of Bologna, Italy) · Tuorto, Dario (University of Bologna, Italy) 543
801 A New Form Of Youth Agency. The Ecological Ethopoiesis Of Young Entrepeneur 543
Vatrella, Sandra (University of Naples, Department of Social Sciences, Italy) 544
516 A Study About Generativity In Intergenerational Care In Pandemic Time 544
Vinciguerra, Maria (Università degli studi di Palermo, Italy) 544
L.3. International students mobility pre, during and post COVID-19 546
141 The Impact Of Covid-19 On Phd Students Ongoing Mobility In France 546
ballatore, Magali (AMU) · Bertrand, Jean-Baptiste (AMU) 546
223 International Virtual Mobility: Is It An Option For Promoting The Internationalization Of Higher Education? 546
López-Duarte, Cristina (University of Oviedo, Spain) · Maley, Jane Frances (Sabanci University, Turkey) · Vidal-Suárez, Marta María (University of Oviedo, Spain) 546
104 Young People, Identity And Experience In Europe 547
Polidori, Alessandra (University of Perugia, Italy· · EHESS) 547
898 Are Universities Important For Explaining Unequal Participation In Student Mobility? A Comparison Between Germany, Hungary, Italy And The Uk 548
Schnepf, Sylke (European Commission DG Joint Research Centre) 548
583 International Student Recruitment And In-Bound Mobility In The Post-Pandemic World Order 548
Singh, Raghvendra (Northern Arizona University, United States of America) · Rust, Dylan (Northern Arizona University, United States of America) 548
L.4. Educational Experiences of Youth NEET at Urban and Rural Areas During Covid-19 Pandemic and Future of New Education World 550
134 Educational Policies And Effects On Students In Rural Areas In Turkey At The Covid-19 Pandemic 550
Bahçekapılı, Ekrem (Karadeniz Technical University, Turkey) 550
756 Mobile Learning In Bulgarian Rural Areas During Covid 19 Pandemic 551
Milenkova, Valentina (South-West University, Bulgaria) · Lendzhova, Vladislava (South-West University, Bulgaria) 551
242 School -To-Work Transition In Italy And Romania: The Role Of Education System 551

Neagu, Gabriela (Research Institute for Quality of Life Romanian Academy, Romania) · Rocca, Antonella (Parthenope University of Naples, Italy) 551

768 Inclusion For Neets. Perspectives And Proposals 552

Stillo, Lisa (Università di Roma Tre, Italia) 552

L.5. Re-Inventing the Integration Between Formal, Non Formal And Informal Education (After Pandemic Time)? 553

330 In Teams ... Only Connected: Re-Read And Re-Signify The Experience Of The Civil Service At The Time Of Covid 19 553

Capo, Marianna (Università degli Studi di Napoli Federico II - Centro di Ateneo Sinapsi, Italy) 553

305 Evaluation Of Educational Credentials For Young Refugees Inclusion: An Exploratory Research 553

Colosimo, Marianna (Università degli Studi di Bari "Aldo Moro", Italia) · Scardigno, Anna Fausta (Università degli Studi di Bari "Aldo Moro", Italia) 553

348 Re-Contextualising Education In Pandemic Time: Doing Education Out Of School 554

Crescenzo, Nadia (Università degli studi di Salerno, Italy) 554

317 Educational Poverty In Italy. An Analysis Of Educational Inequalities From Teenage To Preadult Life 555

Giancola, Orazio (Università di Roma "Sapienza", Italy) · Salmieri, Luca (Università di Roma "Sapienza", Italy) 555

387 We Are Still Here! School- Vet Alternance Between Engagement And Dropout Risk. Evidence From European Practices During The Covid-19 Pandemic 556

LAMONICA, VALENTINA (CNR-IRCrES, Italy) · BARTOLINI, MADDALENA (CNR-IRCrES, Italy) 556

599 Rethinking School And Professional Orientation In Non-Formal Education Contexts. The Case Of Italian Universal Civil Service 557

Mesa, Diego (Università Cattolica del Sacro Cuore, Italia) 557

545 Toward Understanding Potentials, Limits And Challenges Of Cooperation Between Youth Work And Schools In Pandemic Time 558

Morciano, Daniele (University of Bari Aldo Moro, Italy) · Scardigno, Anna Fausta (University of Bari Aldo Moro, Italy) 558

722 Formal, Non-Formal And Informal Education: Integration Is Possible 558

Vezzola, Nunzia (L'Associazione Istruzione Famigliare, Italia) 558

L.6. Beyond Formal Education? Young People and Alternative Non-Formal And Informal Learning Times and Places 560

678 Informal Learning In The Local Community. The Tessere Cultura Project 560

Bufalino, Giambattista (University of Catania, Italy) · D'Aprile, Gabriella (University of Catania, Italy) · Lo Presti, Cristina (University of Catania, Italy) 560

842 International Youth Work. Assets And Challenges 561

Horta Herranz, Andrea (RAY Network/Youth Policy Labs, Spain) · Karsten, Andreas (RAY Network/Youth Policy Labs, Spain) · Pitschmann, Ashley (RAY Network/Youth Policy Labs, Spain) · Lee Roth, Cara (RAY Network/Youth Policy Labs, Spain) · Akarçeşme, Sümeyra (RAY Network/Genesis Institute) · Strecker, Tanja Conni (RAY Network/Youth Policy Labs, Spain) 561

729 Activism And Ngo Involvement As Successful Practice Of Informal And Non-Formal Learning : From A Student Activist Herself 561

Karnelutti, Lucija (Organising Bureau of European School Student Unions, Slovenia) 561

228 Serious Games And Non-Formal Learning In The Classroom: The Experience Of "Sicuri Si Diventa" 562

Lalli, Pina (Università di Bologna, Dipartimento Scienze Politiche e Sociali, Italia) · Capelli, Claudia (Università di Bologna, Dipartimento Scienze Politiche e Sociali, Italia) 562

154 It'S Even More Complicated! The Influence Of Media Practices In The Development Of Adolescents' Identity 563

Soriani, Alessandro (University of Bologna, Department of Education Studies "G.M. Bertin") · Pacetti, Elena (University of Bologna, Department of Education Studies "G.M. Bertin") · Bonafede, Paolo (University of Trento, Italy) 563

435 Twitch In Pandemic Period: From Streamer To Worker. The Strategies Of Influencing And New Job Aspirations In Young Adult (Abstract) 564

Togni, Fabio (University of Florence, Italy) 564

L.7. Learning digital creativity in formal and informal environments: Challenges and opportunities for education 565

364 Surviving The Ph.D.: The Use Of Memetic Creativity In Informal Networks 565

Bracciale, Roberta (University of Pisa, Italy) · Aglioti Colombini, Junio (University of Pisa, Italy) 565

705 Measuring The Impact Of Digital Fabrication In Schools: A Randomised Controlled Trial 565
Ferracane, Martina Francesca (European University Institute, Italy) 565
658 Instagram And The Television Fiction Series El Internado: Las Cumbres. New Narrative Prosumer Trends 566
Forteza-Martínez, Aurora (University of Huelva, Spain) · de-Casas-Moreno, Patricia (Antonio Nebrija University, Spain) · Vizcaíno-Verdú, Arantxa (University of Huelva, Spain) 566
235 Pandemic And Self-Representation. Guys And Girl Tell Each Other Through Images 567
Gallina, Maria Adelaide (Dipartimento di Filosofia e Scienze dell'Educazione, Italia) · Parisi, Tania (Dipartimento di Filosofia e Scienze dell'Educazione, Italia) · Rosso, Valentina (Dipartimento di Filosofia e Scienze dell'Educazione, Italia) 567
690 Smartphones As A Placed Resource: Evidence From A Migrant Slum 567
Kaur, Simranjeet (Brock University, St. Catherines, Ontario, Canada, India) 567
384 Empowering Digital Creativity Developing Critical Knowledge Through A University Blog, Social Media And Podcasts 569
Lalli, Pina (Università di Bologna, Dipartimento Scienze Politiche e Sociali, Italia) · Zingone, Michela (Università di Bologna, Dipartimento Scienze Politiche e Sociali, Italia) 569
883 Social Media As Creative Environments: Exploring Youths' Perceptions From Self-Representation To Civic Engagement 569
Lovari, Alessandro (University of Cagliari, Italy) · Lallai, Martina (University of Cagliari, Italy) 569
549 "Futuri (Im)Perfetti". Social Foresight And Digital Creativity As Practices To Extend The Ability To Aspire 570
Marciano, Claudio (Università degli Studi di Torino) · Morreale, Domenico (Università degli Studi Guglielmo Marconi, Italia) · Robiati, Alberto (Forwardto) 570
644 Looking For Inspiration: Influencers As Aspirational And Reference Models For Teenagers Creating Content On Social Media 571
Masanet, Maria-Jose (Universitat de Barcelona, Spain) · Pires, Fernanda (Universitat Autònoma de Barcelona, Spain) 571
595 Young People And Practices Of Creative Resistance During The Lockdown 572
Mascio, Antonella (University of Bologna, Italy) · Scarcelli, Cosimo Marco (University of Padova, Italy) 572
160 Focus On The Future. An Orientation Project Of The University Of L'Aquila 573
Roberti, Geraldina (University of L'Aquila, Italy) · Nuzzaci, Antonella (University of L'Aquila, Italy) 573
564 Changing Educational Roles And Competences During The Covid Crisis. A Case Study From Piedmont And Lombardy 573
Schroot, Tanja (University of Turin, Italy) · Ricucci, Roberta (University of Turin, Italy) · Cingolani, Pietro (University of Bologna) · Premazzi, Viviana (University of Padova) 573
378 Fostering Students' Creative Processes Through Digital Stories 574
Talarico, Melania (Department of Philosophy and Educational Sciences, University of Turin, Italy) · Repetto, Manuela (Department of Philosophy and Educational Sciences, University of Turin, Italy) 574
Index of Authors 576

The discomfort and dissatisfaction with the fact that not even a single day of symbolic reopening had been approved by the schools, prompted parents' associations and committees to take action independently of the prevailing trends among headmasters and teachers.

Through the combination of the use of information technologies, such as "chat" and digital platforms, it was possible to make the network more stable. Through virtual meetings it was possible to circumvent the impossibility of seeing each other in person and to reason around the fact that it was equally important to express one's dissent from the school policies of the last decades not only on the issue of opening or closing schools but also: increasing the number of teachers and auxiliary staff; training teachers in the use of new technologies; funding for school buildings; the necessary conversion of schools to outdoor teaching; the redefinition of the relationship between schools and civil society.

A year after its creation, this network continues to promote initiatives for reflection and mobilisation. As well as contesting the closures that have marked the last school year this network constitutes a material and intellectual resource so that a deeper issue can finally be addressed, that of the participation of civil society in school governance.

Therefore, one year after its establishment, we retraced the path taken, through the voices of the protagonists, questioning the perception they have of the ability to broaden the participation of other parents in school issues. We tried to understand if the people involved in this project think they have succeeded in "turning this crisis into an opportunity to transform the school for the better, not into an excuse to impoverish it even more", or if they think rather the opposite has happened.

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169 Distance Learning At Emilia-Romagna'S Schools. A First In-Depth Quantitative And Qualitative Analysis From The Teachers' Perspective

Ciani, Andrea (Alma Mater-Università di Bologna, Italia) · DalleDonne Vandini, Chiara (Alma Mater-Università di Bologna, Italia) · Ricci, Aurora (Alma Mater-Università di Bologna, Italia) · Scipione, Lucia (Università di Modena e Reggio Emilia)

Keywords: Covid19, distance learning, teachers, lockdown

The outbreak of the Covid-19 pandemic has seen some of its most disruptive effects on schools. Indeed, due to closed schools, an estimated 74 days of learning lost worldwide per student have been estimated (Save the Children, 2021). UNESCO, UNICEF and World Bank (2020) calculated that the loss of one-third of a school year in terms of cognitive skills losses could reduce the future student's earned income by 3% and a country's GDP by 1,5% for the rest of the century. This dramatic scenario could be exacerbated by the impact of the losses in social-emotional development and the pre-existence of disadvantaged conditions relating pupils.

According to this, the present work aims to represent a first in-depth quantitative and qualitative analysis of the SIRD national survey regarding the target of 3.423 Emilia-Romagna teachers of all school grades, who filled the questionnaire between April and June 2020. In particular, the role of several didactic, organizational, and relational variables that influence the percentage of students not reached by DAD and the percentage of "missing" students (i.e., those not completely reached) was explored. Quantitative analyses were conducted for different school grades to describe the difficulties perceived, the collaboration perceived, the teaching strategies perceived and the evaluation for technical, organizational, and didactic issues by teachers. Furthermore, an explorative

analysis was performed to identify the factors affecting the early school leaving. Qualitative analysis were conducted to investigate more deeply the experience of teachers in emergency teaching, and in particular they were asked to indicate the difficulties of students in the use of DAD, the strengths and weaknesses of remote education. To study the open-ended responses, an analysis model including macro-categories and sub-categories (Batini et al., 2020) was created, capable of restoring the complexity of perceptions and experiences of teachers belonging to different school grades.

The quantitative findings highlight the role of both the perception of technological tools' availability by students' families and the perception of having included all students, in predicting the perception of early school leaving. In terms of differences within school grades, the effect of some variables appeared stronger: the difficulties regarding pupils' parents (kindergarten); the difficulties regarding colleagues and school managers (primary school); the perception of technological tools' availability by students' families (secondary school); and the difficulties regarding DAD (high school). At the same time, the qualitative results explore the difficulties in the use of DAD going beyond both the "problems related to technological tools" and the "lack of direct contact". In particular, the difficulties in planning and achievement of objectives due to age inadequacy in the use of the tool (0-6 ECEC), the difficulties related to the quality of communicative exchange, interaction and feedback (primary), the trouble in evaluative processes and in the control and monitoring of students (secondary school).

First reflections will be carried out in the light of probable risk scenarios linked to school dispersion and to the general impoverishment of competencies to which the current target students involved in the emergency distance teaching and learning process are severely exposed.

257 The Teaching Experience During The Covid Emergency: The Results Of A Field Research

De Angelis, Maria Chiara (Link Campus University, Italy)

Keywords: Distance teaching, teaching practices, school teachers, covid-19

Due to the global pandemic, schools in most of the countries were forced to an emergency distance teaching that, for a while, has been the only strategy for keeping the students on learning during the lockdown. Since this is having a relevant and dramatic impact on society, a national survey about the School remote experience has been carried out with the aim of understanding the opposing tensions that are animating the various school stakeholders during this still-lasting emergency.

The research has the descriptive-interpretative intent of fostering the debate on post-emergency schools and, consequently, on the education policies. Since the issue involves multi-players, the study has been conducted from multiple perspectives and has reached different targets such as school principals, students, teachers, and parents. The objective of the analysis is to observe how the Italian efforts of building distance teaching (DT) in the emergency period might be improved, with the aim of catching both the new development trajectories and dangerous social risks accrued in this pandemic experience which is still lasting to these days.

In particular, the paper describes the experience of the teachers, with a specific focus on their professional and emotional experience and on the teaching practices carried out during the covid emergency. With this dual-purpose were investigated the concrete responses activated to ensure teaching continuity, the training needs emerging as a result of the digitization of teaching, the strengths, and criticalities of the experience.

638 Pandemic And School Management. Challenges For Future Education

Dello Preite, Francesca (University of Florence, Italy)

Keywords: pandemic, school, principals, leadership, challenges