



**Proceedings of the 2nd International
Conference**

of the Journal Scuola Democratica

REINVENTING EDUCATION

VOLUME III

**Pandemic and Post-Pandemic
Space and Time**

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DEMOCRATICA"**

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**Pandemic and Post-
Pandemic Space and
Time**

Via Francesco Satolli, 30 – 00165 - Rome, Italy

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***Title* Proceedings of the Second International Conference of the Journal “Scuola Democratica” – Reinventing Education VOLUME III Pandemic and Post-Pandemic Space and Time**

This volume contains papers presented in the 2nd International Conference of the Journal “Scuola Democratica” which took place online on 2-5 June 2021. The Conference was devoted to the needs and prospects of Reinventing Education.

The challenges posed by the contemporary world have long required a rethinking of educational concepts, policies and practices. The question about education ‘for what’ as well as ‘how’ and ‘for whom’ has become unavoidable and yet it largely

remained elusive due to a tenacious attachment to the ideas and routines of the past which are now far off the radical transformations required of educational systems.

Scenarios, reflections and practices fostering the possibility of change towards the reinvention of the educational field as a driver of more general and global changes have been centerstage topics at the Conference. Multidisciplinary approach from experts from different disciplinary communities, including sociology, pedagogy, psychology, economics, architecture, political science has brought together researchers, decision makers and educators from all around the world to investigate constraints and opportunities for reinventing education.

The Conference has been an opportunity to present and discuss empirical and theoretical works from a variety of disciplines and fields covering education and thus promoting a trans- and inter-disciplinary discussion on urgent topics; to foster debates among experts and professionals; to diffuse research findings all over international scientific networks and practitioners’ mainstreams; to launch further strategies and networking alliances on local, national and international scale; to provide a new space for debate and evidences to educational policies. In this framework, more than 800 participants, including academics, educators, university students, had the opportunity to engage in a productive and fruitful dialogue based on research, analyses and critics, most of which have been published in this volume in their full version.

Pandemic and Post-Pandemic Space and Time

A Premise

Papers in this third volume deals with the Covid-19 pandemic which is having an enormous impact on education systems worldwide. Policy makers, teachers, school managers, parents and students have been called to the reinvent their way of 'doing school'. At the same time, the governance of the education system and schools' organizations have been exposed to unprecedented tensions.

Within a short period of time, radical changes had to be introduced, simultaneously, at various levels of the school system. At national and regional level, there has been the need to rethink the way in which teachers are recruited, engaged and managed. National assessment and evaluation systems have been suspended or redefined in their uses by school actors. The ways through which institutes were managed and organized had to be rethought, passing in a very short time through an on and off of dematerialization and hyper-normativity of time and space. Within schools, managers and teachers have been called to redefine the role of digital technologies in their didactic, as well as in their relationships with families and students. In some cases, these set of changes led to experience novel and unexpected daily proximities, in other prevailed a context characterized by distance and unsatisfactory relationships. Managers and teachers have been asked to re-invent their professionalism to rethink their organizational, didactic and relational competences. Students and families, on their side, have been called to rebuild and reimagine new way of being at school, re-inventing the spaces and time of schooling and the way in which they relate among each other and with teachers.

The pandemic emergency has been a lens revealing intersections and structural tensions among various level and actors of the education system, but also allowing opportunities of changes thanks to the exogenous shock. At the same time, it must be considered that the emergency is interacting on pre-existing inequalities and contradictions. The pandemic clearly revealed the deep disparities of educational opportunities associated to students' life and housing conditions, beyond their access and uses of technological devices. Remote teaching and the enactment of an 'emergency didactic' has exacerbated learning difficulties for underprivileged students (children facing material deprivation, students with migratory background, students with special needs or disable, etc.). The interaction between the pandemic and pre-existing inequalities created different contextual conditions for actors' agency, orienting

toward different directions the pandemic's transformational potential.

Higher education systems have been affected too: in constant evolution due to constant transformations of society and changed functions of knowledge, universities have undergone a structural change along with pandemic times. Simultaneously, the growing relevance of knowledge for the economic development of the capitalistic system has profoundly affected higher education systems, characterized by the neo-liberal approach which has subject of increasing critical analysis.

However, Higher education systems are starting to be affected by other somewhat inevitable changing processes due to the evolution of knowledge and the consequent forms of its transmission. These forms have to be necessarily new both because of the availability of new instruments and the increased need to develop interpretative models of a constant and often unpredictable change. In this juncture the university might assume a renewed central role. At Higher Education System level, the growing use of digital instruments is envisaged in order to cope with the rising of the management rates of the training offer as well as to answer to the growing differentiation of user categories. A feasible consequence could be the increasing of the already pressure for the differentiation among the universities, with the related social implications.

At individual university level, it is foreseeable the demand for university involvement in tackling the problems of society and the economy will increase. And this at global, national and local level. From an organizational point of view the most significant feature is represented by the accumulation of traditional and new tasks that do not seem to be possible to manage. Whatever form the higher education systems will come to take, it remains that a central point to be clarified concerns the management of change. It will be the market that will impose its rules and the universities will organize themselves individually within the invisible enclosures that will guide their policies (with predictable growing social and territorial differences), or instead the State will choose incentive policies to direct its training system. It remains that in a condition of uncertainty and constant change the university's roles multiply and become – at least potentially – more and more central. It can therefore be argued that the university is not only called upon to respond to the demands of society but by elaborating answers and solutions to the problems it progressively affects the functioning of society.

We are fully aware that each educational experience produces specific results and definitions of teaching-learning practices. The well-established model of the magister teacher, based on a one-to-many transmission of knowledge, is complemented by new configurations of teaching-learning practices. There are

teaching practices that cultivate the ambition to combine the technological innovation with the psychological and pedagogical issues. Educational technologies, such as the Interactive Whiteboard, incorporate a new grammar and pragmatic in which the emphasis is placed on the involvement and the participation of the student, as well as on a “reverse teaching”, compared to the traditional one. The diffusion of online educational platforms, based on algorithmic architectures and data-driven approaches, also draws attention to a personalized way of learning and a datafication of teaching. Digital technologies are therefore stimulating a series of transformations in the socio-material order of the class affecting the spatial and temporal configuration of teaching. At the same time, they are embedded in the complexity of the educational contexts that rework their practical and symbolic value.

In the European framework of strengthening the relations between the labour market and education, we also witness the implementation of teaching practices associated with the idea of knowledge as an economic and social investment. Recently, a large field of critical investigation has highlighted how teaching aimed at improving the employment prospects of students is deeply affecting public values in education. At the same time, different points of view in the educational field claim to postpone the transmission of skills related to the labour market to broader educational objectives of social inclusion and civic participation.

The new proxemics imposed by the current pandemic challenge traditional spatial configuration, from the arrangement of desks to the mobile use of chairs, from the forms of communication in virtual environments to the interaction in the classroom. Therefore, this is to register the need to re-elaborate the ecology of the educational practices, starting from the socio-material space of learning.

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Rethinking Learning Spaces and Teaching Methodologies by Connecting Communities During the COVID-19-Period: Inclusive Vision and Research-Training in On-Line Workshop

Mariagrazia Francesca Marcarini

ABSTRACT: *This research-training had involved twelve Italian schools through out both on-line activities and at school design and involved a group of teachers of each school. that have joined together in a community to rethink how to organize and to review both the organization of school spaces and the teaching methods in an inclusive perspective in COVID-19 pandemic emergency. The schools involved are in the autonomous province of Trento, in the Italian Trentino-Alto Adige region: IC Cavalese (8 primary schools has a reduced number of students and the secondary school has a higher number of student) and IC Rovereto 3 (2 schools located in Rovereto which is a medium-sized city and are very numerous, with recently immigrated children who do not speak Italian and many with SEN. It focuses around three questions. Is it possible to: i) redesign classroom and learning environments for personalized and differentiated teaching in an innovative vision during COVID-19 period? li) Redesign classroom through both on-line training and at design activities at school? lii) Overcome most of the obstacles to design learning spaces during the pandemic? The transformative research-training with the ideographic purpose has been used, and a critical approach induced teachers to find strategies to design new learning spaces through reflexive modalities and design project. The proposals presented by were very innovative in terms of organizing spaces following the problem of the distances to be maintained to protect each other from COVID-19, and they promoted many innovative ideas in terms of methodology, inclusion, and didactic differentiation.*

KEYWORDS: *Renewing schools, Collaborative on-line design, Inclusive vision; Universal design for learning, Learning spaces COVID-19 solution*

Introduction

COVID-19 emergency has led Italian schools to reflect on how to review both the organization of school spaces and the teaching methods in an inclusive perspective.

I am very grateful, and I would like to acknowledge the headteachers Prof. Roberto Trolli of the Comprehensive Institute of Cavalese (Tn) and Prof. Daniela Depentori of the Comprehensive Institute of Rovereto Nord (Tn) and all the teachers of the schools involved and Adi Association.

The research-training involved twelve Italian schools that have joined together in an educating community to rethink together how to return to school in September is presented.

The schools involved were IC Cavalese and IC Rovereto 3. The schools are in the autonomous province of Trento, in the Italian Trentino-Alto Adige region, 8 primary schools have a reduced number of students, while the secondary school has a higher number of students and are located in a mountainous area around the town of Cavalese. The other three schools are in Rovereto which is a medium-sized city, two of which are very numerous, with recently immigrated children who do not speak Italian and many with SEN.

FIG. 1. *The position of Cavalese and Rovereto cities in North Italy*



The headteachers need to reorganize the schools' spaces and the classrooms as a 'lab' to change vision of the school in innovative way implementing a differentiated teaching method and for the COVID-19 pandemic emergency

The schools involved are linked in the network IDeA (Innovazione Didattica and Ambienti di Apprendimento – Didactic Innovation and Learning Environments) and focused on new way for «doing school».

This network aims to support shared training paths relating to the innovation of learning spaces for creating flexible and personalized learning opportunities as well as sharing of vision, professionalism, exchange of experiences and technical solutions. The common purposes are mainly three: design new teaching methodologies in flexible spaces; subject laboratory classrooms; learning by skills 'beyond disciplines'.

A research-training design path was proposed involving some groups of teachers at each school; the design process was carried out both through on-line activities and design in site at school paying attention to the distance between people for the COVID-19 pandemic.

The schools involved of IC Cavalese in Cavalese city and in some different little cities (8 primary little schools and one middle school) are:

- Secondary first grade school 'G. Segantini' in Cavalese;
- Primary school in Casatta Valfloriana;
- Primary school in Capriana;
- Primary school in Molina di Fiemme;
- Primary school in Castello di Fiemme;
- Primary school in Carano;
- Primary school in Varena;
- Primary school in Cavalese;
- Primary school in Masi di Cavalese.

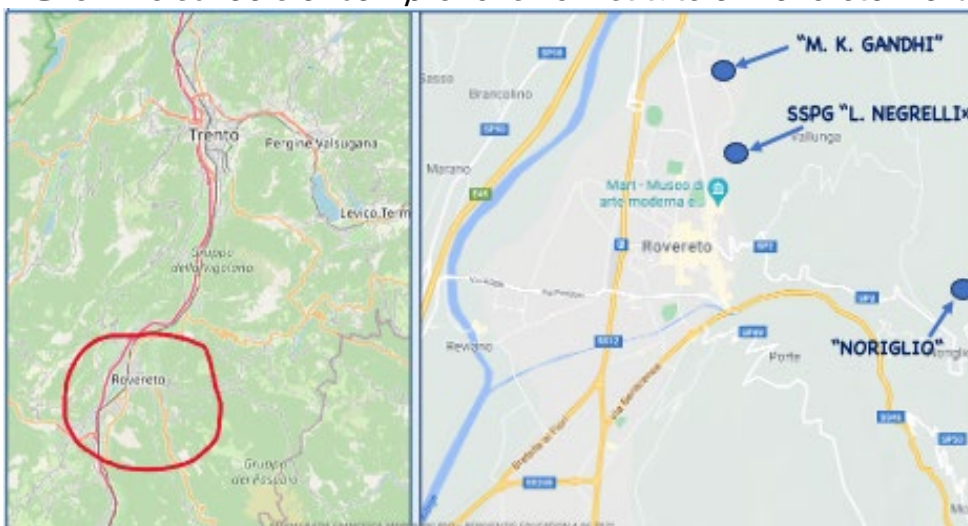
FIG. 2. *The schools of comprehensive Institute Cavalese*



The schools involved of IC Rovereto 3 in rovereto city (2 primary schools, one middle school with recently immigrated children with SEN) are:

- Secondary first grade school «l. Negrelli»;
- Primary school 'M. K. Gandhi';
- Primary school 'D. Chiesa' in Noriglio (hamlet of Rovereto city).

FIG. 3. *The schools of comprehensive Institute of Rovereto Nord*



1. Research topics/aims

The research aims are to rethink how the redesign and/or reorganize both the school spaces and the teaching methods in an inclusive perspective in COVID-19 pandemic emergency through on-line workshop

2. Research questions

The focus is on three questions. Is it possible to:"

- redesign classroom and learning environments for personalized and differentiated teaching in an innovative vision during COVID-19 period?
- redesign classroom through both training and design activities on-line and at school with person distance?
- overcome most of the obstacles to re-design learning spaces during the pandemic?

3. Methodology

A critical approach induced teachers to find strategies to redesign learning spaces through reflexive modalities and design project. A research-training path was chosen for the reorganization of the spaces. «The term Research-Training (R-F) is used in the Italian pedagogical debate, even though it has not acquired a shared definition among the various research currents. At an interactional level, there is no possibility of its actual translation». It is not a concept precisely defined within the scientific debate in the educational field, it can be considered to derive both from participatory research (Nigris, 2008), and from Research-Action, where the participation of researchers and stakeholders to promote change is fundamental (Vannini, 2018, 21). Furthermore, the concept of R-F has been used in the current called 'Formative educational evaluation research' (Bondioli, Ferrari, 2004) and can also be considered as a process of professional growth for teachers. It is considered as a real empirical research that is carried out in order to promote development and innovation within educational institutions. The change must be sustainable both for teachers and for the environments, since both must mutually support each other (Asquini, Dodman, 2018).

Sustainability can be defined as a culture of education based on a transformative paradigm that enhances, supports, and realizes human potential in relation to the need to achieve and support social, economic and ecological well-being (Sterling, 2001, 22). This choice has two purposes: to promote participatory planning according to Giancarlo De Carlo (2013) so that the stakeholders can appropriate the spaces and also

change their role from 'users' to 'inhabitants' (Hertzberger, 2008; Faiferri, 2012).

4. Scientific significance

The research-training is significant to propose a learning spaces redesign and /or re-organization by teachers in order to personalize learning and teaching in COVID-19 emergency and also to try to experiment a research-training. A group of teachers of each school were involved (Woolner, 2014, Weyland, Attia, 2015). The design process was carried out both on-line workshop activities and design in site at school paying attention to the distance among people for the COVID-19 pandemic.

'The teachers as designer' is an important challenge because

at school, teachers make design decision every day how best to support their students and in term of curriculum also. Students too make decisions every day in term of how to approach and engage in activities. Principals and administrators make decisions every day that affect the culture and activity structures of their schools. These are all design decisions. The question, therefore, is not whether teachers, students, and administrators engage in design. The questions are whether or not they will engage in design effectively and consciously to better change existing situations into preferred ones for themselves and those around them (Clark, 2021).

The change is needed in schools because the current factory model of education that came to the fore with the industrial era does not entirely prepare our students for the future and also for the world in which they live today.

5. Organization

The research-training had three workshop phases:

- First phase: Theoretical-Design
- Second phase: Project work – Collaborative Design
- Third phase: Final Plenary Meeting.

5.1. First Phase – Theoretical-Design

First workshop with researcher. It is organized in three parts. First part in plenary meeting and second part the teachers were divided in groups.

In the First Part as theoretical training some information and many images of innovative schools were presented to the teachers to support the subsequent empirical work that the teachers should have carried out and to suggest possible organizational solutions. The information is about:

- Learning styles (DunnandDunn, 1978), sensory channels and learning profile;

- Importance of innovative learning environments (Rogers, 1947);
- Space (intended as the environment) is connected to social relations (Simmel, 1989);
- Educational relation in the social context (Bateson, 1993);
- Widespread well-being" (Alexander, 2008; Iavarono, 2008; Sen, 2017; OMS, 2017; Sandri, Marcarini, 2019)
- Emotion and learning (Goleman, 2006; Lucangeli, 2019);
- Emotion, space and neuroscience (Gallese, 2013; Gallese, Gattara, 2015);
- Linking pedagogical activities to spatial setting (Lippman, 2010)
- Comparison of educational models (Limone, 2012);
- Headteachers Leadership (Armenakis *et al.*, 1993; Kotter, 1996, Holt, Armenakis *et al.*, 2007);
- New organizational model (OECD, 2009; Imms, 2016, Castoldi, 2020; Marcarini, 2021);
- Learning environments and technology: the 'digital natives' and the transformation of teaching;
- Universal design for learning for inclusion (CAST, 2011);
- Differentiated teaching (Tomlinson, 2014; d'Alonzo, 2016; Cottini, 2018, 2019);
- Some learning environments model (INDIRE model 1+4, Borri, 2016) Future classroom lab, Bannister; 2017; Senzazaino, Orsi, 2017);
- Importance of the research (Dewey, 1951). And reflection on one's work as a teacher and teacher as a researcher (Schön, 1993).

In the Second Part the teachers were divided into 5 groups and three practical activities were proposed two activities: Brainstorming, Diamond Ranking Case Study.

Brainstorming on four questions to stimulate reflection and to:

- Organizational culture is one of the key elements of school success. What elements do you think create a 'positive culture'?
- What is in your opinion the meaning of school culture today?
- What does it mean to build a school and an inclusive environment?
- What obstacles must be faced?

Brainstorming, although initially were used mainly in advertising since the 1930s, was then defined it as «a conference technique by which a group tries to find a solution for a specific problem, accumulating all the ideas spontaneously arising from its members» (Osborne, 1957), it is a very interesting technique also in education because it allows to develop the ability to find or invent new ways to face, to find common vision and ideas and also to solve problematic situations (Antonietti, 1994).

Some suggestions and the problems emerged in brainstorming by teachers regarding in particular:

- the importance of collaboration between colleagues and the need to share teaching practices in order to create a 'Bridge-Culture'

- (Sandrone, 2007), a culture of connection, which, facing the problem of fragmentation and the lack of a unifying center;
- the knowledge of the territory is essential to propose educational activities that also involve other actors: artisans, museums, libraries, etc.;
 - they agree that exclusively online teaching has alienated students and created inequalities;
 - discussion and reflection with colleagues about the organization of the space and sharing an idea about the use of the classroom-space;
 - difficulties about collaboration among colleagues because often the teachers are closed in the «single cell» tradition (Osborne, 2016, 37) and they they work like bees in hives: each with its own cell (Bertagna, 2011);
 - there is a need for the development of teaching professionalism also through training to learn how to design the use of spaces according to the teaching methodologies to be used;
 - there is a need to include all students from those with SEN to gifted.

FIG. 4. Summary of the results of the brainstorming.

BRAINSTORMING 20'					
QUESTIONS	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
1 ORGANIZATIONAL CULTURE IS A KEY ELEMENT OF SCHOOL SUCCESS, BUT WHAT CREATES A POSITIVE CULTURE?	- TO GROW UP, TO COLLABORATE, TO LOVE, - TO SHARE FOR POSITIVE GROWTH WITHIN OUR SCHOOL	COLLABORATION BETWEEN COLLEAGUES - SHARING TEACHING PRACTICES - SHARING AN IDEA ON THE USE OF THE CLASSROOM-SPACE	- SHARING OF PRINCIPLE, ACTIVITIES, EXPERIENCES EMPATHY WITH COLLEAGUES, WITH CHILDREN, WITH THE COMMUNITY	NOT HAVING DIFFERENT WAY OF SEEING SCHOOL CULTURE AMONG COLLEAGUES - THE KNOWLEDGE OF THE TERRITORY FOR FINDING AND IMPLEMENTING THE COLLABORATIONS	- SHARING AND TRUST BETWEEN COLLEAGUES
2 WHAT DOES THE RIGHT TO KNOWLEDGE AND CULTURE MEAN TODAY?	- TO OFFER TO ALL STUDENTS THE SAME OPPORTUNITY; - TO FOLLOW THE PRINCIPLES OF OUR CONSTITUTION - THE "ON-LINE TEACHING" HAS DISTANCED A LOT OF STUDENTS DESPITE THE COMMITMENT	- RIGHT TO KNOWLEDGE: NO ONE SHOULD BE EXCLUDED	- NEED FOR PROFESSIONAL DEVELOPMENT WITH RESPECT TO A SITUATION, TO A CHANGE TO A NEED ALSO THROUGH PERSONAL AUTONOMY OF THE TEACHING GROUP	- EFFICIENT AND SUSTAINABLE ENVIRONMENT FOR DIFFERENT LEARNING MODELS THAT MEET THE NEEDS OF EVERY STUDENT - SPACES FOR GROUPS WHO WORK SEPARATELY DURING ACTIVITIES - TIMES REWARDED AS BLOCKS AND NOT AS SINGLE HOURS	- THE POSITIVE CULTURE - CAPITALIZE THE EXPERIENCES
3 WHAT DOES IT MEAN TO BUILD A SCHOOL AS AN "INCLUSIVE CULTURE" AND AS AN "EDUCATIONAL COMMUNITY"?	- THE EXPERIENCES OF THE PUPILS ARE IMPORTANT, - RESPECT FOR CULTURAL AND LOCAL TRADITIONS - RESPECT FOR DIFFERENCES	- ALL STUDENTS FROM SEN TO STUDENTS WITH SEN MUST BE INCLUDED	THE KNOWLEDGE THAT WE DON'T SHOW FOR THE KNOWING TO LEARN	- NEW WAYS OF PROPOSING KNOWLEDGE TO DEVELOP SKILLS - WELL-BEING AND INCLUSIVE ENVIRONMENT - KNOWING AND TIME	- THE SPACE AND THE THOUGHT FLEXIBILITY
4 WHAT OBSTACLES SHOULD BE OVERCOMING?	- LACK OF COLLABORATION BETWEEN COLLEAGUES - STRONG INDIVIDUALISM - LACK OF COLLABORATION OF SCHOOL COLLABORATORS	NO COLLABORATION AMONG COLLEAGUES - SHARE WITH COLLEAGUES SOME CHOICES WE WOULD LIKE TO IMPLEMENT IN SCHOOL SPACES - NON-COLLABORATIVE SCHOOL-COLLABORATORS		DISPUTES WITH COLLEAGUES ABOUT THE ORGANIZATION OF THE SPACE	

Diamond Ranking: nine words were given to each group of teachers to put and reorder in the diamond ranking according to their priorities after reflection to stimulate the construction of a common vision; the words given are:

- Inclusion;
- Differentiated Teaching;
- Personalization;
- Quiet Area (it is a soft or relaxing space where regulated activities are carried out even in small or large groups; sometimes it is inside

the classroom itself, sometimes it is an expressed external space (Sandri, Marcarini, 2018).

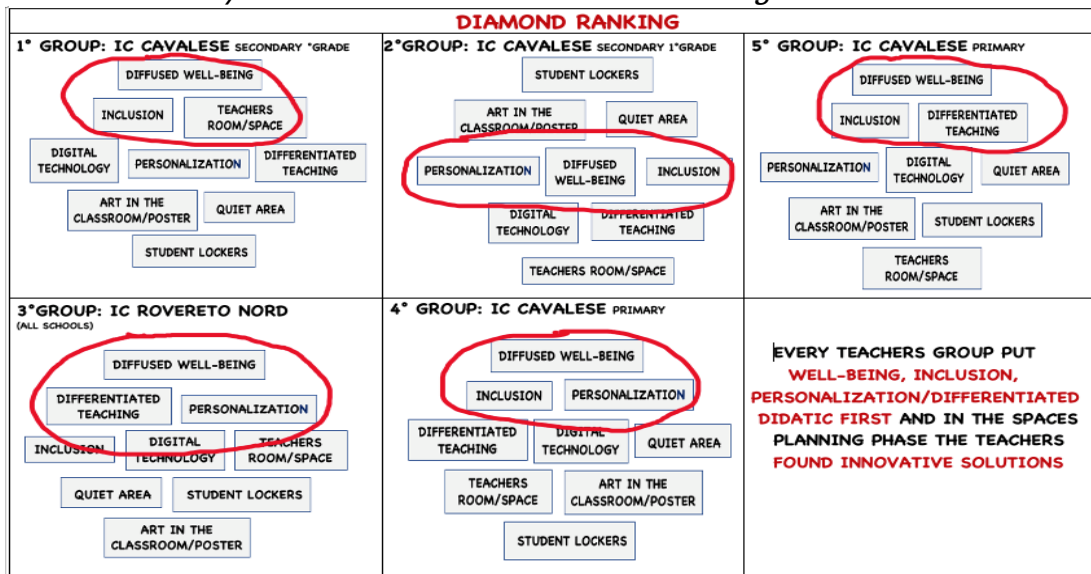
- Digital Technology;
- Diffused Well-being;
- Teacher room/space;
- Student lockers;
- Art in the classroom/Poster.

The Diamond Ranking is an excellent strategy for encouraging collaboration in the classroom or in the laboratory and it is useful to engage people in the research process to develop common vision. When making decisions about choices or priorities, you often have to choose between multiple options. So by classifying the priorities it becomes easier to share the choices that must be made and this also leads to focus on the most and least preferred options, which, therefore, allows you to facilitate discussion, share information, welcome the perspectives of others, negotiate and share the choices (Clark, 2012).

The request was to put in the rectangle at the top of the diamond the word that represented the most important aspect for each group and in the rectangle at the bottom of the diamond the less important for them.

Each group of teachers has given great importance to well-being, inclusion and differentiated teaching and personalization. One group used diamonds creatively, as they felt that there were three important aspects to be taken into consideration on an equal footing: personalization, widespread well-being and inclusion, placed them in the central part, declaring that for them they were all three fundamentals.

FIG. 5. Summary of the results of the Diamond Ranking



In the third part, in plenary meeting, each group reported to the others the reflections made on the three previous activities and the relevant tasks were suggested to the various teachers of the schools as appropriate.

Then dedicated meetings between the teachers of the various schools took place to carry out the design sending the material produced to the researcher for a review. A Case Study has been given to try to reflect about innovative learning environment and new didactic methodologies before designing their schools.

Case study: the floor plan of a classroom of a 49 sqm (typical size of Italian classrooms) was given with the description of the group of 15 students, also with Special Educational Needs and the teachers reflected on how to organize the classroom space considering that the size of the rectangular benches is 50x60 cm or 50x70 cm.

Subsequently, there were individual workshops with each school and each related group reflecting with the researcher on any other adjustments and suggestions. As a conclusion, a final plenary meeting took place with all the groups and the two principals, where each group connected the others and presented their project proposals for further sharing.

5.2. Second Phase Project Work – Collaborative Design

Each group of teachers carried out the collaborative design in their school following the Guidelines by Ministry of Health and prepared the floor plan of their classrooms.

Individual meetings were organized with the researcher and each school and each related group that presented, discussed, and reflecting on the design and the material produced for a review and any other other adjustments and suggestions to be made.

The proposals presented by were very innovative in terms of organizing spaces also considering the problem of the distances to be maintained to protect each other from COVID-19, and they promoted many innovative ideas in terms of methodology, inclusion, and didactic differentiation.

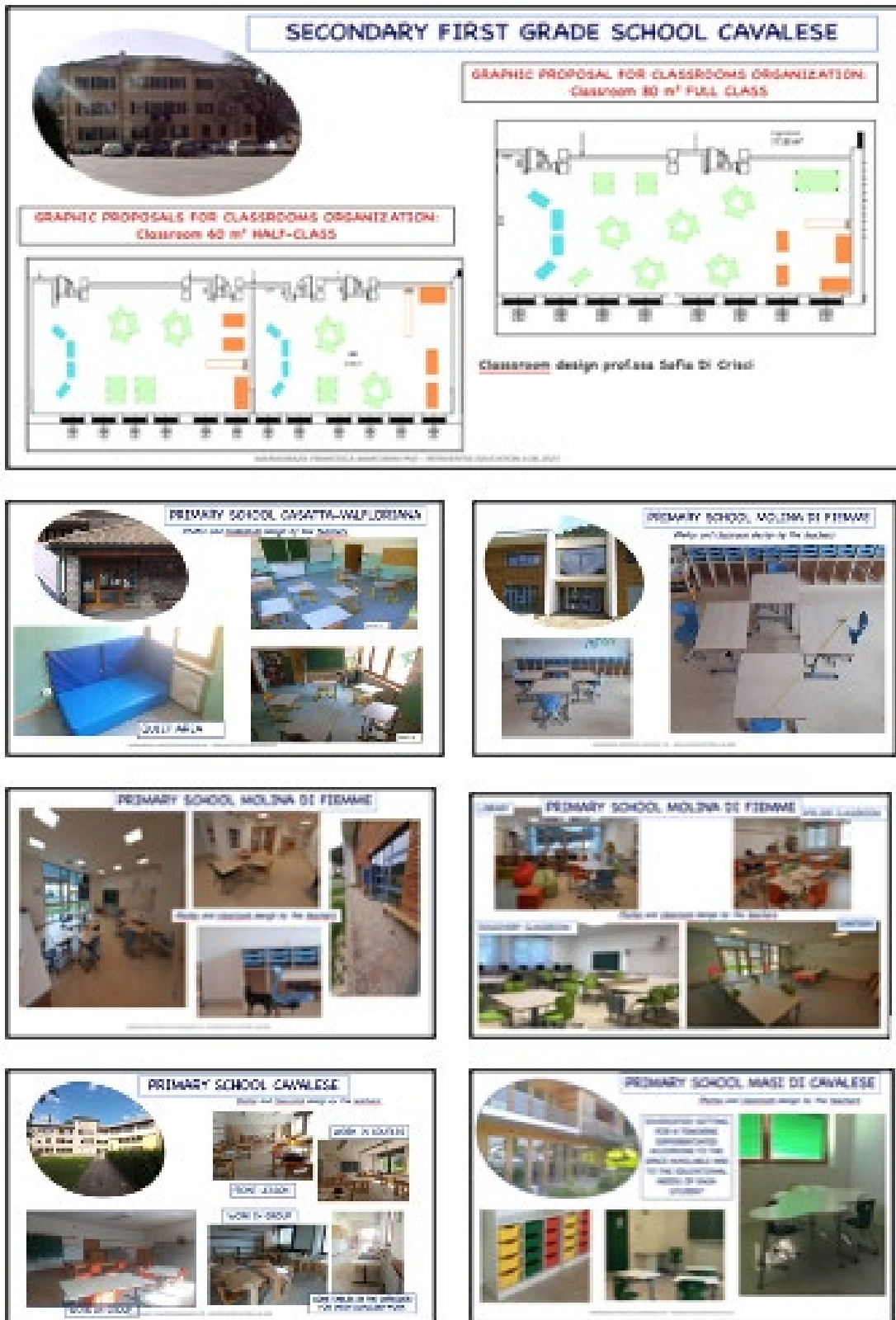
After these meetings with the researcher each group reflected again and subsequently made some adjustments deemed appropriate and which could improve the classrooms and in general learning environments of the school.

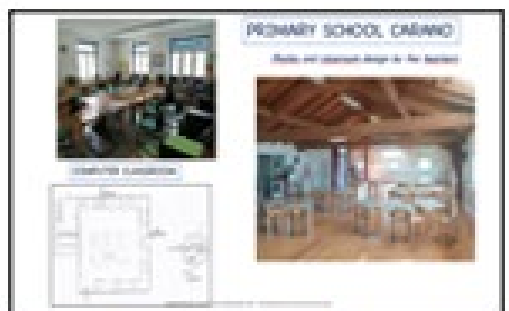
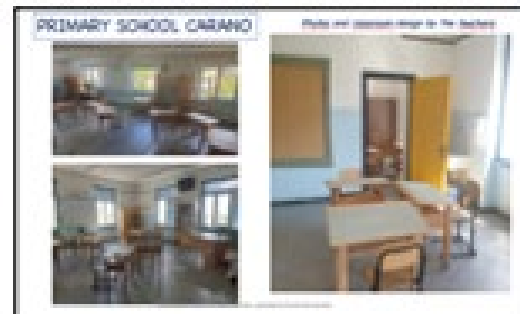
5.3. Third Phase – Final Plenary Meeting

A final plenary meeting took place with all the groups and the two principals, where each group reported to the others the reflections made on the previous activities and presented their project proposals and the relevant tasks were suggested for further sharing.

Some photographs and projects of the works carried out by the teachers of the schools involved are shown below.

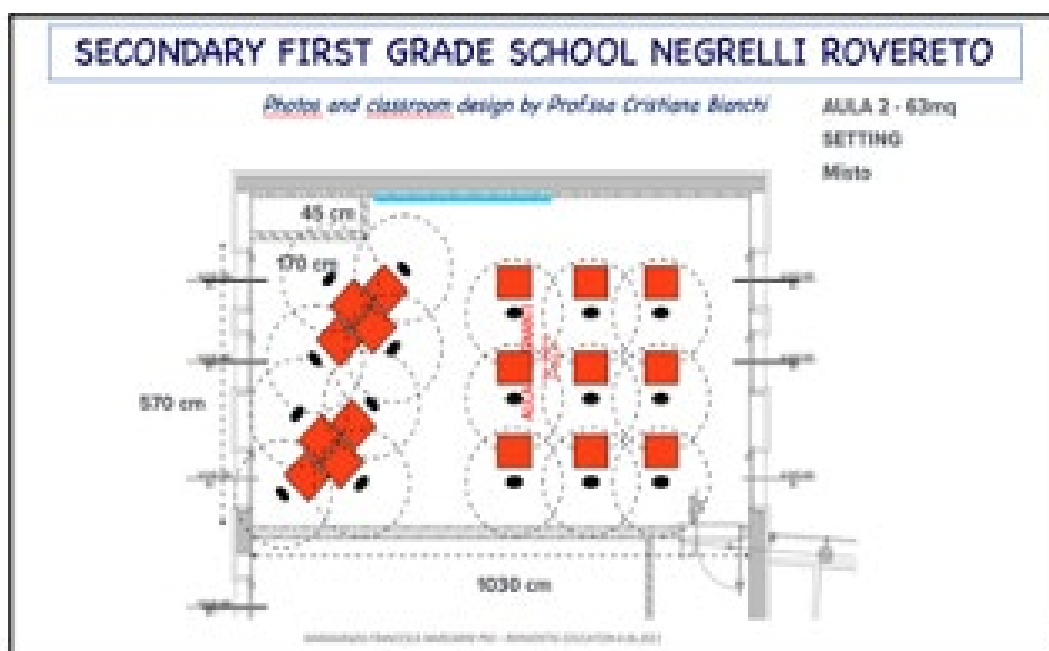
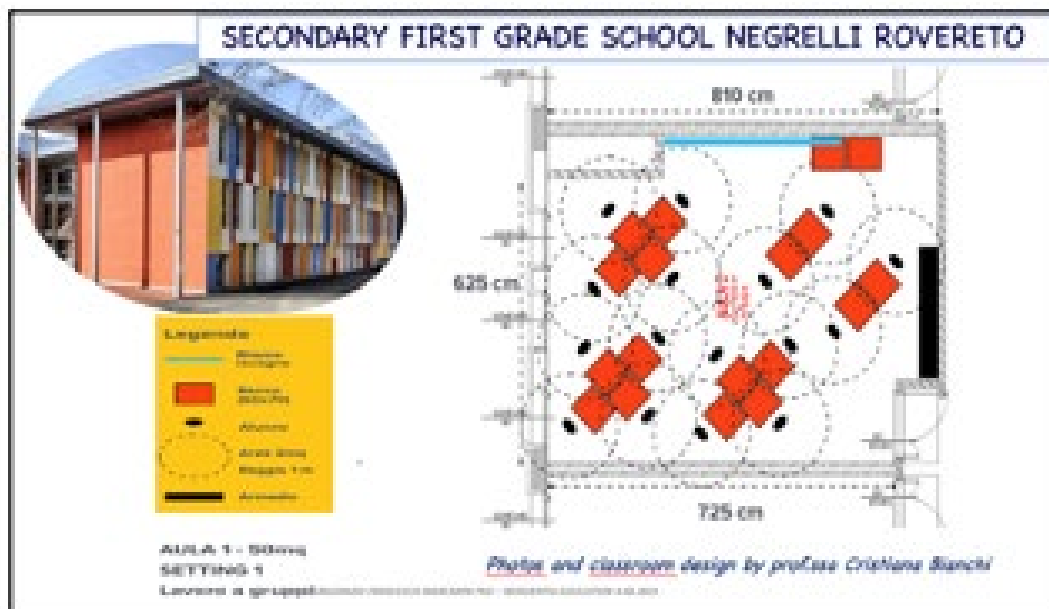
FIG. 6. Photographs and projects of the works carried out by the teachers of the schools







2) THE SCHOOLS OF IC ROVERETO NORD



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SECONDARY FIRST GRADE SCHOOL NEGARELLI ROVERETO
Photo and classroom design by Polina Stefanescu

PRIMARY SCHOOL NEGARELLIO (ROVERETO)
Small Classroom visit

PRIMARY SCHOOL M. GANDHI ROVERETO
Photos and classroom design by the teachers

PRIMARY SCHOOL M. GANDHI ROVERETO
Photos and classroom design by the teachers

FIRST SOLUTION

SECOND SOLUTION

PRIMARY SCHOOL M. GANDHI ROVERETO
LARGE CLASSROOM 12 STUDENTS
Photo and classroom design by teacher Michela Gaudini

PRIMARY SCHOOL M. GANDHI ROVERETO
SMALL CLASSROOM 12 STUDENTS
Photo and classroom design by teacher Michela Gaudini

Conclusions

The proposals presented by teachers were innovative in terms of organizing spaces, distances to be maintained and methodology, inclusion and didactic differentiation.

From the teachers' reflections, it emerges the need to work in a team, to embrace great flexibility and to have a sharing spirit and to adopt the vision defined as 'Culture-Bridge' (Sandrone, 2007), a culture of connection, which, by addressing the problem of fragmentation, it performs general and specific functions that help the teacher to leave the solipsistic disciplinary model, to make possible greater interaction and support between teachers. It could also be defined as team-teaching, in which the essence of the concept lies «in the very spirit of collegial programming» (Bair, Woodward, 1973, 23), but this meaning is less broad than the idea of Culture-Bridge, because it excludes structural and organizational details.

There is a need to develop new itineraries and new teaching practices because the times when there were few methods and teachers had to choose one or the other are very far away (Calidoni, 2000). In recent decades, there has been an expansion of teaching, which has become an autonomous and articulated discipline, which has produced experiences, proposals, numerous models also in the international context, which however require teachers not only to continuously stay updated and get training, but also to develop the ability to orient themselves in the complexity and multiplicity of didactic proposals

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