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BOOK OF ABSTRACTS

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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

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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

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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

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Keywords: pandemic, school, principals, leadership, challenges