



Proceedings of the 2nd International Conference of the Journal Scuola Democratica

REINVENTING EDUCATION

2-5 June 2021

VOLUME I

Citizenship, Work and The Global Age

ASSOCIAZIONE "PER SCUOLA DEMOCRATICA"

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VOLUME I

**Citizenship, Work and The
Global Age**

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

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***Title* Proceedings of the Second International Conference of the
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VOLUME I Citizenship, Work and The Global Age**

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.

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Citizenship, Work and The Global Age

A Premise

What is education for? This philosophical question cannot be answered ignoring contributions from social and educational sciences. The growing focus on learning outcomes should have prompted discussion on the values and aims in defining policy objectives and developing accountability systems and evidence-based approaches. Whereas for years public discourse on education has most frequently been confined to a merely sector-based perspective, without addressing the relationship (i.e., interdependency and/or autonomy) with globalised societies or to face the new challenges of contemporary's world. The relationship between education and society and the issue of aims can be observed in a new context which has seen the weakening of the society-nation equation and the strengthening of global dimensions.

The crisis born of the pandemic is more and more global and multidimensional. It inevitably obliges to ask what the post-pandemic socio-economic scenarios could be and what challenges might emerge from the transformations of education and training systems and policies. Many researchers and observers think that the most relevant of these challenges is that of inequalities between and within countries. The medium-long term nature of many of these challenges poses a complex question: does the pandemic tend to widen or narrow the time-space horizons of people perceptions, rationalities, and decisions?

For decades, the field of education and training has witnessed continuous growth in globalization and internationalization: just think of the role of the large-scale assessment surveys and the increasing influence of international organisations. Phenomena and concepts such as policy mobility (lending and borrowing) or – within another field of research – policy learning, as well as global scaling up, global-local hybridization and policy assemblage might find a useful opportunity of debate and in-depth analysis in this stream. This might also be true of the related issue regarding how comparative research must be carried out and of the relationship between some government 'technologies' adopted in the latest cycle of policies – for example, quasi-market, evaluation, and autonomy of schools and universities – and the ever more criticized neo-liberal paradigm. In this framework, without any revival of the political or methodological nationalism, a critical rethinking of the national dimension, perhaps too hurriedly assumed to be 'obsolete', can be useful also for a comparative reflection. As to our continent we are in the presence not only of

globalization of educational policies, but also of their Europeanisation, due to the extent of the European Commission's strategy and its Open Method of Coordination. Beyond the official distinction between formal, non-formal, and informal learning, it seems European initiatives and programmes shape a new policy world preparing the future of education, particularly through different expert networks, new ways of conceptualizing knowledge, and disseminating standards. On these issues there is no lack of reflections and research, some of which very critical indeed, whose results deserve to be broadly shared and discussed, too.

The equipping of the new generations with the tools – knowledge, skills, attitudes, and values – to live in a plural and interconnected world is delicate matter indeed in Europe. It is the issue at stake for the encounters – and at times clashes – between old and new visions and forms of pluralism and secularism. Around this theme are developed educational policies and strongly heterogeneous curricula. Such topic is linked also to the variability in young people's competences and attitudes towards 'cultural otherness'.

Life-long learning is another question of notable importance at international level as it implies both a diverse temporal horizon for education and its link to the dimensions of work. And a different approach to the relationship between school and extra-scholastic (life-wide) learning is also implied. From this stems the necessity of greater investment for example in both the early years (ECEC) and the adult education. We might ask, however, how much has been done to achieve this goal, and whether it risks remaining a fascinating but largely unfinished project for a long time.

Within a general rethinking of the aims and the means at the disposal of education systems, many papers ask whether until now enough has been done to educate towards citizenship and democracy and whether various national educational systems have adopted this issue as their core mission.

A second group of questions derives from some crucial challenges – such as the dramatic deterioration of the biosphere, the climate, and the health – which impose both the necessity of rethinking this mission in a planetary context and redefining the 'citizenship' as a concept not merely national, but multi-level, that is ranging from global to local; and in our continent European, too. How deeply are our nations presently involved in the task of educating their citizens in terms of knowledge of global and trans-national issues? And are they striving to build a collective common consciousness in Europe? What help is being given in this sense by proposals elaborated and experiences promoted by international organizations or the EU?

Finally, starting from infant and primary schools, what weight does citizenship education have in schools, what approaches are adopted and what have shown to be the most effective? What didactics are applied and what seem to be the most promising experiences? To what extent are teachers prepared and motivated and students interested in it? Universities and adult education should also play a role in citizenship education. What proposals and significant experiences can be described and examined?

The Volume also includes contributions on the relationship between education and economic systems which is a classic subject of social science. During the twentieth century, the functionalist perspective established a close link between 'school for the masses' and the construction of individuals personalities conforming to values and social objectives. Professions have then become more and more specialized and therefore requiring ever more targeted skills. Hence, the insistence on the need to train future workers in technical and technological skills, as well as more recently in the 'soft skills' climate, increasingly necessary in certain sectors of the economy (Industry 4.0). The alliance between the functionalist perspective and the neoliberal visions finds its conceptual and practical pivot in the employability conceptual frame. On the other hand, since the 1970s, critical research has highlighted that formal education system contributes to the reproduction of inequalities, confirming and strengthening hierarchies and power relations between different actors of the economic system. These lines of investigation have underlined the weight of cultural and social capital in determining school performance, but also the inflation of educational credentials as a combined effect of mass schooling and changes in the economic system. In more recent times, the fragmentation of the educational and training systems, because of the multiplication of public and private agencies in charge of training citizens, in addition to the explosion of the non-formal and informal as learning places (e.g., on the Internet), challenges the school to maintain its primacy as a place responsible for training workers. Moreover, it questions its ability to continue to represent a social elevator and / or a place of social justice.

The issue of the reproduction of inequalities and differential returns of educational qualifications fuels lively and stimulating interdisciplinary debates: economic stagnation, mass unemployment and job instability affect the inclusion of young generations in the labour market. Recently, in the context of lifelong learning policies, the relationship between training and work has become increasingly central, but the definition of the goals of these policies is not neutral: in the neoliberal mantra it is a question of guaranteeing the adaptability, employability and autonomy of each individual, so that one can occupy a place in society according to the dominant values. There is no shortage of critical voices about this individualistic and functionalist interpretation

of the Lifelong Learning vision. On the other hand, even the supporters of neoliberal-inspired policies want an inclusive training offer (from a meritocratic perspective), as it is essential for recruiting resources and supporting flexible production systems focused on knowledge.

The attention of scholars focuses on the effects of the 'knowledge society' in the educational system of European countries. In this perspective, several studies have focused attention on the orientation processes that contribute to the reproduction of inequalities as the students from the lower classes tend to orient themselves, and are oriented by their teachers, towards the vocational paths, stigmatized within the educational systems.

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ABSTRACT: *Digital Citizenship Education is part of Civic Education, consolidating the role of schools to promote the education of citizens. Acquiring digital skills in today's society is a key element, emphasizing the importance of considering technologies as subject of reflection and not only as educational tools. The aim is to help students to develop a critical mindset, responsibility and ethical awareness, elements on which Media Education insists from the beginning. Since the school year 2018-19, CREMIT (Research Center about Media Education, Innovation and Technology) of the Catholic University of the Sacred Heart and University of Molise are leading a research project to design vertical curricula (from pre-primary to lower secondary education) for the development of digital civic competences. 14 schools in Lombardy and 5 schools in Molise were chosen on the basis of the significance of past experiences in the field of media education and in order to represent all the provinces of the two Italian regions. The research project, which caused COVID-19 health emergency, has been postponed by one year, is structured as follows: a first year for designing the curriculum and a second year for experimenting paths of Digital Citizenship Education. Collaborative research has been chosen, allowing the direct involvement of teachers as co-investigators. The first results can be summarized as follows: collegiality as an essential condition for the full inclusion of Media Education in curricular teaching and the value of active methods to promote engagement and learning.*

KEYWORDS: *Digital Citizenship Education, Media Education Literacy, First cycle of education, Collegiality, Student-Centered Approach*

Introduction

Acquiring digital skills in today's society is a key element. The aim is to help students to develop a critical mindset, responsibility and ethical awareness, elements on which Media Education insists from the beginning.

In the Italian context, since 2019 Digital Citizenship Education is part of Civic Education, consolidating the role of schools to promote the

education of new citizens, emphasizing the importance of considering technologies as subject of reflection and not only educational tools.

The contribution aims to present the first results of a collaborative research that took place in Lombardy and in Molise (Italy), leaded by Catholic University of the Sacred Heart of Milan and University of Molise¹.

1. Theoretical framework

1.1. Media Education at school

Reflecting on Media Education curriculum, the theoretical framework that guided us considers that it should include three levels of development. According to Rivoltella (2007, 20-21) they are:

- alphabetical: at this level, there are technical and language skills that allow a person to use tools, languages and codes of the media and increasingly develop sophisticated skills in relation to their languages. It is configured as the first condition to access the Web;
- critical: it concerns the analysis of media texts, in order to develop 'reading' skills, autonomous and critical thinking in the subject regarding the messages of media;
- expressive: finally, there is the ability to creatively use the media, in order to encourage original expression, with particular attention to developing a sense of responsibility about what is permissible or not to do on the Web.

One on the most debated issue is the integration of Media Education into the school curriculum:

Media Education has the potential of a real 'Trojan horse', a progressive influence that may very well exist within the traditional curriculum to challenge the most ingrained and outdated values and preconceptions (Masterman, 1997, 82-3).

The international literature review teaches that about the curriculum there are three hypotheses: disciplinary, transversal and mixed (Rivoltella, 2001).

In the first one, Media Education is an independent discipline. In this way, in English-speaking countries the subject is called *Media Studies*, in Italy, in the Seventies *Educazione all'immagine* or *Educazione visiva* (Brocca Commission). The main advantage of this hypothesis is that the topic finds an adequate space in the curriculum, with a specialized teacher and institutional recognition. However, the responsibility of only

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one teacher impacts on the de-responsibility of the other teachers and contributes to excessive 'schooling' by losing educational value.

Transversal hypothesis is called «curriculum across the curriculum» (Masterman, 1985): all the subjects must have an educational attention about the media. The main strength is that the responsibility of Media Education is shared between teachers, but a coordinator and co-design are needed. This solution requests an effort of collegiality that is not always present ('if everyone takes care of it, the risk is that no one takes care of it').

The last hypothesis consists in a mediation between the first and the second hypothesis, building a mixed model, with all the advantages and disadvantages already mentioned: a transversal approach in Primary Schools (Media Education) and a disciplinary one in Secondary School (Media Studies).

In any case, it is necessary that,

[...] the entire teaching staff takes on Media Education in an expanded concept of responsibility that does not mean reductively the introduction of media in the school as a theme to be addressed, but as a mentality to be shared (Rivoltella, 2001, 74).

1.2. Digital Civic Education in Italy

In Italy, Media Education has historically struggled to carve out a relevant space in the school, even if there are many individual initiatives carried out by teachers more sensitive to the issue.

With the *National Digital School Plan (PNSD)* the theme of media at school emerges in a more organic and significant way even if the first sign of a turning point is in 2018 with the *Syllabus of Digital Citizenship Education* that for the first time thematizes it in school (Bruni *et al.*, 2019). The main topics of the *Syllabus* are five (see Figure 1):

- Internet and the ongoing change: general understanding of change, originating from the convergence between digital technologies and connectivity, Net neutrality and Internet governance, Internet Rights;
- Media Education: collaboration, respect the other starting from language and critical reflection on concepts such as identity and representation;
- Information Literacy: research, collection, use and storage of information, change in the information production and distribution ecosystem (fake news and information cocoons);
- Quantification and computation (data and Artificial Intelligence): social, economic, political, cultural and ethical issues connected to quantification and computation;
- Digital culture and creativity: cultural nature of digital media, creation of new genres and narratives, responsibility towards the implications of creating and disseminating content on the Web.

FIG. 1. *Syllabus of Digital Citizenship Education*

Source: <http://ecd.generazioniconnesse.it>

Schools must insert topics in their Triennial Plan for Educational Offer (PTOF) and above all they are invited to build vertical curricula of Digital Citizenship Education. On August 20th, 2019, law n. 92 made teaching of Civic Education mandatory from pre-primary to upper secondary school, expecting 33 hours for each scholastic year. One of the three conceptual cores of the law concerns Digital Citizenship (art. 5), for about 10/12 hours of Digital Citizenship Education.

The main issues are whether the expected time is enough to build Media Education paths to cover all the areas of Syllabus; furthermore, a risk is that, conceived in this way, Digital Citizenship Education could be reduced to be one of the many 'educations' (road safety education, environmental education, food education...) without being harmoniously incorporated into the curriculum. The Guidelines, adopted in application of the Law n. 9, recall the transversal aspect of Citizenship Education and on the other underline a real subject, especially for secondary schools. In the First Cycle of Education, Digital Citizenship Education is assigned in joint ownership, implying the aim of transversality or at least interdisciplinarity as a professional commitment that involves the entire class council; in the Second Cycle of Education, the involvement of teachers qualified to teach legal and economic disciplines is suggested.

2. The research project: structure and objectives

Since the school year 2018-19, CREMIT (Research Center about Media Education, Innovation and Technology) of the Catholic University of Milan and University of Molise have been leading a research project to design vertical curricula (from pre-primary to lower secondary education) for the development of media competence.

According to the original program, the structure of the research project should have provided for the first year (s.y. 2018/19) the design of vertical curriculum of Digital Citizenship Education and for the second (s.y. 2019/20) the experimentation of educational paths (Carenzio *et al.*, 2019). Due to the COVID-19 emergency, the project has been postponed by one year, so the schools continued during the s.y. 2020-21 the experimentation.

A total of 19 schools (14 schools in Lombardy, 5 schools in Molise) were chosen on the basis of the significance of past experiences in the field of Media Education and in order to represent all the provinces of the two Italian regions (see Table 1).

The postponement of the project impacted on the involvement of three schools (indicated with the symbol *), which for various reasons have given up on experimentation (change of management, teacher turnover, COVID-19 emergency issue...).

TAB. 1. *The schools involved in the project*

	School
Lombardy	Achille Ricci, Milano (MI)
	IC Anna Botto, Vigevano (PV)
	IC Benedetto Croce, Ferno (VA)
	IC di Fara D'Adda, Fara d'Adda (BG)
	IC di Fino Mornasco (CO) (*)
	Istituto Giovanni Paolo II, Melegnano (MI)
	IC Lecco III (LC)
	IC Lodi III (LO)
	Istituto Maria Immacolata, Gorgonzola (MI)
	IC Montorfano-IC Brescia Nord, Cologno (BS)
	IC Paesi Orobici, Sondrio (SO)
	IC di Porto Mantovano (MN)
	IC Umberto Eco, Milano (MI)
	IC Visconteo, Pandino (CR)
Molise	Istituto Omnicomprensivo "D'Agnillo", Agnone (IS)
	IC Colozza, Campobasso (CB)
	IC Amatuzio-Pallotta, Bojano (CB) (*)
	Istituto Omnicomprensivo di Guglionesi (CB) (*)
	Infanzia Campolieti + Primaria Campolieti, Termoli (CB)

Each school is supervised by a university coach who assumed the role of critical friend (Rivoltella, Modenini, 2012): during the first year the coach had the task of facilitating the process of developing the curriculum and teaching activities. At least one 'experimenter' class and a relative experimenter teacher per school segment (pre-primary, primary, lower secondary) participated, with the opportunity to extend the experimentation to other classes.

The research objectives are:

- developing hypotheses of a vertical and transversal curriculum of Digital Citizenship Education;

- designing and experimenting digital civic education paths, in line with the curriculum created, promoting a functional alliance with families;
- documenting and disseminating good practices.

3. Methodology

Collaborative research has been adopted. It allows the direct involvement of teachers in the role of co-investigators, who implement a cyclic process of project ideas reviewing by experimenting in the field, documenting their practices, evaluating the results of the work in the classrooms and, finally, reflecting on acting out (Desgagnè, 1997; Lenoir, 2012). As Laurillard argues, teachers

[...] have the means to act as real 'researchers' by documenting and sharing, for example, their own designs. Without this, teachers remain the recipients of research results, rather than themselves becoming engines of new knowledge on teaching and learning (Laurillard, 2015, 7).

As Clarke and Erickson argue, a teacher can be said to be professional as long as he keeps on to analyze his own practice and do research on it (Clarke, Erickson, 2004).

Teachers, after having created the Digital Citizenship Education curriculum, were first involved in designing the activities and then they are asked to write a logbook, a reasoned account of the learning path carried out (Bassotto, 2001), to document good practices also with photographs, teaching materials, excerpts of conversations and artifacts.

The data collection was conducted by the coaches, using the following tools:

- classroom observations of one lesson per each segment provided in the work plan of the schools;
- pre-primary school children interviews;
- primary and low secondary school students focus groups (Morgan *et al.*, 2002);
- experimental teachers semi-structured interviews (Atkinson, 2002).

Data collection is still ongoing. The data emerged from an initial analysis of interviews (n. 30) and focus groups carried out with the students (n. 32) and of the interviews carried out with the teachers (n. 45).

The verbal material collected has been subjected to thematic analysis (Boyatzis, 1998); the researchers involved in the project have identified the recurring themes in the data through intersubjective comparison (Mortari, 2007).

4. First results

The curriculum development was undertaken by each school involved in the project, selecting on which dimensions of media competence (alphabetical, critical, expressive) and on which areas of the *Syllabus* carry on the subsequent micro-design of the activities.

From the interviews and focus groups analysis two main issues emerges:

- from the point of view of professional practices, the value of collegiality as a condition to succeed;
- from an educational point of view, the importance of a student-centered approach to make children protagonists of their learning.

4.1. Collegiality

Literature emphasizes the value of collegiality. Laurillard attributes an important role to sharing and discussion among peers for the professional growth of teachers (Laurillard, 2012). In line with this idea, co-design and co-assessment are also key elements (Friend, Cook, 2000). Traditionally, collegiality is more widespread in pre-primary and primary schools in which there are moments devoted to work in teams, but it is generally very important: working in a community, where people work well together allows teachers to be more motivated, feeling an integral part of the school (Hammersley-Fletcher, Brundrett, 2008). Collaborating with colleagues also enables to share objectives, responsibilities and resources (Amadini, 2020). A decisive task is carried out by the School Director, who allows everyone to perceive themselves as protagonists in the life of the school.

The project was carried out with 3 hands, or rather 6! My precious colleagues were with me, I had the task of coordinator and mediator. We were very often in co-presence... Being together also allowed us to reflect more. One does and the other helps, but also observes! (Teacher, pre-primary school, Molise, school n. 15)

The activity allowed us to truly feel like a Comprehensive Institution. Let me explain: preprimary teachers are often cut off from what is done. Thanks to the project, I have had many contacts with other primary and lower secondary colleagues. This was a positive experience: I felt more involved in the activities concerning the school (Teacher, pre-primary school, Molise, school n. 16)

We have always interacted in a collegial way with the shared work plan, with this we can compare ourselves in order not to do the same things, not to overlap each other, in order to complete the final product (Teacher, lower secondary school, Lombardy, school n. 1)

The project was conducted in a strictly joint, truly collegial way. I was the coordinator, but I had all the support from my colleagues in the class and we have extended the project to all fifth grades. We have always worked as a team, this was a really positive aspect! (Teacher, primary school, Molise, school n. 16)

In various contexts, collegiality has failed: experimenting teachers have struggled to involve other teachers as active partners.

We need to extend knowledge to others. The same people are always involved and therefore there is no transfer of knowledge between people. We also worked on coding, but most of the time it is done by me and they prefer to delegate (Teacher, primary school, Lombardy, school n. 2)

A small number of people were involved, the teaching board perceived the project as something 'experimental', for a few, so many thought 'Someone else will do it and carry the load'. You feel alone... I felt excited in doing something never done before, but I also felt the burden of tackling something alone, despite having a team of very collaborative colleagues (Teacher, primary school, Lombardy, school n. 3)

It is not easy to find colleagues who are willing to get involved. There is always someone who needs 'pulling' (and usually these projects are in charge of a teacher of Italian or Math that has more hours!) and others who are willing to follow... do not get me wrong, I'm glad I did and I found colleagues who supported me, but it would have been nice if more colleagues felt involved (Teacher, lower secondary school, Lombardy, school n. 15)

I work in synergy with my colleague who teaches Italian, but she has little confidence in her digital skills and struggles a lot in making it an object of work with students, although she is aware that it is important (Teacher, lower secondary school, Lombardy, school n. 10)

The main reasons that affect collegiality could be referred to poor continuity of teachers due to precariousness, little involvement of the School Director, sense of inadequacy and lack of competence of many teachers with respect to media culture. This is a crucial point that certainly deserves further investigation once the data collection is completed.

4.2. A student-centered approach

From the educational point of view, data analysis underlines a student-centered approach (Jones, 2007), strictly linked to the learning by doing method (Dewey, 1938) and use of digital media as authorial devices (Rivoltella, Ferrari, 2010). In order for students to acquire media skills, it will be necessary to put them in the conditions to work directly on the

media, both by activating them in analysis and production practices. Media making stimulates students' protagonism, as well teamwork.

Children were so enthusiastic! The project has allowed us to bring to the section tools that are not usually used: tablets and smartphones in particular. Children felt like protagonists because they were able to get their hands on them. There was great interest and participation... I must say that there is often interest and participation especially if you try to get the children 'out of the routine' (Teacher, pre-primary school, Molise, school n. 16)

We used the Internet a lot and traditional activities very little: I liked it because I really did things (Student, primary school, Molise, school n. 15)

I worked on the body (left and right), unfortunately we didn't use the Bee Bots. They were always asking 'What do we do next time?'. We placed the artifacts in the hall and when they came in and out they always showed their parents what they had done (Teacher, primary school, Lombardy, school n. 4)

Among the methods, the most present in teaching experiences are Episodes of Situated Learning (Rivoltella, 2013), cooperative learning and peer tutoring (Topping, 2014), in which everyone is considered as a resource. Group work becomes an opportunity for mutual knowledge and recognition of one's own and others' strengths.

Active methods affect the sense of self-efficacy (Bandura, 1997) and they are also very important for inclusion (Cottini, 2017). In particular, peer tutoring is indirectly referred to in various excerpts, with regard to what has been experienced or with a projection on the future.

Children who don't understand well or struggle and those who learn quickly can stay together and help each other. A lesson explained by an adult doesn't always help, but by a partner yes, he understands it, he understands more easily the point of view (Student, primary school, Lombardy, school n. 1)

[In lower secondary school] we can also teach people who have failed to give too much information... who may need our help and we are more experienced, talk about certain things with our friends or with younger children that are facing certain difficult situations on the Web (Student, primary school, Lombardy, school n. 10)

Conclusion

An essential element to design and implement a curriculum, also in Digital Citizenship Education, is collegiality. The collegial work between the different subjects that make up the school community, in fact, is not

an aspect detached from the quality of teaching and the sharing of good educational practices (Pietropolli Charmet, Riva, 1987). Designing together – at the macro and micro levels – makes possible to explain and share the meaning of one's professional action by tracing a common perimeter of educational objectives and strategies that allow teachers to feel co-responsible and pupils to have maximum educational coherence (Amadini, 2020). Without collegiality, the curriculum struggles to spread and easily leads to delegation mechanisms (in our case, given the theme, towards the Digital Animator).

From an educational point of view, Episodes of Situated Learning, cooperative learning, peer tutoring, the construction of artifacts and the use of technologies were found to be key elements that met with student satisfaction. A student-centered approach is connected to engagement: the engaging educational proposals, being able to experience first-hand and without anxiety have increased motivation. They are key elements, to be taken into consideration for the development of any competence.

Finally, the first evidence leads us to argue that investing in teacher training is more than ever necessary: for the development of Media Education Literacy – and to go beyond the digital skills provided by the DigCompEdu framework (Punie, Redecker, 2017) trained teachers are required. Many good practices – still under analysis – have emerged within this project. The aim is to systematize and valorise them in order to become a common heritage of schools and help teachers to feel more confident with media culture.

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