

Officina 2021: Futures for Education and Europeaness



Report of the scientific and educational community's virtual
discussion table on the subject of:

Competences and multimodality of educational resources

27th April 2021

PARTICIPANTS:

Teresa Bencetti (IC Margherita Hack, Roma), Domenico Bracciodieta (IISS Leonardo da Vinci in Cassano delle Murge), Alessandra Bruzzi (IC di Cadeo e Pontenure), Roberto Castaldo (ISIS Europa of Pomigliano d'Arco), Letizia Cinganotto (INDIRE), Raffaella de Luca (CISP), Michele Gabbanelli (IIS Savoia-Benincasa of Ancona), Elisabetta Maiuolo (ITE V. De Fazio of Lamezia Terme), Patrizia Malausa (Liceo Caterina Percoto of Udine), Alessandro Manni (IIS Pertini of Alatri), Maria Rita Marconi (IP Cavour Marconi Pascal of Perugia), Emanuele Panni (IIS Savoia-Benincasa of Ancona), Carmina Laura Giovanna Pinto (IIS Galileo Galilei of Jesi), Raffaella Tomasini (ISIS Malignani of Udine)

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The virtual table has been recorded and is visible at <https://www.officinaeducazionefuturi.it/>

The virtual table was realized in the framework of the INCLUDE Erasmus plus project

“Officina 2021: Futures for Education and Europeaness” third virtual discussion table puts forward an integrated reading of the 2 issues through the Goal 4 of the 2030 Agenda which aims to achieve inclusiveness and equity of educational systems. Those systems, imbedded in an increasingly complex, uncertain and interconnected reality, accompany students in the process of exploration and decoding. In other words, tackling uncertainty not by giving in to simplification or claiming to know how to teach everything but by proposing complexity management strategies that focus on the act of thinking. As a matter of fact, simplifying breaks knowledge apart and does not reinstate the dimension of complexity.

Therefore, the main goal is to equip students with the ability to organize and frame personal resources into various contexts of application, better yet to make them build the necessary competences for life.

In this transformation, what is the possible and desirable relationship between knowledge and competences, disciplinary competences and transversal competences?

Despite the fact that many are yielding to dichotomous and simplifying visions, between these two dimensions there is a synergistic, complex relationship. In terms of complexity, self-construction is the more and more complete as it becomes based on in-depth organic knowledge.

This is the reason why schools need to be free, "wild", and to overcome not the disciplines themselves but the barriers between them. Teachers must free themselves from the burden of academic programs they are no longer required to follow.

The theme of relationships represents a keystone.

First of all, the relationship between teachers, which could be considered as the relationship between the very disciplines: through interdisciplinary co-planning, complexity acquires meaning; through networking, experiences are shared. Hence, the urgency of a central-level-strategic coordination not yet perceived by the teaching body, which traces change's direction.

Of importance is the relationship between students to whom schools teach to work together in an open space, restoring centrality in the educational process and in the didactic planning. Starting from listening, teachers are called upon to arouse curiosity (authentic questions), the pleasure of knowledge and deep learning made up of meaningful know-how. They are also requested to suggest strategies in order to manage complexity, maps to orient oneself and a value system.

Such a vision of schools does not require a radical rejection of traditional, disciplinary teaching: on the contrary, its integration with other forms of teaching. It requires a multidimensional and multimodal approach to the educational process that starts off, once anxiety linked to the academic program has been overcome, with a careful consideration of the uniqueness of the students, seen as individuals and as a group. In the aforementioned approach, the linear textbook becomes one of the tools available, the IWB a "window" on the world in which the teacher guides students in a "critical" exploration of the web so that together they build their textbooks.

This process of revolution is underway, as demonstrated by *Officina* and movements such as the *Avanguardie educative*, where new ways of teaching and learning are experimented through practices such as the Project based learning; the debate, learning by meaning, the Making Learning and Thinking Visible, the integration of textbooks and open educational resources, PCTOs as places of meaningful learning in real contexts, global citizenship education programs, STEAM and CLIL for transdisciplinary teaching.

There remains a question to which teachers seek for an answer that can give them a strategic vision: where is the school going?

Biographical notes of the participants at the Table

Teresa Bencetti

After several working experiences she developed the idea of teaching in schools and she is now teaching in the primary school Margherita Hack from 1998.

She has a scientific training enriched with a pedagogical formation and this double background is the power of her method. She expanded her educational experience teaching Italian culture and language in a Scottish school.

To be a teacher allows her to discover new ways: her teachers are just them, the children. Their enthusiasm when learning provokes ideas, thus she can explore new methods helping guide them in achievement but also their well-being in the school environment.

Domenico Bracciodieta

has been teaching English for over 30 years in IISS Leonardo da Vinci in Cassano delle Murge (Ba), covering multiple functions from Head of Language Department to Deputy Headmaster, being also in charge of EU funded research projects, mainly set in London, UK, in collaboration with Science Museum and Tate Modern.

Teacher trainer in methodology and linguistic competences for primary and secondary teachers, he published "Sharing Worlds" a History and Anthology of English and American Literature for Laterza publishers. He won the Fulbright scholarship for American Studies Seminar at UIC Chicago, USA.

He led the team of teachers in his school, working out an original version of 'Oltre le Discipline' included in INDIRE proposal of *Avanguardie Educative*. He is currently co-developing VOICEBOOKS, a web app based on an innovative approach to Listening.

Alessandra Bruzzi

Alessandra Bruzzi was born in Piacenza in 1959. She graduated from the Brera Academy of Fine Arts, has a degree in philosophy and is specialised in educational support. Since 2000, Alessandra has been working at the Istituto comprensivo di Cadeo e Pontenure in the province of Piacenza as a teacher of art and image. Bruzzi deals with integrated didactics for inclusion and is active in the action-research project *Avanguardie educative* promoted by INDIRE (National Institute for Educational Research, Innovation and Documentation) concerning the *Integration Ideas CDD/textbooks*, for which she has obtained the qualification of Expert trainer. Since the 2017-2018 school year she has been part of the research group that led to the birth of the *Avanguardie Educative Idea* dedicated to Heuristic Dialogue.

Roberto Castaldo

He is a Neapolitan computer scientist and teacher. He teaches at ISIS Europa in Pomigliano d'Arco and develops training courses, he is a trainer for schools, companies and publishers.

In over thirty years of teaching, he has witnessed great changes, which have reshaped the way of communicating, of moving around, of knowing and getting to know each other; but they have also contributed to making the old, transmissive, one-to-many way of teaching less and less effective.

And he has changed too. Today, Roberto designs virtual reality Web applications with his students, uses thinking routines to get them used to free thinking, helps them discover their own talents, supports them in facing the challenges of deep learning and of being citizens of an increasingly complex world as enthusiastic protagonists.

This is what school is for!

Letizia Cinganotto

Is a full time Researcher at INDIRE (National Institute for Documentation, Innovation and Educational Research), Italy. She holds a PhD in Synchronic, Diachronic and Applied Linguistics. She has far-reaching experience in continuous professional development for teachers, teacher trainers, head teachers.

She is a member of different working groups and scientific committees on CLIL and languages both at national and international level (European Commission, OECD, Council of Europe, ECML).

Her main research areas are language learning/teaching, CLIL, Technology-Enhanced Language Learning, school innovation, teacher training.

She has presented papers at national and international conferences and published articles and chapters in peer-reviewed journals and four volumes on CLIL. She is a reviewer and a member of the Editorial Board of different peer-reviewed journals. She is a member of the ECML "Pluriliteracies" consultancy team.

Michele Gabbanelli

A teacher of English and English Literature at IIS "Savoia-Benincasa" Ancona, Michele Gabbanelli deals with educational innovation and cooperates with INDIRE (he is trainer for Debate and the MLTV framework certified by Avanguardie Educative), European Schoolnet, DeA Scuola e other institutions. In particular, he is interested in active learning strategies, digital citizenship and learning design.

Elisabetta Maiuolo

Graduated in Literature from the University of Rome "La Sapienza", in 1988, qualified to teach Philosophy and History and Philosophy and Human sciences and specialized in support teaching. In 1992 she received a degree in Pharmacy and qualified for the profession. After a short experience as a pharmacist, she devoted herself to teaching in Secondary Schools, first in Rome and then in Calabria where she currently teaches, at ITE "V. De Fazio", Lamezia Terme (CZ).

Member of the management Staff, in charge of the Instrumental Function to PTOF, Responsible for the Teaching Area and School Referent for the relations with Indire, she deals with teachers mentoring and training. For years she has dedicated herself to innovative teaching methods, aimed at providing students with ductility, flexibility and all of the skills required to realize their project of life.

Patrizia Malausa

Teacher of English Language and Literature at 'C. Percoto' Foreign Languages High School Udine. She graduated in Foreign Languages and Literatures at Udine University - with specialisations in TEFL.

A specialist in *Teaching to children with special needs* - with a thesis on Teaching English to children with *Down syndrome* -, she also holds a Master's degree in 'Italian as L2 and Cross-cultural studies' at Udine University.

An expert in ICT in TEFL, multimedia and web-based CALL, she took part in projects for the promotion of *active teaching and learning* and the CLIL methodology in various schools.

Since 2016 she has been studying and applying *WS Debate* as a methodology for *active teaching/learning* and for CLIL.

In 2019 she co-founded the 'Academy of Argumentation and *Debate* of Friuli Venezia Giulia' with Teachers, Headteachers and Professors of the University of Udine, and she is currently active as a Teacher trainer of *Debate*, coach and WSD expert adjudicator.

Alessandro Manni

He is teacher of Physics and Environmental Physics at IIS Pertini in Alatri (FR). Graduated in Energy Engineering in 2013, in 2017 obtained a PhD in Industrial Engineering with a thesis in the field of renewable sources. After a year of postdoc and a stint in a chemical industry, he got a short call in February 2018 until the end of the school year. Since then, he has pursued the career of full-time teacher.

Maria Rita Marconi

After teaching Italian and Latin for around twenty years, in 2019, she became the principal of the "Cavour Marconi Pascal" vocational high school in Perugia. As a teacher, attending refresher courses and participating in national and international projects, she has deepened and developed the following themes of teaching practice:

- the teaching of Italian L2
- teaching with the CLIL methodology
- teaching about the Holocaust
- multimedia teaching (achieving the qualification of AICA regional trainer)

As a school leader, she intends to promote innovation processes aimed at improvement. She chose to work in a vocational school precisely because the setting is new to her. It thus can offer interesting stimuli regarding the development of teaching based on skills and the construction of an effectively inclusive school.

Emanuele Panni

Emanuele Panni is a History and Philosophy teacher at l'IIS "Savoia-Benincasa" , Ancona.

He deals with active learning and new teaching methods like CLIL (Content and Language Integrated Learning) and MLTV (Making Learning and Thinking Visible) and he has been working as trainer for Indire (MLTV framework), De Agostini Scuola (Civic Education) and other public institutions.

Carmina Laura Giovanna Pinto

Graduated in Mathematics, teacher of Mathematics-Physics at the Upper School Galilei in Jesi. Since 2015 she has been working at the USR MARCHE at around national projects; she is the regional representative for Interculture, for guidance, for PCTO (ex ASL), for PNSD and OPS. She was evaluator of PON and Risk Areas projects. She takes care of teaching mathematics and skills. She has a 2nd level Master's degree in Admin. Sciences and Innovation of the PA and is a PhD candidate in Mathematics in the third year at ISAS University of Camerino. She attended during the school year 2012/13 to the European project TALETE-Teaching maths through innovative learning approach and contents, COMENIUS; in 2019 she carried out a Research stage in Madrid-ERASMUS + KA1 MOBILITY FOR INDIVIDUALS (SCHOOL-STAFF). She has also published articles on <http://mondodigitale.aicanet.net/>

Raffaella Tomasini

She is a teacher since 30 years. She has been working for many years at ISIS Malignani in Udine teaching Italian and History, but she started her career in Vocational Schools, that are often difficult, where there are many students that have little motivation to learn. This is why taking care of students' motivation has always been her main concern in the teaching/learning process. The inspirational question that has always driven her is "What is worth teaching?". In this regard, an enlightening moment has been discovering the ideas of "Avanguardie educative" and in particular of MLTV (Making Learning and Thinking Visible), a project in collaboration with INDIRE and the Harvard

School of Education. In this context she has found many answers, but also an environment that stimulates continuous questioning.